

LESSON 6: FLOOR HOCKEY

Grade-Level Outcomes

Primary Outcomes

Individual-performance activities: Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity. (S1.M24.6)

Movement concepts: Identifies and applies Newton's laws of motion to various dance or movement activities. (S2.M12.7)

Embedded Outcomes

Accepting feedback: Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills. (S4.M3.7)

Shooting on goal: Shoots on goal with power and accuracy in small-sided game play. (S1.M10.7)

Shooting on goal: Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse. (S1.M10.8)

Transitions: Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. (S2.M6.7)

Lesson Objectives

The learner will:

- demonstrate skating skills while handling a hockey stick and ball.
- apply Newton's laws to striking and collecting a ball with a hockey stick.

Equipment and Materials

Per student or every two students of similar size:

- Helmet (sanitized between interpersonal use)
- Pair of knee pads
- Pair of elbow pads
- Pair of wrist pads
- Pair of in-line skates
- 4 to 20 cones (any size)
- 5 to 20 small blocks
- 1 hockey stick per student
- 2 or 3 street hockey pucks (balls)
- Goals, or 2 cones to use as each goal

Introduction

What are some factors to consider relative to Newton's laws when adding hockey skills? (keeping balance when changing directions, the force of the stick to the puck and the puck pushing back, collisions with other learners, speed changes to chase the puck.) Today, we will explore some of these, with hockey.

Instructional Task: Hockey Skill Stations

■ PRACTICE TASK

Students practice the following hockey skills without skates:

- Shooting on goal with power and accuracy
- Transitioning from offense to defense or defense to offense by recovering quickly and communicating with teammates

- Dribbling the puck
- Passing the puck with a partner

EMBEDDED OUTCOME: S4.M3.7. Students provide corrective feedback to a peer, using teacher-generated guidelines and incorporating appropriate tone and other communication skills.

Guiding questions for students:

- Consider how the strength of your passes affects your balance when you're wearing shoes instead of skates. How is your balance affected by Newton's laws of motion with respect to the law of action–reaction?
- How are the laws of inertia and acceleration intertwined when you make a poor pass to a partner?

Extensions

- Play a small-sided game of hockey.
- Repeat the stations with skates.

Guiding questions for students:

- How did wearing skates affect your skills?
- Can you justify these changes using Newton's laws of motion?

Refinements

- Stop drills to correct any hockey skills that students are performing improperly (especially if it relates to safety).
- Students should self-identify their skating skills and apply them appropriately to the hockey drills (even though they may be good floor hockey players, they might struggle on skates).

Student Choices/Differentiation

- Students select the varying distances for shots on goal.
- Students may opt out of using a goalie to defend shots on goal.
- Students may dribble around obstacles with stationary or mobile defenders.
- Students may participate in small-sided games ranging from 1 v 1 up to 3 v 3.

What to Look For

- Students use correct body positioning for each skill.
- Students' knees are bent.
- Students maintain body control when using a hockey stick.

Instructional Task: Peer Assessment

■ PRACTICE TASK

Using the skill analysis from previous lessons, students (under your direction) develop checklists to evaluate their skills.

Extension

Have students write a reflection on the process of developing the checklist, or the evaluation of their skills, or both.

Refinement

Help students identify critical elements in their skills. Make sure that students focus on the process instead of only on the product.

Student Choices/Differentiation

Provide an example of an evaluation checklist.

What to Look For

- Students are able to identify critical elements of their skills.
 - Students are able to reflect on the assignments.
-

Formal and Informal Assessments

- Peer assessment
- Reflection activity

Closure

- What issues did you encounter when adding a hockey stick and puck while skating? (Answers: force created while dribbling or passing the puck makes it more difficult to maintain balance, must keep head up to avoid other skaters, must make quick changes in direction with possession changes)
- How did you adjust to avoid falling? (Answer: student feedback, must keep knees bent)

Reflection

- Do students have ample space for skill practice?
- Did I review hockey rules to prevent injuries on plays that would be penalized? (For example: high sticks)

Homework

- Find a video of people skating on ice (figure skaters, speed skaters, hockey players), and note the similarities and differences when compared with in-line skating. For a real challenge, apply Newton's laws!
- We will also take our in-line skating quiz tomorrow. Review the critical elements, safety components, and principles of Newton's laws on the school's physical education website.

Resources

Miller, L. (2003). *Get rolling: The beginner's guide to in-line skating*. 3rd ed. Danforth, CA: Get Rolling Books.

Internet keyword search: "in-line hockey drills," "hockey drills for beginners"