



# Lesson Name

3-4

## Equipment Needed for Lesson Plan:

One [Puck](#) (or [Whiffle Ball](#)) and [Hockey Stick](#) for each student

Music

One [puck](#) (or [whiffle ball](#)) and [hockey stick](#) for each student  
[Tumbling Mats](#) for goals

One [puck](#) (or [yarn ball](#)) and [hockey stick](#) for each student

### 1. INTRODUCTORY

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## Movement Varieties (Hockey)

### Outcomes:

I can move at different levels using various pathways.

I can move in different directions.

### Instructions:

Move using a basic locomotor movement. Then add variety to the movement by asking students to respond to the following factors:

1. Level - low, high, in-between.
2. Direction - straight, zigzag, circular, curved, forward, backward, upward, downward.
3. Size - large, tiny, medium movements.

### Teaching Hints:

Help students understand the concepts of level, direction, and size by briefly discussing and practicing separately.

### 3. LESSON FOCUS

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## Hockey Skills - Dribble, Front Field, Forehand Pass



### Outcomes:

I can stick handle a yarn ball with a hockey stick demonstrating three of four cues.

I can pass yarn ball with a hockey stick demonstrating two of four cues.

I can explain why safety is important during hockey activities.

### Instructions:

**Skills**

Practice the following skills:

**1. Gripping and carrying the stick.**

The hockey stick should be held with both hands and carried as low to the ground as possible. The basic grip puts the left hand at the top of the stick and the right hand 6-12 in. below the left.

**2. Controlled Dribble.**

The controlled dribble consists of a series of short taps in the direction in which the player chooses to move. The hands should be spread 10-14 in. apart to gain greater control of the stick. As the player becomes more skilled, the hands can be moved closer together. The stick is turned so that the blade faces the ball. The grip should not be changed, but rather, the hands should be rotated until the back of the left hand and the palm of the right hand face the ball. The ball can then be tapped just far enough in front of the player to keep it away from the feet but not more than one full stride away from the stick.

**3. Front Field.**

For the front field, the student must keep an eye on the ball, move to a point in line with its path, and extend the flat side of the blade forward to meet the ball. The faster the ball approaches, the more she must learn to give with the stick to absorb the momentum of the ball. The player should field the ball in front of the body and not permit it to get too close.

**4. Forehand Pass.**

The forehand pass is a short pass that usually occurs from the dribble. It should be taught before driving, because the quick hit requires accuracy rather than distance. The player spreads the feet with toes pointed slightly forward when striking. Approach the ball with the stick held low and bring the stick straight back, in line with the intended direction of the hit. The hands should be the same distance apart as in the carrying position, and the stick should be lifted no higher than waist level. The player's right hand guides the stick down and through the ball. The head should be kept down with the eyes on the ball. A short follow-through occurs after contact.

**Drills**

Use the following drills to practice the skills above:

**1. Dribbling**

- Each student has a stick and ball. On signal, change directions while maintaining control of the ball.
- Dribble and dodge imaginary tacklers or dodge around a set of cones. Partners may act as tacklers.
- Students in pairs - 20 ft apart. One partner dribbles toward the other, goes around him or her, and returns to starting point. The first student then drives the ball to the second, who completes the same sequence.

**2. Forehand Passing and Front Fielding**

- From 8-10 ft apart, partners forehand pass and front field the ball back and forth to each other both from moving and stationary positions.
- Partners 20 ft apart - players pass the ball back and forth with emphasis on fielding and immediately hitting the ball back.

**Teaching Hints:**

To ensure accuracy as well as safety, the stick must not be swung above waist height.

Dribbling instructional cues:

- Control the puck. It should always be within reach of the stick.
- Hold the stick firmly.
- Keep the elbows away from the body.

Front fielding instructional cues:

- Field with a "soft stick." This means holding the stick with relaxed hands.
- Allow the puck to hit the stick and then "give" to make a soft reception.
- Keep the hands apart on the stick.

Forehand passing instructional cues:

1. Approach the puck with the side facing the direction of the pass.
2. Keep the head down and eyes on the puck.
3. Keep the stick below waist level at all times.
4. Drive the stick through the puck.

Teach students to use caution and good judgment when handling hockey sticks.

Ample equipment increases individual practice time and facilitates skill development. A stick and a ball or puck for each student is desirable.

If hockey is played on a gym floor, a plastic puck or yarn ball should be used. If played on a carpeted area or outdoors, a whiffle ball is used. An 8-ft folding mat set on end makes a satisfactory goal.

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#### 4. CLOSING ACTIVITY

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### Circle Keepaway

#### Outcomes:

I can stick handle a yarn ball during a modified hockey game.

I can pass a yarn ball with a hockey stick to a teammate during a game.

#### Instructions:

##### Circle Keep-Away

All players have a stick and are spaced evenly around the circle, with two or more players in the center. The object of the game is to keep the players in the center from touching the puck. The puck is passed back and forth, with emphasis on accurate passing and fielding. Center players see how many touches they can make during their turn. Change the center players after a time limit so all youngsters have an opportunity to be center players.

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