

LEVEL	UNIT	LESSON Number 2	EQUIPMENT
Kindergarten	Floor Hockey	Introduction to Hockey Equipment	Hockey Sticks, Strength Cards, Boom Box, Movement CD 1

Objectives

1. Demonstrate Safe Handling of the Hockey Stick while traveling around the space and among the other students.
2. Do at least 3 different strength exercises using correct form while playing the warm up game.
3. Verbally describe the two safety points regarding the hockey sticks; A. Keeping two hands on the stick. B. Keep the blade on the ground while you are holding the stick.
4. Travel at least three different ways while holding the hockey stick.
5. Place the hockey stick on the ground each time the teacher says freeze or stop.

Activity	Time (Minutes)	Procedure	Comments/Set- up/ Diagram
Part 1	10	Play “Superhero Tag”. Place six of the strength cards on control cones each inside a hoop around the room. When the game begins, any student can pull the flag off of a player with any other color but their own. If the flag is pulled off, the player must run one lap around the outside of the space and then they can come back into the game. If a player would like to avoid being tagged, they must be at the station where the strength cards are and must be doing the exercise. As long as they are doing the exercise they cannot be tagged. Students may not stand and wait for someone to finish, and must allow a player to get up safely and begin moving before they can go for the flag. You are a superhero if you do all six exercises and don’t get your flag pulled!	
Part 2	15	<p>Travel/Stop Review – 2-5 minutes.</p> <p>Begin with the students in own space. “When I say go, you will begin traveling around the room. When I say stop you should freeze. Ready, Go.” “Freeze.” “Ok, now this time I am going to keep saying go and stop, and you must think of a new way to travel each time I say go again.</p> <p>Introduce Hockey Sticks – 2 minutes.</p> <p>Stay in your own space. Who knows the name of what I am holding? (A hockey stick) This is used for a game called hockey. You are going to travel around, just like you were doing a minute ago, but you are going to travel with your hockey stick. There are two very important safety rules for the hockey sticks.</p> <ol style="list-style-type: none"> 1. You must always have two hands on your hockey stick. Like this. (Demonstrate what you mean.) 2. You must always keep the hockey blade on the ground, even when you are traveling. Like this. (Demonstrate what you mean.) <p>When I say go, you are going to go get a hockey stick and bring it back to your own space. Remember, any time you are holding your equipment and I say stop or freeze, you should put your equipment on the ground in front of you until I say go again. So when you get your hockey stick to your own space,</p>	<p>As the students are traveling around, I will point out cool ways of traveling. Different locomotor moves, levels, directions and different body parts that are being used.</p> <p>Have the hockey sticks spread around the space so that the students can go all at the same time to get their hockey stick when you say go. You can have hoops spread around the room to place them in, that way the students will have a place to put them back when the lesson is over.</p>

		<p>be sure to put it on the ground until I say go again. Ready, go.</p> <p>Travel with Hockey Sticks – 8-10 minutes</p> <p>When I say go, I want you to travel around the room, holding your hockey stick with both hands, and keeping the blade on the ground. Ready go.</p> <p>Ok, now each time I say freeze, you should stop, put the stick on the ground and think of the next way you will travel. When I say go, show me the new way of traveling with your hockey stick. (I won't have a long time between stop and go commands so that they have to think of lots of ways to travel, and they won't have time to get bored with the task.)</p>	<p>1. Instruct your students to keep the blade of the stick in contact with the ground any time they are moving around space. If you see students consistently traveling with the stick off the ground, introduce the high stick rule, "If you are traveling with your stick off the ground, that is called high stick. If I catch you, I will you're your stick and you will have to go into the penalty box for 1 minute." As you walk around the students as they travel, be sure to enforce that rule. This will lay great groundwork for the future when they are playing games. When you say stop, the students should place their stick on the floor. Be sure to keep them moving with a variety of directions.</p> <p>2. As the students are traveling around, I will point out cool ways of traveling. Different locomotor moves, levels, directions and different body parts that are being used.</p>
Part 3	5	<p>Now I am going to put on music and you are going to travel with the stick when the music plays, when the music stops you should freeze and place the stick on the ground. Find different ways to travel each time the music plays again.</p> <p>Wow, that was good listening. Now this time when you freeze, remember the stick must be on the ground, but think of a way you can freeze your body in a cool shape, without touching the stick, but the shape will be around your stick!</p>	<p>Use a travel and stop song from the movement CD's. This will allow you to move around the room calling out the cool ways that you see the class traveling with the sticks. These CD's also have random lengths of time for the music segments so the students will not get used to a pattern of time for traveling and stopping. This will reinforce their listening skills.</p>