

LEVEL	UNIT	LESSON Number 3	EQUIPMENT
Kindergarten	Floor Hockey	Hockey Dribbling	Hockey Sticks, Pucks or Yarn Balls, Control Cones, Markers

Objectives

1. Demonstrate the strength exercises correctly.
2. Travel safely while playing the game and moving with an implement.
3. Dribble a hockey puck around the space with control.
4. Verbally describe the steps to dribbling.
5. Have Fun.

Activity	Time (Minutes)	Procedure	Comments/Set- up/ Diagram
Part 1 Warm up	10	Fitness Stations using the strength cards and stretch cards.	
Part 2 Hockey Dribble	15	<p>Review Hockey Sticks – 5 minutes. (When you are inside and there are instructions requiring the use of pucks, feel free to substitute yarn balls.)</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. 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, be sure to put it on the ground until I say go again. Ready, go.</p> <p>Ok, now each time I say freeze, you should stop, put the stick on the ground. Let's practice traveling around with the stick staying on the ground. Look out for each other and when I say freeze, put the stick on the ground. Go.</p> <p>Points of Dribbling – 10 Minutes</p> <p>When I say go, get a puck and bring it back into our space. Put your puck on the ground and begin moving it around our space with your stick. Keep it close to you so that you can keep control of the puck. When I say stop, freeze and put your stick on the ground. (After everyone has a puck and is dribbling around I will stop the class and begin asking the basic questions about dribbling.)</p> <p><i>Be sure not to have the students answer the questions before you give them an opportunity to physically work on the question. As they are working you can walk around the students, listening to what they have discovered the answer to be.</i></p> <ol style="list-style-type: none"> 1. In order to see where you are going and also see the other people playing, what should you look at as you are traveling around moving the puck with your hockey stick? (The puck and where you are going.) <i>*Stop the class and ask the question the second time, looking for students to answer with what they found as they were working. Choosing students that you know already understand the answer will enable you to discuss the reason for the choice, allowing students who might not have figured it out yet something to figure into their decision.</i> 2. If you want the puck to stay close to you, how should you hit it? With a hard or soft motion? (Soft) With big strong hits or short taps? (Short Taps) <i>*Stop the class and ask the question the second time, looking for students to answer with what they found as they were working. Choosing students that you know already</i> 	<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><i>understand the answer will enable you to discuss the reason for the choice, allowing students who might not have figured it out yet something to figure into their decision.</i></p> <p>3. If you want control of both the bottom and the top of the stick, how should your hands be holding the stick? (One hand on the top, and the other about halfway down the stick.)* <i>Stop the class and ask the question the second time, looking for students to answer with what they found as they were working. Choosing students that you know already understand the answer will enable you to discuss the reason for the choice, allowing students who might not have figured it out yet something to figure into their decision.</i></p> <p>4. For the best control, which hand should be holding the top of the stick and which one is holding the middle part of the stick? (Strong hand in the middle and Weak hand on the top)* <i>Stop the class and ask the question the second time, looking for students to answer with what they found as they were working. Choosing students that you know already understand the answer will enable you to discuss the reason for the choice, allowing students who might not have figured it out yet something to figure into their decision.</i></p> <p>5. Which hand gives the force to the puck? (The strong hand, the one holding closer to the blade.)* <i>Stop the class and ask the question the second time, looking for students to answer with what they found as they were working. Choosing students that you know already understand the answer will enable you to discuss the reason for the choice, allowing students who might not have figured it out yet something to figure into their decision.</i></p> <p>Once your students are able to travel safely while moving the puck you can move onto part three.</p>	
Part 3 Practice	5	<p>Dribble Keep Away</p> <p>When I say go, find a partner and sit back to back. When I say go, one partner will go put the puck away and go back to your partner. Decide who will go. (When the players get back to their partners, tell them to give the puck to their partner!)</p> <p>This game you will try to dribble the puck around inside the boundaries. The players without the puck are going to try and get the puck! They may not touch you or your stick. If they get your puck, you must try to get another puck from someone else who is dribbling around the space!</p>	