**FLOOR HOCKEY- Day 1**

**Skill(s): Stickhandling**

**Introduction:** Stickhandling is needed to move the puck around the field. A player who is adept at stickhandling can see the field, keep the puck away from opponents and successfully pass to teammates. The key to successful stickhandling is being able to keep the head up. Keeping the head up while stickhandling allows the player to attend to the field of play and opponents rather than looking directly down at the puck.

**Individual Practice:** Students should begin by placing the puck on the ground in front of them. Students will practice making light contact with the puck on both sides of the sticks blade. When comfortable, students can move around the court or “rink” dribbling the puck with the stick and trying to keep it under control.

**Activity:** Stick Handling

**Equipment:** Hockey stick

Hockey puck

Cones

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

**Set-up/Formation:** Set up a two sets of cones spaced about 10-15ft apart. Place a hockey stick and puck on a polyspot at the beginning of each line.

xxx

ooo

Cone

X, O Students

Path Down

Path Back

**Description:** Students will dribble the puck to the cone, maneuver around the cone and back to the beginning of the line. The stick and the puck will be handed off to the next in line and the student will then go to the end of the line.

**Modifications:**

**Step Up:**

* Use a heavier stick (regulation).
* Use a smaller puck or a tennis ball.
* Increase the amount of cones.
* Set up more cones and encourage student to weave between the cones.
* Place the cones further apart.
* Encourage student to finish in certain amount of time.

**Step Down:**

* Use a lighter stick.
* If a student uses crutches he/she may be allowed to strike the puck with a crutch.
* Place the cones closer together.
* Use a larger puck, 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.

**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** | **10** | **6** | **10** | **6** | **10** |
| **Objective(s)** | **6.05** | **10.01** | **6.04, 6.06** | **10.01, 10.04** | **6.04** | **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?

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