**FLOOR HOCKEY - Day 4**

**Skill(s): Stickhandling, Running**

**Introduction:** The puck dribble race is a fun activity that will help your students better their stickhandling skills.

**Individual Practice:** Students should have a stick and a puck. Students can practice by moving around the court or “rink” while striking the puck with the stick and trying to keep it under control.

**Activity:** Puck Dribble Race

**Equipment:** Hockey sticks

Hockey pucks

Cones

Optional: Poly spots, larger balls, socks (can be rolled folded into balls if puck is too heavy)

**Set-up/Formation:** Set up two sets of cones spaced about 10-15ft apart. Place a hockey stick and puck on a poly spot at the beginning of each line. More lines can be set up for larger classes.

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xxxxx

x, o Students

Cone

Path Down

Path Back

**Description:** Students will dribble the puck to and around the cone in front of them and back as quickly as possible. The student will hand off the puck and stick to the next in line. The line that finishes first will be congratulated with applause and high fives. Players in wheelchairs may use the help of a teacher or paraeducator if needed. After 2-3 races, add more cones and instruct students to dribble in and out of the cones.

**Modifications:**

**Step Up:**

* Use a heavier stick.
* Use a smaller puck or a tennis ball.
* Increase the amount of cones and encourage student to weave between the cones.
* Place the cones further apart.

**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 between the cones.
* Use a larger puck or a sock, foam ball or whiffle ball.

**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.
* Allow the student to weave in and out of the cones without touching and without a stick and puck.

**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.

**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** | **10** | **6** | **10** |
| **Objective(s)** | **6.05** | **10.04** | **6.04, 6.05** | **7.01, 7.03** | **6.04, 6.06** | **10.02, 10.04** | **6.01** | **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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