**FLOOR HOCKEY- Day 3**

**Skill(s): Goalkeeping**

**Introduction:** Goalkeeping is a skill that involves keeping the puck out of the goal using the body and/or a goalkeeping stick. A goalkeeper can stop the puck with any part of the body. They are given a glove, if available, to help catch the puck and a stick with a larger blade to block shots.

**Individual Practice:** Students stand, facing each other, 10-15 feet apart. Each student practices blocking the puck as it is hit to them by the other student.

**Activity:** Goalkeeping

**Equipment:** Hockey sticks

Hockey pucks

Goalkeeper mitt (if available)

Goalkeeper stick (if available)

Goalkeeper or catcher’s mask (if available)

Cones

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

**Set-up/Formation:** Set up a goal on the baseline of the basketball court. If a goal is not available, use two cones spaced 5ft apart. Place a poly spot directly in front of the goal. In front of the goal, put a stick, mitt, and mask. Place a cone about 15ft from the goal with a stick and puck.

xxxxx

Cone

X Students

Goalkeeper

Goal

Direction of shot

**Description:** One student will begin as the goalkeeper. The other students will line up behind the cone facing the goal. The student in the front of the line will pick up the stick and try to shoot the puck into the net. The goalkeeper will try to stop the puck from getting in the goal using their body and/or stick. After each student in the line has shot twice, select another goalkeeper.

**Modifications:**

**Step Up:**

* Use a heavier stick.
* Use a smaller puck or a small object.
* Make student weave between cones and then shoot.
* Increase the distance the shooter is from the goal.
* Decrease the size of the goal.

**Step Down:**

* Use a lighter stick.
* If a student uses crutches he/she may be allowed to strike the puck with a crutch.
* Decrease the distance from the shooter and the goal.
* Use a larger puck, a sock, foam ball or whiffle ball.
* Allow paraeducator or peer helper to be in goal at the same time as student.

**Wheelchair Modifications:**

* Incorporate the use of larger balls.
* Student uses chair to block larger therapy ball rolled towards them.
* 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.

\* Players with asthma and poor cardio respiratory levels can be successful goalkeepers because little running is needed.

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

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **6th Grade** | | **7th Grade** | | **8th Grade** | | **High School** | |
| **Competency Goal(s)** | **6** | **10** | **6** | **7** | **6** | **7** | **6** | **10** |
| **Objective(s)** | **6.05** | **10.02** | **6.06** | **7.03** | **6.05** | **7.02** | **6.02** | **10.01** |

**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?

Lieberman, Lauren J., and Cathy Houston-Wilson. *Strategies for Inclusion: a Handbook for Physical Educators*. Champaign, Il: Human Kinetics, 2002. Print. 25