**FLOOR HOCKEY- Day 2**

**Skill(s): Passing, Stickhandling, Shooting**

**Introduction:** Shooting and passing in floor hockey requires speed, accuracy and the ability to make contact with the puck while on the move.

**Individual Practice:** Players should have a stick and a puck. Players can pass the puck against the wall and then retrieve it. If a player wishes to practice shooting, allow them to pick a spot on the wall and place a piece of tape on that spot. Allow students to aim and shoot at the taped target. A player may also practice passing with a teacher or paraeducator.

**Activity:** Pass and Shoot

**Equipment:** Hockey sticks

Hockey pucks

Cones

Optional: Poly spots, tape, sock (can be rolled into a ball if puck is too heavy)

**Set-up/Formation: Passing -** On one half of the basketball court set up two sets of cones spaced 10-15ft apart. Place a hockey stick and puck at the beginning of each line.

xxxx x

oooo o

x, o Students

Cone

Student pass

Return

pass

**Description: S**tudents will line up behind the cone with the stick and puck. Another student (or paraeducator) will stand at the opposite cone. Students will use their sticks to gently pass the puck to the student (or paraeducator) at the opposite cone.

**Set-up/Formation: Shooting -** On the other side of the basketball court, place a goal on the baseline. If a goal is not available two cones spaced approximately 5ft apart can be used. Line up multiple pucks in front of goal.

x x x x

X Students

Direction

of shot

Goal

**Description:** One at time, have the students pick up the stick and shoot the puck into the net. Let each student shoot until they miss. If more than one goal is available, make more lines. This is especially recommended for larger classes.

**Modifications:**

**Step Up:**

* Use a heavier stick.
* Use a smaller puck or tennis ball.
* Increase the space between cones.
* Add more cones and encourage student to weave between cones and then shoot.
* Add a goalie to the shooting activity.

**Step Down:**

* Use a lighter stick.
* If a student uses crutches they may be allowed to strike the puck with a crutch.
* Place the cones closer together.
* Use a larger puck, sock, foam ball or whiffle ball.
* Increase the width and height of the goal (if possible)

**Wheelchair Modifications:**

* Incorporate the use of larger balls.
* Allow taps of the ball to be considered hits.
* Encourage student to keep a firm grip on the stick and work on reaching.

**Tips:**

\*To help students line up correctly, place poly spots on the floor where you want them to line up. Tell students they must each find a spot and stand on it.

\*Emphasize the importance of keeping the blade of the stick below the waist at all times.

**North Carolina Standard Course of Study Competency Goals and Objectives:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **6th Grade** | | **7th Grade** | | **8th Grade** | | **High School** | |
| **Competency Goal(s)** | **6** | **10** | **6** | **10** | **6** | **10** | **6** | **10** |
| **Objective(s)** | **6.04** | **10.01** | **6.05** | **10.01, 10.04** | **6.04** | **10.02, 10.04** | **6.02** | **10.03** |

**Adaptation Checklist**

1. \_\_\_Is the adaptation safe?
2. \_\_\_Does the modification maintain the concept of the game?
3. \_\_\_Was the child included in the adaptation and does he or she embrace the

concept?

1. \_\_\_Is the game still age-appropriate?
2. \_\_\_Is the child still included successfully?
3. \_\_\_Is the adaptation holding the child back and not affording a challenge?
4. \_\_\_Does the adaptation still allow the child with the disability to work on

either class goals or IEP goals?

1. \_\_\_Does the adaptation alienate the child from the rest of the class?
2. \_\_\_Could the adaptation be minimized or eliminated?
3. \_\_\_Other?

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