**Floor Hockey Unit lesson Plan**

**9th grade**

**Standards:**

S1.H1.L1\* Demonstrates competency and/or refines activity-specific movement skills. S4.H2.L1\* Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance (e.g., respect for self and others, knowledge of rules, avoidance of inappropriate language, anger management, etiquette, fair play).

 S4.H3.L1 Uses communication skills and strategies that promote team or group dynamics.

 S4.H5.L1\* Applies best practices for participating safely in physical activity, exercise and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

**History of Hockey:**

The game of Hockey has been around from the time of early civilization. Some of the reports find the earliest origin of the game 4000 years back. Field hockey was reportedly played even before the birth of Christ. Basically known as the "ball and stick" game, it was played since ancient times in places diverse as Rome, Scotland, Egypt and South America. The game was referred to in different names but the basic idea of playing the game was the same. The game of ice hockey probably evolved from the game of field hockey that was played in Northern Europe for hundreds of years. The modern version of ice-hockey finds its origins in the rules laid down by a Canadian named J G Creighton. His rules were implemented in the first game of ice hockey played in Montreal, Canada in the year 1875.

**Floor Hockey Opportunities in Bismarck:**

 The YMCA offers a floor hockey league Monday nights February 7th- March 27th.

**Objectives:**

Psychomotor

1. The student will demonstrate the following hockey skills:

a. Proper hand placement on hockey stick

b. Stick handling

c. Sprinting

d. Passing

e. Shooting

f. Team communication

g. Offense

h. Defense

2. The students will participate in a hockey tournament.

 Cognitive

1. Students will demonstrate knowledge of the rules. (By scoring 80% on the rules quiz)

2. Students will show an understanding of hockey strategies by participating in game like situations. (This is assessed by teacher observation during games)

3. Students will demonstrate general knowledge of a hockey game. (This will be assessed by teacher and written quiz)

4. Students will demonstrate an understanding for the importance of fundamentals in a hockey game. (This will be assessed by teacher observation)

C. Affective

1. Students will demonstrate good social skills by working within a group and with a partner.

2. Students will use good sportsmanship by participating in competitions and encourage their teammates.

3. Students will be honest wile self-assessing and assessing other students. This is done in a partner situation.

4. Students will show positive attitudes while participating in hockey drills and games, by smiling and encouraging other.

5. Students will be motivated and ready for participation each day for the entire hockey unit plan.

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| Day 1I. Introduction to floor hockeyII. Stretch/Warm-upIII. Lesson Focus(Griping hockey stick, stick handling)1. Introduction of floor hockey rules
2. Safety

 c. Safety QuizIV. ClosureQuestions/Review rules | Day 2Introduction: Review hand placement on hockey stickII. Stretch/Warm-up III. Lesson Focus  a. Review hockey rules  b. Safety  c. Stick handling drills 1.Figure 8’s 2. Toe drags 3. 1 legged dribble 4. Around the worldIV. Main Activity  a. Stick handling races across the gymV. Closure  a. Questions/Review  | **Day 3** I. Introduction: Passing II. Stretch/Warm-up III. Lesson Focus a. Review stick handlingb. Introduction of Passing d. Passing with a partner e. Forehand/backhandIV. Culminating Activities 1. Partner passing race. (first to 10 passes)
2. Circle passing. (person in the middle of circle tries to intercept pass)

 c. Three person weave V. Closure  a. Questions/Reviews  | **Day 4** I. Introduction: Passing II. Stretch/Warm-up III. Lesson Focus  a. Review stickhandling and passing  b. Moving stick handling drills IV. Culminating Activity  a. Cone stick handling races  b. Stick handling knockoutV. Closure  a. Questions/Review  |
| **Day 5** I. Introduction: Shooting II. Stretch/Warm-up III. Lesson Focus  a. Review skills/relays  b. Introduce shooting  c. Teach and shoot pucks at small targetIV. Culminating Activity  a. 15 puck shooting competitionV. Closure a. Questions/Review  | **Day 6** I. Introduction: Floor Hockey Game Strategies: Offense II. Stretch/Warm-up III. Lesson Focus  a. Review skills  b. Basic floor hockey rules  c. Intro to Offensive strategies IV. Culminating Activity  a. Game situation drills on offense V. Closure a. Questions/Review  | **Day 7** I. Introduction: Floor hockey Game II. Stretch/Warm-up III. Lesson Focus a. forehand/backhand shots b. Review offensive strategy c. Intro to Defensive Strategies IV. Culminating Activity a. Game situation drills on defense V. Closure a. Questions/Review  | **Day 8** I. Introduction: Floor hockey Game II. Stretch/Warm-up III. Lesson Focus a. Shooting drills b. Review Floor Hockey rules c. Review Offensive and defensive strategies IV. Culminating Activity a. Game Situation Drills b. Floor hockey Games V. Closure a. Questions/Review  |
| **Day 9** I. Introduction: Skills Test/Games II. Stretch/Warm-up III. Lesson Focus a. Explain/Demonstrate Skills Test b. Practice for skills test c. Hand placement, Passing, Dribbling, and Shooting Stations of Skill Tests IV. Culminating Activity a. Basketball Games V. Closure a. Questions/Review  | **Day 10** I. Introduction: Skills Test/Games II. Stretching/Warm-up III. Lesson Focus a. Practice Skills/Skills Test b. Circle passing game IV. Culminating Activity a. Introduce teams for tournament (team practice)V. Closure (longer) a. Rules Test  | **Day 11** I. Introduction: Skills Test/Games II. Stretching/Warm-up III. Lesson Focus a. Skills Test IV. Culminating Activity a. Begin tournament games V. Closure a. Questions/Review b. Hand back rules test and go over it  | **Day 12** I. Introduction: Skills Test/Games II. Stretching/Warm-up III. Lesson Focus a. Skills Test IV. Culminating Activity a. Tournament Games V. Closure a. Questions/Review   |

**Day 4 Lesson Plan:**

**Grade Level:** 9th

**Subject Area:** Physical Education

**Materials needed:** 1 hockey stick for every student. 10 balls/hockey pucks. Poly spots.

**Standards:**

 S1.H1.L1\* Demonstrates competency and/or refines activity-specific movement skills. S4.H2.L1\* Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance (e.g., respect for self and others, knowledge of rules, avoidance of inappropriate language, anger management, etiquette, fair play).

 S4.H3.L1 Uses communication skills and strategies that promote team or group dynamics.

 S4.H5.L1\* Applies best practices for participating safely in physical activity, exercise and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

**Objectives:**

Students will show respect for all peers while working cooperatively with others to strengthen abilities. (Affective domain- Students have a positive attitude to work together and they have vales to work together with their peers)

Students will be able to apply stickhandling and passing techniques to a game setting. (Cognitive domain-Student will transfer knowledge and skills)

Students will be able to hold the hockey stick correctly (Psychomotor Domain involves neuromuscular skills) This will be assessed by observation.

Students will be able to stick handle a ball/puck. (Psychomotor Domain involves neuromuscular skills) This will be assessed by observation.

Students will be able to use proper technique to catch and receive passes from a partner (Psychomotor Domain involves neuromuscular skills) This will be assessed by observation.

**(Students that have never played hockey before can be on one side of the gym and those students can just work on the basics of holding the hockey stick. Students that feel somewhat confident can stick handle in place in the middle of the gym. Students that feel confident in their stick handling abilities can stick handle while moving through cones.)**

**Learning Activities:**

 Warmup: Students will jog 3 laps around the gym, then do 5 pushups. Students will then run 3 laps and do 10 situps. When everyone finishes the running I will have the students split into two even groups. The warmup will be written on the board the students will begin the warm up as soon as everyone is in the gym.

 Anticipatory set: I will instruct the students to get a partner, grab a hockey stick and a ball, and find an open space on the floor. The students will work on stickhandling a ball back and forth 1. Figure eight 2. Toe drag 3. Between the legs. When the students master that they can move on to different stick handling techniques (5-7 minutes). Next I will have the student’s line up across from their partner and practice passing the ball back and forth (6 minutes). Passing cues; heel to toe, follow through, soft hands

 Main Activity: The students will be in groups of 4-5 and they will line up on the baseline of the gym. I will have poly spots in front of the lines of students. I will tell the students different patterns to run through the cones while stick handling a ball. This will be a relay race.

1. Weave between the cones
2. Full circle around cones
3. Run to first cone backpedal to base line run to second cone back pedal to baseline and so on.
	1. These patterns will be drawn on the board for smooth thansitions.

**Cool Down:**

 I will have the students pick up everything then I will lead a light stretch.

1. Reach down touch your feet.
2. Reach up touch the sky
3. Heel to butt (Quad stretch)

**Assessment:**

* + - 1. Did the students hold the stick correctly? Y/N
			2. Could the students stick handle a ball in a figure 8 pattern?1-5
			3. Could the students perform a pass with accuracy? 1-5
			4. Did the students participate? 1-5
				1. 1- Not at all
				2. 5 excellent

**Reflection:**

 What did I do well? What could I do better? How could I adapt the activity so that all students can have success?

**Adaptation:**

**Day 10:**

**Grade Level:** 9th

**Subject Area:** Physical Education

**Materials needed:** 1 hockey stick for every student. 10 balls/hockey pucks. Poly spots.

**Standards:**

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 S4.H3.L1 Uses communication skills and strategies that promote team or group dynamics.

 S4.H5.L1\* Applies best practices for participating safely in physical activity, exercise and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

**Objectives:**

Students will show respect for all peers while working cooperatively with others to strengthen abilities. (Affective domain- Students have a positive attitude to work together and they have vales to work together with their peers)

Students will use offensive and defensive strategies from practice and implement them in a game setting. (Cognitive domain-Transferring knowledge)

Students will be able to effectively stick handle and pass the ball in a game setting. (Psychomotor Domain involves neuromuscular skills)

Students will be able to effective communicate with teammates (Social Domain)

**Learning activities:**

 Warmup: Students will grab a hockey stick and a ball/puck. Students will stick handle around the gym while trying to bump away other student’s balls. Every minute the playing area will get smaller.

 Anticipatory set: Students will be split into teams for tournament. Teams will do the circle passing activity (students will be in a circle and will pass ball back and forth one student will be in the middle trying to intercept passes.)

 Main activity: Hockey tournament, games will last 5 minutes. Teacher will have a six team bracket set up. There will be 4 players on every team. The gym will be setup into 3 playing areas. The length of each playing area will be 40 ft. long and 30 ft. wide. Every team will play each other for seeding. The #1 seed team will play #6 team, #2 will play #5, #3 will play #4

 Cool down: students will static stretch on their own. (5 minutes)

**Assessment:**

 Did the student use hockey skills from pervious lesson? 1-5

 Did the student participate? 1-5

 Did the student play by the rules? 1-5

**Reflection:**

 What did I do well? What could I do better? How could I adapt the activity so that all students can have success?

**Adaptation:**

 Logan came to class today; I would give Logan a hockey stick and let him drive around in his power chair. If he was unable or unwilling to play I would find a larger ball and let Logan push it around with a hockey stick from his power chair. If a student was unable to stick handle the ball I would give them a larger sized ball to practice with and hopefully they improve their skills by the tournament. If many students are struggling with stickhandling I will use a larger ball for the tournament.

**Student Learning Assessment:**

**Psychomotor Domain**

Students can properly hold hockey stick. 1-3

Students can stick handle while maintaining control of the ball. 1-3

Students can complete passes to a non-moving target. 1-3

Students can receive passes. 1-3

Students can shoot and hit targets. 1-3

 1: Developing

 2: Proficient

 3: Advanced

**Cognitive Domain**

 Students will demonstrate knowledge of the rules by scoring 80% or above on the written exam. If students don’t score better than 80% they will retake the test until they score 80% or better.

Students will show an understanding of floor hockey strategies by participating game like situations. This will be assessed by observation during game play.

 Students will demonstrate general knowledge of a floor hockey game. This is assessed by teacher observation during games and by a written test at the end of the unit.

Students will demonstrate an understanding for the importance of fundamentals in a floor hockey game. This is assessed by teacher observation during the games.

Students will demonstrate knowledge of offensive and defensive strategies by participating in the floor hockey games and drills. The teacher assesses this.

**Affective Domain**

 The teacher will evaluate the affective domain of the student through observation. The teacher will observe the students using enthusiasm and active participation. The teacher will evaluate as subjectively as possible.

Students will be honest while self-assessing and assessing other students. The teacher and the student’s partner will observe this.

Students will use good sportsmanship by participating in competitions and encouraging their teammates and opponents to succeed. Assessed by the teacher.

Students will show up each day ready for participation for the entire floor hockey unit plan. Assessed by the teacher.

 \*\* Students will be assessed on all domains based on a 1-3 rubric

**Floor Hockey Handout**

**Techniques**

- **Hand placement on stick**- Keep hands separated 8 to 12 inches on the stick. Right-handed players keep the right hand in lower position; left-handed players, the left hand. Carry the stick low at all times. Do not make wide swings at the puck, get in close, control the puck. Strive for speed, control and accuracy. Wrist action is most important, a "flicking" motion is best for speed and accuracy. The stick must not be swung above waist high, for accuracy as well as safety. Shots can be made with forehand or backhand.

- **Stick handling** - To stick handle the puck, tap it with either side of the stick blade to keep it in control and to move it in a straight line. Short, rapid taps keep the puck moving and prevent opponents from taking it away.

Passing - When passing the puck to a teammate, be sure to flick your wrist so the puck has some speed. Make sure you lead your teammates with a pass so they can take it on the run to pass or shoot. Short, rapid passes from one player to another are the most effective means of moving the puck down the floor. Passes can be made with forehand or backhand.

- **Wrist Shot** - With the puck touching the blade of the stick you use a sharp snap of your wrists to shoot at the goal. This "flicking" action will cause the puck to move with speed. The stick will stay close to the ground.

**Playing Area**

Any gymnasium that is laid out for basketball may be used. The center line is the half court line of the basketball floor. The center line divides the floor into offensive and defensive ends. Play always starts from the center circle with a face-off. The goals are put at the end lines of the floor underneath the baskets, leaving some room for play behind the goal. The crease area is an area in front of the goal that only the goalie is allowed in. There is no out-of-bounds in floor hockey.

**Players**

Each team consists of four players. (subject to change with number of players)

Forward (offensive players)

Defensemen (defensive players)

Goalie 

**Scoring**

The entire puck has to be over the goal line for a goal to be scored. A goal can be scored by deflecting off a player or players body as long as the deflection was unintentional. Intentional deflections can only be done with the stick.  A goal cannot be scored if an offensive player is in the crease. Kicking or throwing the puck into the net does not count.

**Rules**

Play is initiated by a face-off between the two opposing centers who must have their sticks on the floor.

- **Checking/Roughing/Unnecessary actions** - There is no checking allowed. Penalty for this infraction is a **25 second penalty**.

- High Sticking – The hockey stick may not be brought above the waist in the back swing or follow through at any time. Penalty for this infraction is a **25 second** high-sticking penalty.

- **Crease Rule** - No offensive player may be in the goal crease. Penalty for this infraction is **25 second** interference penalty. A goal scored while a team member is in the crease will be disallowed. A goalie is not restricted to the crease.

- **Holding** - Using your hands to intentionally hold someone from going after the puck. Penalty for this infraction is a **25 second** holding penalty.

- **Hooking** - Using your stick to intentionally hold someone from going after the puck. Penalty for this infraction is a **25 second** hooking penalty.

 \*\* If a student gets a penalty they will have to plank until their penalty is over.

 **Written test: (2pts each)**

The first game of hockey was played in 1992 True/**False**

Modern day Ice hockey originated in Canada **True**/False

High sticking is when the stick goes above the players head True/**False**

The entire puck must cross the goal line to be a goal **True**/False

What are the players that mainly play offense called?

Label the hockey positions on the diagram. 

Name 1 safety rule to remember while playing hockey.

Summarize what you learned during the hockey unit. How could you use these skills in life long activities?

\*\* Quiz will open on canvas the first day of unit and will close the last day of the unit.

Reflection:

After making this unit plan I think it would go well for the most part. Some struggles could be classroom management and keeping the students attention while doing the skills portion of the unit. Some strategies for keeping attention and focus could be; keep the skill days fun and incorporate small games to help the students develop their skills. I think the students would have a lot of fun with the tournament.