



# **FUNSTIX**

***FIELD HOCKEY FOR CHILDREN 6 – 10***

---

***A RESOURCE FOR PARENTS, TEACHERS,  
COACHES, AND PHYSICAL ACTIVITY LEADERS***

## INTRODUCTION TO FUNSTIX

FUNSTIX is an exciting, fun, and unique introductory field hockey program for children 6 to 10 years of age and an innovative, educationally sound teaching resource for physical activity and sport teachers and coaches.

Reflecting recent trends in physical activity programming for children, Funstix lessons provide enjoyable opportunities for children to learn the *'fundamentals* of the game of field hockey. They develop their basic movement skills (also known as Fundamental Movement Skills), tactical awareness, and decision making skills while participating in developmentally appropriate games and activities that make up the 10 lesson Funstix program.

Research indicates that the goal of all physical activity programs for children should be to make children more physically literate. A physically literate person is someone who 'moves with competence in a wide variety of physical activities that benefit the development of the whole person (PHE Canada, 2010). Funstix addresses the concept of physical literacy in a variety of ways. First, Fundamental Movement Skills are embedded in all Funstix activities and are a major focus of each lesson. This includes locomotor (travelling) movements such as running, hopping, skipping, galloping and sliding; non-locomotor movements (balance) such as pulling, pushing, stretching, turning, twisting, and general manipulative (control) skills involving balls, such as rolling, receiving, trapping, and throwing. Children's cognitive abilities, tactical awareness and decision making abilities are developed through the use of small games which emphasize a specific tactical focus, common to field hockey and many other team games. Finally, the use of small sided games address physical literacy by creating play environments in which children cooperate, share, and work together to achieve the tactical objectives of many games and activities in the Funstix program,

The importance of providing play opportunities to promote physical literacy in young children is significant. The acquisition and refinement of general movement skills, as described above, are critical for the successful development of more specialized sport skills as children get older. To ensure that children who take part in the Funstix field hockey program have opportunities to enhance their general movement base, each lesson includes a strong focus on fundamental movement skill acquisition and refinement.

A focus on the development of tactical awareness and decision making is a unique feature of the Funstix resource. For many physical activity leaders, the inclusion of tactical focus for young children, particularly when children lack basic technical skills may seem inappropriate. However, recent trends in games education indicate that basic tactical knowledge can, and should, be introduced by carefully designed, low organization activities. Funstix lessons include tag games, keep away games, and other simple game forms that introduce and develop concepts such as awareness, use of open space, blocking space, off ball movement and 'ball-side/goal positioning. In several Funstix activities focused on tactical development, throwing and catching games are used as progression to games including hockey sticks. This ensures a lack of technical hockey skill does not interfere with the acquisition of tactical knowledge, or prevent the participants from enjoying and succeeding in the games.

Instructors of the Funstix lessons will find this resource particularly useful as it provides instructional guidance to help provide lessons that enhance opportunities for learning, enjoyment and success. For example, each lesson plan provides detailed descriptors of 'how to' correctly perform each of the technical field hockey skills and fundamental movement skills included in the lesson so instructors have the information they need to provide meaningful feedback, which enhances learning. Further, detailed guidance helps instructors ensure lessons are inclusive and developmentally appropriate. Children have fun and enjoy what they are doing (and want to 'do it again') if they experience success and feel competent. Opportunities for success and fun are maximized if tasks match the developmental characteristics and skill level of each participant. In each Funstix lesson plan, activities are presented in developmentally appropriate progressions, tips are provided to help instructors adjust the difficulty level of activities, and general guidelines for adapting activities to match developmental levels are included.

'FUNSTIX IS FUN'

# **TABLE OF CONTENTS**

---

- Introduction to Funstix
- Disclaimer
- Intro to Long Term Athlete Development
- Teaching Tips for Instructors
- Teaching Progressions
- Funstix Lesson Plans – What to Expect
- Lesson Plan Symbols
- Specific Safety Guidelines for Funstix
- Funstix Field Hockey Safety Rules
- Lesson Plans
- The Long Term Athlete Development Model (LTAD) and Funstix
- References and Resources

## *AN INTRODUCTION TO LONG TERM ATHLETE DEVELOPMENT*

Long Term Athlete Development is a philosophy developed in Canada, which has gained world wide recognition. The philosophy emphasizes building a solid foundation of athleticism and sport skills by first building a solid foundation in movement itself. This was the driving force behind the creation of the Long Term Athlete Development Model (LTAD). The adoption of this model within the Canadian sport system has led to all sports revisiting traditional athlete development. LTAD provides guidance through identified stages of development from infancy to adulthood. The FUNdamentals stage of LTAD is reflected in this resource

## **DISCLAIMER**

All of the activities contained in this resource have been selected because they are considered to be developmentally appropriate for children and youth, providing recognized teaching progressions and safety procedures are followed. Before engaging in any of the activities, or teaching any of the activities included in the Funstix Field Hockey Resource, the reader must be familiar with and cognizant of both recognized safety considerations and developmentally appropriate teaching progressions.

Regardless of good planning and preparation, accidents and injuries sometimes occur when people engage in physical activity. Hence, anyone who engages in any activities contained or suggested in this resource does so at their own risk, and must take full responsibility for any and all effects resulting from participation. No blame, fault, or liability whatsoever of any kind can be made against the authors or publishers of this resource.

Implementation of any activities or ideas contained in this resource should be preceded by a close review of the specific requirements and circumstances associated with the teaching, learning, and/or performing situation. Each person utilizing this resource assumes the risks associated with the implementation and customization of the activities and ideas. The authors, editors, and publishers make no representations or warranties, either expressed or implied, as to any matter including the condition, quality or freedom from error of the activities, ideas, and content contained in this resource. Each person using the activities, ideas and content, assumes the risk of defects or inaccuracies in the resource as supplied by the author, editors, and publishers. The author, editor, and publishers will have no liability, consequential damages, special damages, punitive damages, or otherwise which might arise from the use by anyone of the activities, ideas, and content material contained within this resource.

## TEACHING TIPS FOR INSTRUCTORS

### 1. INCLUDE and KEEP EVERYONE ACTIVE in FUNSTIX LESSONS

- In activities in which children must wait their turn, there should be a maximum of 3 players per line.
- If the number of players required for an activity does not match the number of players available, the activity should be modified so that all players can be included and no one sits out. This applies if there are too few or too many players available, or if there is an odd or even number of participants.
- The rules of any activity should not eliminate children from the game; for example, allow re-entry into tag games.
- Activities which highlight or embarrass children should be avoided; for example, relays often reveal the slowest or less skilled child.
- Instructors should assign partners\_or groups in order to ensure that children are paired, and grouped, with others of similar developmental characteristics and skill ability; instructor selection of partners and groups also ensures that no child is left out.
- Avoid using physical activity as punishment; for example, do not require children to run laps, do push-ups, etc. as a consequence of misbehaviour or poor performance.

### 2. ENSURE FUN AND SUCCESS IN TAG GAMES

Tag games can be used to develop all locomotor, non locomotor, manipulative skills, and field hockey technical skills, as well as spatial awareness, recognition of open space, use of open space, blocking space skills, player to player marking, and space marking skills. To ensure all participants have fun and stay safe while taking part in tag games, instructors should follow the principles listed below:

1. Avoid rules that eliminate players who are tagged.
2. Avoid 'highlighting' players' weaknesses; choose the 'it person' carefully and replace often.
3. Control and vary locomotor actions to ensure safety and promote movement skill learning.
4. Provide safe zones (cones, hoops) for rest and safety.

### 3. 'ONE SIZE DOESN'T FIT ALL' - MATCH THE DEVELOPMENTAL CHARACTERISTICS AND ABILITIES OF EACH PARTICIPANT WITH THE DIFFICULTY LEVEL OF THE ACTIVITY

The Funstix program is designed for children ages 6 to 10. Within this age range, instructors will observe a wide diversity of motor abilities, skills, knowledge, and physical size. Since children experience the greatest degree of enjoyment and fun when they experience success, it is important that activities match each child's developmental and skill level to ensure success is possible. The activities in the Funstix lessons have been designed so they can be easily modified or adapted to suit individual abilities. Throughout the lessons, instructors will notice this symbol \* beside the description of certain activities and games. The symbol indicates that participants should be divided into groups of similar skill to ensure safety, success, and enjoyment for all participants. In the lesson plans for many activities, descriptions are provided to make the activity easier or harder. The chart below provides additional guidance for modifying activities to make them developmentally appropriate. As a general rule, modifying the number of participants, equipment, space, time, and predictability in activities will change the difficulty level.

**CHANGING ACTIVITIES TO MATCH PLAYERS' DEVELOPMENTAL ABILITIES**



<b>Learners</b>	<b>Fewer participants</b> (Individual → partner → group)	<b>More participants</b>
<b>Equipment</b>	<b>None, slower moving objects</b>  Throwing : <b>Smaller objects</b>  Catching: <b>Larger objects</b>  Kicking: <b>Lighter, larger</b>	<b>Smaller, faster moving objects</b>  <b>Larger objects</b>  <b>Smaller objects</b>  <b>Heavier, smaller</b>
<b>Time</b>	<b>More time to execute</b>	<b>Less time to execute</b>
<b>Pace</b>	<b>Slower</b>	<b>Faster</b>
<b>Space-General</b>	<b>Larger</b>	<b>Smaller</b>
<b>Space-Team Games</b>	<b>Possession team - more space</b>  <b>Non-possession team - less space</b>	<b>Possession team - less space</b>  <b>Non-possession team - more space</b>
<b>Rules</b>	<b>Fewer</b>	<b>More</b>
<b>Special Roles</b>	<b>More</b>	<b>Less</b>
<b>Degree of Predictability</b>	<b>Higher</b>	<b>Lower</b>
<b>Decisions</b>	<b>Fewer</b>	<b>More</b>
<b>Interactions with Others</b>	<b>Less</b>	<b>More</b>
<b>Restriction on Movement/Passes</b>	<b>More</b>	<b>Less</b>
<b>Safety Zones</b>	<b>More</b>	<b>Less</b>

## TEACHING PROGRESSIONS

To ensure that *each* child experiences success when learning new skills, instructors are encouraged to teach skills first in a 'closed' setting,' then gradually provide opportunities to use their skills in more 'open' settings. Examples of 'closed' and 'open' settings are described below.

Closed Skill Activities:, one player i) stationary, ii) moving using simple skills (e.g. running or jumping) and gradually moving to combination skills (e.g. run, leap and turn; run and throw; or receive and catch while using sliding activities), iii) one ball per player stationary, iv) one ball per player moving.

Open Skill Activities: i) stationary with a partner, ii) moving with a partner, iii) stationary in small groups, iv) moving in small groups; v) in small groups against fewer passive opposition vi), in small groups against equal numbers of active opposition vii) small sided games.

Example:

- Pass to a target while stationary
- Pass to a target while moving
- Gradually increase the distance between the passer and the target
- Pass to a partner, both players stationary; then add mobility for the passer and the receiver
- From a stationary position, pass to a partner who is beside you, then move ahead of, behind, or to the other side to receive a pass back from a partner
- In groups of four, a stationary thrower throws to any other member of the group, each of the three off-ball players must occupy a position ahead of, behind, and beside the player with the ball; after each throw, the off ball players reposition to make sure the thrower has someone ahead, beside, and behind them
- Play 5 versus 2 keep away; players make a pass and then move (using different locomotor skills) to an open space; ball carrier should be stationary

With younger children, it is important to provide opportunities for them to experiment with skills. This can be achieved by providing movement challenges. For example, "How many different ways can you move across the field?" "Can you keep the ball 'glued' to the flat side of the stick while you move in different direction?"

"What is the best way to land from a jump so you don't fall over?" "Where can you run so the player with the ball can pass to you?"



## **FUNSTIX LESSON PLANS – WHAT TO EXPECT**

FUNSTIX consists of 10 lesson plans. Each lesson plan is developed around themes focused on specific fundamental movement skills, technical field hockey skills, and tactical game concepts.

**FORMAT** Each lesson plan consists of two pages. The first page describes the progressions of games and activities for teaching and developing the lesson themes. The second page of the lesson plan contains detailed descriptions of the fundamental movement skills, techniques, and tactics - the focus of the lessons. These descriptions should be used by instructors to teach movement skills, techniques and tactics. They should also be used to reinforce learning by providing information for feedback to the players. Feedback is essential for learning. While using phrases such as 'good job' are encouraging and helpful, providing performance feedback in positive, prescriptive and evaluative phrases will have the most beneficial effect on performance; "I like the way you moved behind the ball to stop it; next time try and bend your knees a little lower so you can be more balanced when you make the stop" is an example of an effective feedback phrase.

**LESSON COMPONENTS** Each lesson consists of a series of numbered activities and games that are unique to that lesson. The time component of the activities varies from lesson to lesson. Activity 1 in each lesson replaces the 'traditional' lap running warm-up common in physical activity and sport programs. It is essential that instructors use the activities provided in Funstix lesson plans, especially Activity 1, in order to ensure that proper progressions are followed, and lesson and program goals achieved.

**LESSON SEQUENCING** Lessons are sequenced to ensure safe and developmentally appropriate learning. To ensure safety and provide the best chances for individual success, it is highly recommended that instructors using the Funstix program follow the progressions as provided and present the lesson in the suggested sequence.

**TIME** Each 60 minute lesson provides 50 minutes of activity time. Effective planning is essential to ensure adequate time in each lesson for all of the activities. Instructors should provide opportunities for quick water breaks during the lesson and provide five minutes at the end of the lesson for a brief 'cool down' and 'wrap-up' by the instructor. The cool down should consist of low intensity locomotor movements such as slow skipping with arm swings and body twists. During the 'wrap -up,' instructors should take several minutes to review the focus of the lesson themes and provide the participants with some idea of the topic for the next lesson.

**LESSON ORGANIZATION** Each lesson plan provides the following organizational details for each activity: the number of participants involved, recommended group size, criteria for grouping (size, speed, skill level), space shape and size, player formation, equipment required, time limits. Diagrams are provided for selected activities in order to facilitate understanding of organizational details.

## LESSON PLAN SYMBOLS

\* Divide the class into groups based on skill level for this activity    Ball    .    Traffic cones

Path of the ball \_\_\_\_\_ > Path of the player without the ball -----> Path of the player with the ball ..... Player in possession of the ball = A1 | Other players on the possession team = Ax

Player pressuring A1= D1    All other non-possession team players = Dx

Ball control contact points: Consider the ball as a clock; 6 o'clock is the part of the ball facing the ball carrier and is the contact point for moving the ball (dribbling or passing) straight ahead: - 12 o'clock is the part of the ball opposite 6 o'clock and is the contact point for pulling the ball back or stopping the ball;- 3 and 9 o'clock are the segments of the ball facing right and left and are used to move the ball to the right and left;-5 and 7 are the contact points for moving the ball diagonally forward as when using the reverse stick dribble or passing diagonally forward.

Lesson equipment: 1 hockey ball for each player, 1 appropriately sized hockey stick for each participant, 1 pinnie for each player, 24 cones, 6 soft playground (gator) balls or bean bags

## SPECIFIC SAFETY GUIDLELINES FOR FUNSTIX

Because of the obvious risks in activities which use a stick and a ball, instructors need to be especially diligent to ensure players are spaced well apart while they are participating in, or waiting for their turn to participate in, any activity. Instructors must be firm and consistent in applying the following FUNSTIX SAFETY RULES. During all activities, instructors must do their best to ensure that they can SEE ALL PARTICPANTS AT ALL TIMES.

Please note: if children are absent during any skill progression instruction, they must receive instruction in the missed progression before being allowed to participate in any subsequent activity.

## FUNSTIX FIELD HOCKEY SAFETY RULES

During all FUNSTIX activities, the following rules should be strictly applied:

1. Push passes only; back swings of the stick should not be allowed at any time
2. The head of the stick should never be raised above knee level
3. Tacking should only be allowed when the tackler is facing the ball carrier. No back tackling, or tackling from the side should be permitted.
4. The ball can be played only with the head of the stick. Intentional use of the body or feet to play the ball should be disallowed.
5. The ball shall not be intentionally raised.
6. No body contact is allowed.

## LESSON 1

THEMES - FMS: running, changing pace and direction, footwork, agility, balance (basic stance), eye hand coordination, peripheral vision.

TECHNICAL: standard grip, running with the ball, straight and tap dribble

TACTICAL: recognize open space

### Activity 1

i) 4 minutes Crowded Streets - In a defined area, using running, skipping, and stopping movements, children move in space trying to stay as far away from each other as possible; children change direction (left, right) and speed (walk, slow jog, fast run) on instructor's command; children alternate running, skipping, stopping (assuming the basic stance), and starting, on instructor's command, always moving to open space

ii) 2 minutes Home and Away - Children jog in a 20 by 20 yard square; instructor calls out "home" and players move into a small huddle as quickly as possible; instructor then calls "away" and children move as fast as they can and spread out as much possible into open spaces. Players must use different locomotor actions each time they try to find open space. MAKE THIS ACTIVITY HARDER: Gradually make the space smaller

iii) 4 minutes Can't Get Me \* - 20 yard square with 5 cones randomly placed well apart in the space; two players are identified as the 'it' players who are trying to tag the other players who are moving around the playing area; players cannot be tagged if they are in contact with a cone. Only one player can be on a cone at any time and players can only stay on a cone for 5 seconds. If a player is tagged, they change places with the tagger. MAKE THIS ACTIVITY HARDER; reduce the number of cones and make the space smaller. To ensure safety, control the speed by incorporating movements such as skipping, sidesteps, and shuffle steps.

### Activity 2

i. [1 minute] Juggling Jokers - Players line up one beside the other, along a line, with ample space between each player. Each player has a ball, but no stick. Players place the ball on the palm of their hand (right or left) and try to bounce the ball in and out of the palm of their hand without catching it and without dropping it. Repeat the same activity with the other hand. Count the number of times they can bounce the ball without dropping it.

ii. [3 minutes] Moving Jugglers - Organize players in lines of no more than 3. One after the other, players walk, or run, while bouncing the ball in their hand around the cones, returning to the start position.

MAKE THIS ACTIVITY EASIER: players can go more slowly & use both hands, or simply catch the ball & toss it up.

MAKE THIS ACTIVITY HARDER: players should be required to skip and turn while juggling the ball.

### Activity 3

i. [8 minutes] Running With the Ball - Players line up one beside the other, along a line, with ample space between each player. Each player has a ball and a stick. Players stand with their right foot forward and place the ball on the right side of their body outside of their right foot. With the stick placed behind the ball and using the correct grip, players run with the ball to a line 20 yards away trying to keep the stick constantly in contact with the ball. Repeat 4 times.

ii. [8 minutes] Repeat the activity using the tap dribble

iii. [8 minutes] Around the Cones - Organize players in lines of no more than 3. One after the other, players carry the ball around the cone path returning to the start position.

MAKE THIS ACTIVITY EASIER: players can go more slowly; players can stop at each cone.

MAKE THIS ACTIVITY HARDER: add a time limit; vary the footwork (use a shuffle step); count out loud while dribbling

## Activity 4

- i. [10 minutes] Rob the Nest \* Divide players into each 2 groups (no more than 4 players per group). Each group stands behind their endline inside a 10 yard square. In the middle of the playing area, 4 cones are placed in a 10 yard square; a cone of squares. In the middle of the square there are 10-15, or more, hockey balls. On the instructor's signal, players from each team run to the square place their stick on a ball and using the straight or tap dribble, carry the ball back across their own line. When all of the balls have been taken from the middle, teams try and steal balls from the other team's nest...no tackling is allowed. After a set period of time, the team with the most balls wins the game. MAKE THIS ACTIVITY HARDER: scatter cones outside of the square so that players have to dribble around them to get back to their line; require players to use shuffle steps and only the straight dribble.

## LESSON 1 CONTENT LEARNING DESCRIPTORS

### FUNDAMENTAL MOVEMENT SKILLS

RUNNING: run on the *balls of the feet*, *head-up* and looking forward, bend knees, relax upper body, *arms alternate forward and back* with *bent elbows* and in opposition to the legs,

CHANGING DIRECTION/AGILITY: maintain a wide stance with body weight somewhat crouched in order to move laterally and change direction; keep your body in control while moving, move on the balls of the feet, lean in the direction of travel, to start quickly and away from the direction of travel to stop quickly, vary speed, stay low in order to change direction quickly, bend the knees when landing, pretend to move one way and then move in a different direction, when running backwards keep your weight over your feet

BALANCE: centre of gravity (belly button) is kept low and should be directly over the centre of the base of support; the wider the part that contacts the floor, the easier it is to balance, the stiffer the body the easier it is to balance; knees should be bent and feet should be shoulder width apart for maximum balance

AGILITY: is the quick movement of the feet and the body, in different directions, at different levels, in small spaces, with multiple stops and starts, accelerations and decelerations. Good agility and footwork is essential for success in all physical activities and sports.

SKIPPING: is a series of step hops done with alternate feet. Teach skipping by having learners step and then hop on the same foot and then step and hop on the other foot swing arms to shoulder height in opposition with the feet, skip on the balls of the feet, keep movements smooth, speed and distance are not important, transfer weight from one foot to the other while doing the hop, step-hop, swing smoothly.

SHUFFLE: the feet move in the following sequence-right, left, right; left, right left, the weight is on the balls of the feet with the knees slightly bent; the feet move quickly with short steps and the back foot never passes the front foot; the feet stay close to the ground.

SIDESTEPS: the body moves left or right with the side of the body leading and the toes of the feet at right angles to the direction of travel; the steps should be short, weight is on the balls of the feet, primarily on the leading leg with the trailing foot touching the ground and quickly pushing off. The feet should be close to the ground during sidesteps.

BASIC STANCE (READY POSITION): feet shoulder width apart, keep feet below your shoulders; left foot slightly ahead of the right; weight low (sit); head Stick head rests on the ground in front and slightly to the right of the body. Player should be looking forward with head up for maximum vision and not down at their feet.

## **TECHNICAL:**

**Standard Grip:** Place the stick vertically out in front of body and lay it on the ground with the flat side of stick facing down. Reach over to pick up the stick at the top of the handle with the left hand only using a handshake grip. This should cause a “V” shape to be formed with the thumb and remaining fingers once the hand is wrapped around the stick. Reach for the shaft of the stick midway down and loosely grips the stick. This looseness allows for the left hand to be able to turn the stick quickly and in more control. Left hand is known as the “control” hand while the right hand “guides” the stick through movement. Knees are bent; feet are staggered (left foot forward, right foot back slightly). Stick head rests on the ground in front and slightly to the right of the body.

**Straight Dribble: Straight (Silent Dribble):** Stick should be held on the right side of the body (roughly in line with right foot): ball stays in contact with stick the entire time; the ball should be far enough out in front so that player can look up and still see the ball; Ball remains on flat-side of stick.

**Stick and body position:** Stick is out in front of body, away from feet and just slightly to the right with the head of the stick touching the ground. Stick is angled at 45° to the floor. The left arm is extended out and away from the body with the back of the left hand leading forward in the intended direction of movement. The right hand remains midway on the shaft of the stick but with a relaxed grip. Knees are slightly bent and head looks up often and faces forward for clear vision of the field

**Action:** Move forward while pushing the ball along on the stick. Players will need to use good footwork to readjust their body position, feet and stick to remain behind ball. Make sure the player is not trying to carry the ball too far to the side. The ball is kept in front and just slightly off the right foot to allow for a strong, protective stance on the ball and the quick ability to change direction while maintaining control of the ball. Stick angle should be kept at 45° to the floor with left hand away from body

**Tap Dribble:** From the Straight Dribble, the right hand lightly extends, pushing the ball away from the stick. The player taps the ball forward and runs onto it.

**TACTICAL** Open Space; a space in the playing area where no one is standing

## LESSON 2

THEMES: FMS: start, stop, skip, pace and direction changes, jumping, hopping, agility, balance, basic stance, pivots,

TECHNICAL: turning the stick, 'checking' the ball, hesitation dribble, changing direction,

TACTICAL; Using open space while running with the ball

### Activity 1

- i. [6 minutes] Players are scattered in a large area that provides lots of open space. Following instructor's commands, players move in different directions (forward, back, left, right) using the following movement skills: skip, jump, hop, side steps -do not use running for this activity). At various intervals, when the instructor calls out "pivot" the players assume the basic stance and pivot 360' in one direction and then the other. The players must avoid running into other players. Gradually make the space smaller.

### Activity 2

- i. [6 minutes] Crazy Go Carts \* - Each player has a ball and a stick and are positioned well apart in a scattered formation. The ball represents the wheels of a car and the stick is the steering wheel. While keeping the ball on their stick, players dribble the ball in a variety of directions to avoid running into the other players. Instructors should encourage the use of pivots and turns. Gradually make the space smaller and vary the footwork pattern that players use while carrying the ball.

### Activity 3

- i. [5 minutes] Flipping Flapjacks - In a semi-circle, have the players place their sticks down on the ground in front of them with the handle of the stick facing the player. With the left hand, have the players turn the stick over and back so that they can observe the stick movement required for hockey.
- ii. [3 minutes] The players hold their sticks out in front, away from body and at waist height in the left hand with the proper grip. Players turn their stick all the way over to the left and right by turning their left wrist. Repeat 10 times. This will be difficult for most to achieve so look for quality not quantity.
- iii. [5 minutes] Burning Flapjacks - Players place their sticks on the ground, with the flat side down in scattered formation and well spread out. Using small side steps players run around their own stick, (changing direction on instructor's command), jump forward and backwards over their stick; hop forwards and backwards over their sticks, 5 times with each foot. Several times during these activities, the instructor calls Burning Pancakes; players pick up their stick using correct grip and turn it over and back 10 times.

### Activity 4

- i. [4 minutes] 'Checking' The Ball' Each player with a ball, players are scattered in a semi-circle in front of the instructor. Instructor demonstrates how to move the ball forward and back (by contacting at 6 and 12). Players place the ball to the right of their body and practice moving the ball forward and then 'checking' the forward momentum of the ball by placing the stick at 12 o'clock. Instructor must ensure that the left wrist is turning to the left and back to the right in order to make contact at 12.
- ii. [8 minutes] Traffic Lights - Players line up along a line and move forward with the ball (contact point, 6); when the instructor calls out "yellow light", players 'check the ball at 12, but keep their feet moving; when instructor calls out "green light," players continue going forward; when instructor calls out "red light", the players stop their forward motion, turn a complete counter clockwise circle with the ball and continue moving forward. Repeat 2 times over a 15 yard distance.
- iii. [8 minutes] Crossing the River \* - 3 players (alligators) are positioned randomly in the middle of a 20 yard square; these players have to keep one foot stationary but can move by reaching and extending the other part so their bodies. The other players are trying to cross the river and get to the other side without being captured by the alligators. If the alligator touches a player, that player becomes an alligator. Players who get to the other side continue to try and cross the river without being caught. Play until all players are caught. Instructors must encourage players to find open space and if they face an alligator they should turn around and find another route.

- iv. [8 minutes] Play *Crossing the River* again, with 3 new 'alligators' only the players now have to dribble the ball across to the other side.

## **LESSON 2 CONTENT LEARNING DESCRIPTORS**

### ***FUNDAMENTAL MOVEMENT SKILLS***

**JUMPING:** Teaching and Learning Feedback Cues: bend knees and elbows before take off, move arms high and back before jumping, swing arms forward and up as fast as possible when leaving the ground, hold arms high while in the air, bend knees after take off, land on the balls of the feet, bend knees and keep body weight forward when landing.

**HOPPING:** keep the leg that is off of the ground bent, lean forward, move arms forward, stay on balls of feet, toes, use arms for balance, land lightly, reach for sky when you hop.

**SKIPPING:** is a series of step hops done with alternate feet. Teach skipping by having learners step then hop on the same foot and then step and hop on the other foot swing arms to shoulder height in opposition with the feet, skip on the balls of the feet, keep movements smooth, speed and distance are not important, transfer weight from one foot to the other while doing the hop, step-hop, swing arms smoothly.

**STOPPING:** lean opposite the direction of travel, stay low and balanced, bend the knees.

**PIVOT:** one foot is in contact with the ground with the knee of that leg bent; the weight is on the ball of the foot. The other leg is bent with the weight on the ball of the foot and moves in a circle so that the body rotates around the support leg. Players should be able to pivot forwards or backwards, in both directions.

### ***TECHNICAL***

**STANDARD GRIP:** Place the stick vertically out in front of body and lay it on the ground with the flat side of stick facing down, Reach over to pick up the stick at the top of the handle with the left hand only using a handshake grip. This should cause a "V" shape to be formed with the thumb and remaining fingers once the hand is wrapped around the stick. Reach for the shaft of the stick midway down and loosely grips the stick. This looseness allows for the left hand to be able to turn the stick quickly and in more control. Left hand is known as the "control" hand while the right hand "guides" the stick through movement. Knees are bent; feet are staggered (left foot forward, right foot back slightly). Stick head rests on the ground in front and slightly to the right of the body.

**TURNING THE STICK AND CHECKING THE BALL:** without changing the grip, the left wrist begins to turn over (counterclockwise, or away from the body) moving the head of the stick over the top ball to have the flat side of the stick coming in contact at 12 o'clock to stop and protect the ball. Once the ball is in control, the stick is moved back behind the ball (to 6 o'clock) and movement can begin. Ball comes to a stop but players try and maintain their momentum going forward (the player should not stop running and then start up again but rather slow down as the ball's momentum is stopped and accelerate with the ball to get it going again).

### ***TACTICAL***

Players move with the ball to areas in which there are no other players. Instructors should encourage players to look up while running with the ball. This is to be easier to accomplish while using the Tap Dribble.



## LESSON THREE

- THEMES -FMS: shuffle, agility footwork, sidesteps, shuffle steps, rolling a ball, absorbing force, bending, twisting
- TECHNICAL: Review ball control, receiving the ball on the forehand (flat stick side reception)
- TACTICAL: Providing targets for the player with the ball

Activity 1 i) 5 minutes All Aboard; Players are in scattered formation facing the instructor. The instructor explains the following commands to the players; bow (forward), stern (back), starboard (right), port (left), scrub the deck (a broom sweeping motion); crow's nest (basic stance) captain hook (move on one leg only); The instructor calls out various commands and the players follow; instructors should vary the locomotor patterns that the players are using and vary the timing of the commands. Players will 'sink the ship' if they all move to the front, back, or either side; if this happens, players have to refloat the ship by sprinting to a well balanced formation and assume ready position.

ii) 6 minutes Receive and Run Players are in pairs of equal skill level scattered throughout the playing area. Each pair has one ball. Each pair of players move around the playing area (vary footwork pattern e.g. - side steps, skip, jog, shuffle step), staying 5 yards apart, rolling the ball to each other so that it is easy to receive. Instructors should emphasize correct technique for rolling and absorbing the ball and emphasize that players need to bend their knees and flex their hips when rolling and receiving. Each pair should be trying to find open space as they move around the area. They must constantly be trying to stay away from other players. After each pass, the passer must move to a different space....either, behind, beside, or in front of the person they passed to.

iii) 6 minutes Players are lined up in pairs along a line. Each pair moves from one end line to the other 20 yards away. After the ball is rolled, the passer must move to a different space before the pass is returned. After they roll the ball, passers can move ahead of, beside, or behind the player they passed to. When the ball is received, the receiver must stop, assume the basic stance then roll the ball.

### Activity 2: Forehand receptions

i) 4 minutes Players should be positioned in a semi circle so that they can all see and hear the instructor. The instructor demonstrates the open faced, forehand; reception technique first without the ball, then receives a ball that is rolled to them. Players should then all demonstrate the correct position so that the instructor can check for errors.

ii) 8 minutes Players are assigned partners of equal skill ability. Each pair has 2 hockey balls. Players stand 10 yards apart, facing each other. All pairs should be lined up beside each other 10 yards apart. One player (A1) rolls the first ball to the other player, who receives the ball with their stick in the correct position; then the second ball is rolled to the receiver. Once both balls have been received; the roles are reversed. Players repeat this sequence 10 times. MAKE THIS ACTIVITY HARDER: the ball should be rolled to the left and right of the receiver who has to move their feet to get behind the ball to receive it on their strong side; the distance between the players can be decreased; the players try to make as many passes as possible in 20 seconds.

iii) 8 minutes Follow the Ball Shuttle formation. Two players (A1, A2) of each group of 3 stand one behind the other on a line. The third member of the group (A3), stands opposite on another line 10 yards away. A1 rolls the ball towards A3 who moves forward to receive the ball with the stick. A1 moves to take the place of A3 using shuffle steps. After receiving the ball, A3 picks up the ball and rolls it to A2 who receives the ball with the stick, picks up the ball and rolls it to A1. There should be a space of 10yards between each group.

Activity 3 10 minutes Baseball Hockey \* Players are in groups of 6; 3 players (the fielding team) are scattered inside a 20 yard square marked by 4 cones; the 'batting' team (A) stands at 'home plate, a cone, that is placed 10 yards outside the square. The first batter rolls the ball into the square and then all members of the batting team run around the outside of the square back to home plate. One player on the fielding team (D) receives the ball with their stick and then rolls the ball to another member of the fielding team who must receive the ball with their stick at one of the cones in the square. Encourage the fielders to pass and move to the closest cone. 1 point is scored if all members of the batting team cross home plate before the fielding team receives the ball at the base. If the fielding team receives the ball on a base first, the fielding team scores 1 point. Change players' roles after each batter have rolled the ball. Fielding team should be encouraged to pass to the closest cone. MAKE THIS ACTIVITY HARDER: the fielding team must pass to 2 bases; bases can be placed further apart, batting team members must each dribble a ball while they round the bases.

## **LESSON 3 CONTENT LEARNING DESCRIPTORS**

### **FUNDAMENTAL MOVEMENT SKILLS**

**SHUFFLE:** the feet move in the following sequence-right, left, right; left, right left, the weight is on the balls of the feet with the knees slightly bent; the feet move quickly with short steps and the back foot never passes the front foot; the feet stay close to the ground.

**SIDESTEPS:** the body moves left or right with the side of the body leading and the toes of the feet at right angles to the direction of travel; the steps should be short, weight is on the balls of the feet, primarily on the leading leg with the trailing foot touching the ground and quickly pushing off. The feet should be close to the ground during sidesteps.

**ROLLING A BALL:** hold the ball in the hand that you throw with, stand with the same side leg back and the other leg forward in a stride position, lean your trunk forward and turn your body slightly towards the side that is holding the ball, bend your knees, swing the arm holding the ball forward and move your weight from your back foot to your front foot, release the ball at knee level.

**CATCHING, TRAPPING, ABSORBING FORCE:** watch the object approach the body, elbows should be kept close to the body, the weight is kept low with knees bent, the arms collapse and the weight transfers onto the back foot as the object contacts the hands.

### **TECHNICAL Review ball control, Receiving the Ball on the Forehand (Flat Stick Side reception)**

**Standard Grip:** Place the stick vertically out in front of body and lay it on the ground with the flat side of stick facing down. Reach over to pick up the stick at the top of the handle with the left hand only using a handshake grip. This should cause a "V" shape to be formed with the thumb and remaining fingers once the hand is wrapped around the stick. Reach for the shaft of the stick midway down and loosely grips the stick. This looseness allows for the left hand to be able to turn the stick quickly and in more control. Left hand is known as the "control" hand while the right hand "guides" the stick through movement. Knees are bent; feet are staggered (left foot forward, right foot back slightly). Stick head rests on the ground in front and slightly to the right of the body.

**Straight Dribble: Straight(Silent Dribble):** Stick should be held on the right side of the body (roughly in line with right foot); ball stays in contact with stick the entire time; the ball should be far enough out in front so that player can look up and still see the ball; Ball remains on flat-side of stick.

**Stick and body position:** Stick is out in front of body, away from feet and just slightly to the right with the head of the stick touching the ground. Stick is angled at 45° to the floor. The left arm is extended out and away from the body with the back of the left hand leading forward in the intended direction of movement. The right hand remains midway on the shaft of the stick but with a relaxed grip. Knees are slightly bent and head looks up often and faces forward for clear vision of the field.

**In action:** Move forward while pushing the ball along on the stick. Players will need to use good footwork to readjust their body position, feet and stick to remain behind ball. Make sure the player is not trying to carry the ball too far to the side. The ball is kept in front and just slightly off the right foot to allow for a strong, protective stance on the ball and the quick ability to change direction while maintaining control of the ball. Stick angle should be kept at 45° to the floor with left hand away from body.

**Tap Dribble:** From the Straight Dribble, the right hand lightly extends, pushing the ball away from the stick. The player taps the ball forward and runs onto it.

### **RECEIVING THE BALL ON THE STRONG (RIGHT SIDE)-FOREHAND RECEPTIONS**

The body is in the basic stance position with the left foot forward. The ball should be received in front of the body ideally in front of the right foot. The stick is held using the Standard grip with the head of the stick resting on the

ground. The left arm is extended forward in order provide a trapping angle on the stick. The eyes watch the ball onto the stick and as the ball contacts the stick, the elbows 'collapse', the right hand relaxes, and bend in order to absorb the force of the ball.

**TACTICAL:** Providing targets (support) for the player with the ball: Players on the possession team who do not have ball need to be taught when and where to pass the ball. In the Hockey Baseball game, players should be encouraged to run to the closest base so that the player with the ball can pass to them.

## LESSON 4

### THEMES

FMS: agility footwork, high knees, butt kicks, shuffle, hopping, jumping, basic stance

TECHNICAL: Push Pass Forward

TACTICAL: Providing Passing Choices for the Player with the Ball (A1)

#### Activity 1

- i. [5 minutes] Copy Cats - Players are assigned partners, each player with a hockey ball but no stick; The leader moves about the playing area while manipulating the ball, for example; between their legs, to the left and right; while lying on the ground; juggling it in the air; instructors should change the locomotor patterns frequently and also change the player roles frequently.
- ii. [5 minutes] Sticks and Feet - Place the players' sticks on the ground in a line using various patterns ( for example; ladder, scattered, squares, zigzag, right angles.) players line up behind the sticks (no more than 6 players per line).One after the other players move through the pattern of sticks following the instructor's directions while incorporating the following movements using small footwork and staying low.: small running steps; shuffle steps, skipping, jumping, hopping, high knees, butt kicks, At regular intervals, instructor calls out basic stance and all players assume the basic stance position. Each player should go through the sticks 3 times. HARDER incorporate arm actions with the footwork, move the sticks closer together, add a time element.

#### Activity 2

- i. [6 minutes] Keep Away Tag \* Ratio of attacker to defenders should be at least 3:1 or 4:2  
In a 20 yard square the possession team (A team) passes the ball around to avoid being tagged by the D team. A player can only be tagged if they are in possession of the ball. Instructors should encourage 'A' players to provide passing choices in front, behind and beside A1, and should make sure they stay away from the members of the D team. If a player is tagged while in possession of the ball, they change places with the 'D' player who tagged them.  
MAKE THIS ACTIVITY HARDER FOR THE A TEAM; make the space smaller, increase the number of defenders, specify the locomotor pattern  
MAKE THIS ACTIVITY HARDER FOR THE D TEAM: make the space bigger, increase the number of 'A' players, specify the locomotor pattern.

#### Activity 3

- i. [5 minutes] Push Pass Forward - Players should be positioned in a semi circle so they can all see and hear the instructor. Instructor demonstrates the correct technique for moving the ball forward using the push pass.
- ii. [6 minutes] Wall Pass - Each player practices the push pass while pushing the ball to a target (fence, goal, wall)  
MAKE THIS ACTIVITY HARDER: make the target smaller; move the passer further away from target; add a time element.
- iii. [8 minutes] Passing Through the Goal - Instructor puts players into pairs of equal abilities. Partners stand 10 yards away from each other in the centre of 2 cones placed 5 yards apart. Each player tries to push the ball between their partner's cones. The receiver uses correct technique to receive the ball and prevent it from passing through the cone and then uses correct technique to push the ball towards the other goal.  
MAKE THIS ACTIVITY HARDER; make the goal smaller, move the passer further away, count the number of successful 'goals' and receptions.
- iv. [8 minutes] Hot Seat \* - Players of equal ability are positioned in a triangle formation 10 yards apart. Players A and B each have a ball. A passes the ball to C who returns it to A and then C runs opposite B who passes a ball to C who returns the ball to B and then C runs to receive the ball again from A. After 10 passes, rotate players. Count which group can make the most passes in a specified time.  
MAKE THIS ACTIVITY HARDER FOR PLAYER C: add more distance between A and B; decrease the distance between A and C and B and C;

MAKE THIS ACTIVITY EASIER FOR PLAYER C: decrease the distance between A and B; increase the distance between A and C and B and C; MAKE THIS ACTIVITY HARDER FOR A and B; after each pass they must run and touch a cone placed 10 yards behind them and return to receive the next pass.

#### Activity 4

- i. [10 minutes] Hockey Wall Blast I \* - Play with a playground ball or bean bags. In groups of 4; 1 player from the 'A' team is placed on either side of, and 5 yards behind, the centerline of a 20 yard square. The third player of the A team is positioned outside the sideline at the centre of the court. The D team player plays within the 10 yard area around the centre line. The player with the ball cannot move. The objective of the A team is to score points by passing it back and forth to each other without the D team player touching the ball. The A team players can use their sideline player to help by pass the D player or they can pass the ball directly across the centre line if there is a passing lane. The attackers score one point for each time an A player on the court receives the ball. The D player scores a point every time they touch the ball. Play until one team makes 10 points and the rotate positions.  
MAKE THIS ACTIVITY HARDER FOR D; make the playing space wider; add another A player on the other sideline; allow the player with the ball to move 3 steps;  
MAKE THIS ACTIVITY HARDER FOR A; narrower space, increase the size of the safety zone; play with hockey sticks and a hockey ball.

## LESSON 4 CONTENT LEARNING DESCRIPTORS

### FUNDAMENTAL MOVEMENT SKILLS

**HIGH KNEES:** Players run on the balls of their feet flexing their hips and bending their knees so that their knees come to hip level. This dynamic stretching activity can be made more difficult with upper twisting. It is also helpful to have the players hold their sticks in front of them, with extended arms, at waist level, and attempt to contact the stick with their knees.

**BUTT KICKS;** with the weight on the balls of their feet and leaning slightly forward, players bend their knees and try to contact their backsides with their feet. Players' arms should be bent at the elbows and move alternately with the legs.

**HOPPING:** keep the leg that is off of the ground bent, lean forward, move arms forward, stay on balls of feet, toes, use arms for balance, land lightly, and reach for sky when you hop.

**JUMPING:** bend knees and elbows before take off, move arms high and back before jumping, swing arms forward and up as fast as possible when leaving the ground, hold arms high while in the air, bend knees after take off, land on the balls of the feet, bend knees and keep body weight forward when landing.

**SKIPPING:** a series of step hops done with alternate feet. Teach skipping by having learners step and then hop on the same foot and then step and hop on the other foot swing arms to shoulder height in opposition with the feet, skip on the balls of the feet, keep movements smooth, speed and distance are not important, **transfer** weight from one foot to the other while doing the hop, step-hop, swing arms smoothly.

**SHUFFLE:** the feet move in the following sequence-right, left, right; left, right left, the weight is on the balls of the feet with the knees slightly bent; the feet move quickly with short steps and the back foot never passes the front foot; the feet stay close to the ground.

**BASIC STANCE (READY POSITION):** feet shoulder width apart, keep feet below your shoulders; left foot slightly ahead of the right; weight low (sit); head Stick head rests on the ground in front and slightly to the right of the body. Player should be looking forward with head up for maximum vision and not down at their feet.

#### **CATCHING: (to make catching easier, increase the size of the ball)**

Arms relaxed at the sides with forearms in front of the body; players should reach for the ball, place their hands on the sides of the ball, bend their arms and bring the ball towards their body, watching the ball right into their hands. Encourage players to take a step back and bring their elbows towards their chest to help absorb the force of the ball.

#### **OVERHAND THROWING (to make throwing easier, decrease the size of the ball)**

The non - throwing side faces the target; swing the throwing arm out to the side and backwards bringing the arm with the ball behind the ear; keeping the elbow out, twist the body towards the arm that is holding the ball, keep the other arm raised for balance; extend the throwing arm forward and point the thumb towards the ground while stepping forward with the weight on the foot that is closer to the target; twist the body toward that leg as the ball is released

**TECHNICAL:** Push Pass Forward. The purpose is to move or pass the ball with accuracy and power over a short distance to a teammate. Standard Grip; Left hand is at top of the stick and right hand remains midway on the shaft of the stick. Ball and stick are positioned on the right side of the right foot, beside the body. Feet are staggered, with left foot ahead of the right foot, knees are slightly bent; head is down watching the ball on the stick. Flat side of stick is directly behind the ball to the side of the right foot.

Action: There is no backswing of stick (and no sound) to start movement and stick remains in contact with ball while being "pushed" towards target. The weight is shifted from the right foot to the left foot as the ball is released from the head of the stick towards the target. The left hand leads the push with the right hand supplying the force and following through towards the intended target.

**TACTICAL:** Providing Passing Choices for the Player With the Ball

Players on the possession team who do not have the ball need to provide passing choices ahead of, on either side of the ball, and behind the player with the ball. Instructors need to focus on teaching the movements and decisions of off ball attackers...where to move and when to move....continually reinforcing the 4 choices of direction

## LESSON 5

### THEMES

FMS jumping, hopping, high knees, butt kick, cross steps (karaoke), twisting, pivots, turning, throwing, catching

TECHNICAL: Ball Control; Passing and receiving square passes.

TACTICAL: When to pass square, where to move to receive square passes

#### Activity 1

- i. [5 minutes] Look in the Mirror - Holding their sticks in two hands with the correct grip, players are in a scattered formation (at least 5 yards between each player) facing the instructor; On the instructor's command, the players perform the following activities while mirroring the instructor's actions moving forward, backwards, left and right. All footwork should be done with quick feet (feet kept close together) and feet should be kept close to the ground with the body weight low: running, sliding, skipping, shuffle steps, cross steps (karaoke steps) pivots, turning, running while twisting the upper body to the right.
- ii. [3 minutes] 'Sticky Feet' - Each player places their stick on the ground, at least 5 yards away from other sticks. Players are instructed to move around and over their sticks using a variety of different jumping, hopping, and leaping movements; in order to get the players to move their feet quickly they should pretend that they have gum on their shoes and they don't want to get glued to the ground.

#### Activity 2

- i. [8 minutes] Passing and Receiving Left and Right - In pairs of equal ability, side by side 5 yards apart, players move down the field (20 yards) rolling the ball back and forth, with their feet always facing forwards. Following the technical descriptions, the instructor provides appropriate feedback so that players learn how to effectively position their bodies to pass and receive square passes. Players should rotate positions so that they get to practice passing and receiving to and from both sides.
- ii. [10 minutes] Repeat with sticks and one ball between each pair.
- iii. [8 minutes] Caterpillar Cones - 10 cones are placed in a line 10 yards apart in 2 rows (10 yards apart) down the length of the field. A goal is situated at the end of the rows of cones. In pairs, players are lined up, one line behind each row of cones (no more than 4 players per line) Players pass from cone to cone demonstrating correct passing and receiving technique and attempt to score a goal when they get to the last cone. The next pair begins when the pair in front has passed 3 cones. Repeat 4 times making sure that players regularly switch sides.

#### Activity 3

- i. [8 minutes] 3 v 3 Side by Side \* - Play this game first with playground balls or bean bags. The players are divided into two teams of 3 players of equal ability. The game is played in a 30 by 20 yd area with identified end lines. A1 (the player with the ball) can take 3 steps with the ball in any direction and then must pass. The D team cannot challenge the player with the ball. A1 can pass in any direction but can only score points if square (lateral) passes are completed. No passes above shoulder level can be made. One point is awarded each time the player with the ball makes a square pass. Each player keeps their own score. The game begins with the A team in possession of the ball at the centre line. The 'D' team players must stay an arm's length away from A1. If the D team intercepts any pass, they get possession of the ball. Whenever a team crosses the endline, the game begins again at centre with the other team having possession.  
MAKE THIS ACTIVITY HARDER for the A team: make the playing area narrower; eliminate A1 mobility  
MAKE THIS GAME HARDER for the D team; make the playing area wider; put no restriction on A1 mobility.
- ii. [8 minutes] 3 v 3 Side by Side \* - Play this game with hockey balls and sticks.



## LESSON 5 CONTENT LEARNING DESCRIPTORS

### FUNDAMENTAL MOVEMENT SKILLS

**HOPPING:** keep the leg that is off of the ground bent, lean forward, move arms forward, stay on balls of feet, toes, use arms for balance, land lightly, reach for sky when you hop.

**JUMPING:** bend knees and elbows before take off, move arms high and back before jumping, swing arms forward and up as fast as possible when leaving the ground, hold arms high while in the air, bend knees after take off, land on the balls of the feet, bend knees and keep body weight forward when landing.

**SKIPPING:** a series of step hops done with alternate feet. Teach skipping by having learners step and then hop on the same foot and then step and hop on the other foot swing arms to shoulder height in opposition with the feet, skip on the balls of the feet, keep movements smooth, speed and distance are not important, transfer weight from one foot to the other while doing the hop, step-hop, swing smoothly.

**CROSS STEPS (karaoke):** Also known as Grapevine Steps; the body moves sideways while the trailing leg crosses in front and then behind the leading leg. For field hockey purposes, players should focus on moving with the trailing leg always crossing in front of the leading leg and should be able to perform with the left leg leading or the right leg leading. The feet should stay to the ground with the weight on the balls of the feet and the knees slightly bent.

**PIVOT:** one foot is in contact with the ground with the knee of that leg bent; the weight is on the ball of the foot. The other leg is bent with the weight on the ball of the foot and moves in a circle so that the body rotates around the support leg. Players should be able to pivot forwards or backwards, in both directions.

**HIGH KNEES:** Players run on the balls of their feet flexing their hips and bending their knees so that their knees come to hip level. This dynamic stretching activity can be made more difficult with upper twisting. It is also helpful to have the players hold their sticks in front of them, with extended arms, at waist level, and attempt to contact the stick with their knees.

**BUTT KICKS;** with the weight on the balls of their feet and leaning slightly forward, players bend their knees and try and make contact with their backsides. Players' arms should be bent at the elbows and move alternately with the legs.

**CATCHING : (to make catching easier, increase the size of the ball)** Arms relaxed at the sides with forearms in front of the body; players should reach for the ball, place their hands on the sides of the ball, arms should be bent as players bring the ball towards their chest, watching the ball right into their hands. Encourage players to take a step back and bring their elbows towards their chest to help absorb the force of the ball.

### OVERHAND THROWING (to make throwing easier, decrease the size of the ball)

The non - throwing side faces the target; swing the throwing arm out to the side and backwards bringing the arm with the ball behind the ear, keeping the elbow out; twist the body towards the arm that is holding the ball, keep the other arm raised for balance; extend the throwing arm forward and point the thumb towards the ground while stepping forward with the weight on the foot that is closer to the target; twist the body toward that leg as the ball is released

**TECHNICAL:** Passing and Receiving to the Right and Left:

Passing to the Left: Standard grip; ball is in front of the right foot, feet are facing in the direction of travel; stick is in contact with the ball at the 3 o'clock position. The right hand and arm cross the body and propel the ball to the left.

Passing to the Right: Standard grip; The body assumes the basic stance position with the upper body twisting to the right; the left shoulder, left elbow, and the feet face forward in the direction of travel; the stick is positioned to the right of the back (right)foot with the flat side of the stick facing right. The ball is in contact with the stick at the 9 o'clock position. The arms extend to the right towards the target. Body weight must remain low.

Receiving from the Right: Standard grip; The body assumes the basic stance with the upper body twisting to the right; the left shoulder, left elbow, and the feet face forward in the direction of travel; the stick is positioned to the right of the back (right)foot with the flat side of the stick facing right. The players watches the ball contact the stick and at the

point of contact (9 o'clock) the knees bend, right elbow bends, the right hand loosens, in order to absorb the impact of the ball. The ball is then moved forward to the straight dribble position.

Receiving from the Left: Feet facing forward, right foot forward, straight dribble position, the player lets the ball come across their body and receives it at the 3 o'clock position on the right side (outside) and just ahead of the right foot.

**TACTICAL: When to Pass Square (laterally, sideways), Where to move to receive square passes;**

Novice players have a tendency to always pass forwards in games. Learning when to use square passes or when to move to the side of the ball carrier to receive a square pass is an important tactical concept for players. When playing the 3 v3 Side by Side game, players are rewarded with more points if they make square passes. Instructors need to encourage the players to pass sideways and move to spaces beside the ball carrier so that players are in a position to receive these passes. Understanding this concept will eventually lead players to understand that square passes create space for through, or forward passes.

## LESSON 6

### THEMES

FMS; agility, running, side steps, cross steps, skipping, forward and backward, shuffle steps, pivots, reaching, lunging, balance, catching, throwing

TECHNICAL: Defensive -Block tackle; Offensive – Changing Directions While Dribbling

TACTICAL: Defensive - Staying Goal side of the ball carrier; Offensive- Getting Goal side of the ball carrier

### Activity 1

- i. [8 minutes] - Players are in scattered formation within the playing area, holding their sticks in two hands. Following instructors command, they perform the following movements; jogging forward, moving sideways left and right (using side steps), moving forward using shuffle steps (RLR, LRL) then moving backwards using shuffle steps (RLR, LRL), jogging forward with high knees; sprinting forward 15 yards and move backwards as quickly as possible using backward shuffle steps; run sideways 10 yards and lunging to the left and right to extend the body and the stick as far as possible to the right and the left; skip forward anywhere in open space. Instructors must ensure that players are well spread out.

### Activity 2

- i. [10 minutes] *Dancing Dribblers* - In lines of no more than 3 players, each player with a ball dribbles in and out of the cones, using a straight dribble. When they reach the last cone, the player picks up the ball and runs outside the square back to the starting line using different locomotor movements each time. The instructor should encourage players to change the speed of their dribble, use small steps with quick feet, and keep their body behind the ball at all times.

### Activity 3

- i. [6 minutes] *Knee Slappers* - Players are assigned a partner of equal size. Each pair of players stands within a 5 yard square in the 'ready position' 3 yards away from each other. Using quick feet, the players try to tap the back of the other player's knees by extending their left or right leg forward but keeping the other foot stationary on the ground. Players should be encouraged to quickly return to 'ready position' in order to avoid being tagged by their partner. Count the number of taps each player makes in 30 seconds. Players may move any way around the square but not physically block their opponent. Stress good defensive position, getting low, and footwork. This activity is performed without sticks.

### Activity 4

- i. [10 minutes] *Block and Stop \** - Two players, each with a ball, stand one behind the other, at the end, and at the right side of a 10 by 5 yard grid. The D player stands on the left side of the other end line on which are placed 2 cones, one yard apart, on the right side of the same line. One of the players with the ball (A) moves forward, attempting to carry the ball through the two cones. As 'A' moves to the left in the direction of the cones, 'D' steps forward, closes the space and uses a block tackle to prevent 'A' from moving through the cones with the ball. If D gets the ball, the ball is pushed outside the square over the sideline. After both attackers have had 2 turns, the players rotate positions.

### Activity 5

- i. [8 minutes] *Out of My Way \** (without balls or sticks)- In assigned partners of equal speed and physical size, one player (A) stands at the start line facing their partner (D) who starts half way between the start line and the end line which is 25 yards away. The 'A' player's objective is to get past D and across the end line. The D player's objective is to tag A before A crosses the end line. A must stay far enough away from D to avoid being tagged. D stays between the A player and the end line, waiting for an opportunity to tag A. There can be no body contact. D uses side steps and backward shuffle steps to try and stay in front of A. A uses feints, direction changes, change of speed to try and get past D. D stays far enough away in order to react to A's movements. If A gets past D, D must run and sprint to regain the correct position between A and the end line. The playing lane should be 10 yards wide. Instructors should ensure sufficient space between each pair and should alternate

pairs in order to give players a chance to rest. MAKE THIS ACTIVITY HARDER FOR 'A': make the area narrower and shorter.

- ii. [10 minutes] As above but with a ball and a stick; the objective in this case is for D to use a block tackle and take the ball away from A. Encourage the D player to use good reverse footwork to stay between A and the goal line and wait for the opportunity to tackle. A should be encouraged to change the pace (slow down, speed up) and change directions (go towards the side line) and then sprint past D.

## LESSON 6 CONTENT LEARNING DESCRIPTORS

### **FUNDAMENTAL MOVEMENT SKILLS**

**SIDE STEPS:** the body moves left or right with the side of the body leading and the toes of the feet at right angles to the direction of travel; the steps should be short, weight is on the balls of the feet, primarily on the leading leg with the trailing foot touching the ground and quickly pushing off. The feet should be close to the ground during sidesteps.

**SKIPPING:** a series of step hops done with alternate feet. Teach skipping by having learners step and hop on the same foot and then step and hop on the other foot swing arms to shoulder height in opposition with the feet, skip on the balls of the feet, keep movements smooth, speed and distance are not important, transfer weight from one foot to the other while doing the hop, step-hop, swing smoothly.

**CROSS STEPS (karaoke):** Also known as grapevine steps; the body moves sideways while the trailing leg crosses in front and then behind the leading leg. For field hockey purposes, players should focus on moving with the trailing leg always crossing in front of the leading leg and should be able to perform with the left leg leading or the right leg leading. The feet should stay to the ground with the weight on the balls of the feet and the knees slightly bent.

**PIVOT:** one foot is in contact with the ground with the knee of that leg bent; the weight is on the ball of the foot. The other leg is bent with the weight on the ball of the foot and moves in a circle so that the body rotates around the support leg. Players should be able to pivot forwards or backwards, in both directions.

**SHUFFLE:** the feet move in the following sequence-right, left, right; left, right left, the weight is on the balls of the feet with the knees slightly bent; the feet move quickly with short steps and the back foot never passes the front foot; the feet stay close to the ground.

**BASIC STANCE (READY POSITION):** feet shoulder width apart, keep feet below your shoulders; left foot slightly ahead of the right; weight low (sit); head Stick head rests on the ground in front and slightly to the right of the body. Player should be looking forward with head up for maximum vision and not down at their feet.

**CATCHING : (to make catching easier, increase the size of the ball)** Arms relaxed at the sides with forearms in front of the body; players should reach for the ball, place their hands on the sides of the ball, bend their arms and bring the ball towards their chest watching the ball right into their hands. Encourage players to take a step back and bring their elbows towards their chest to help absorb the force of the ball.

**FEINTS:** a fake movement of the head, or other parts of the body, when the actual intent is to go in another direction.

**OVERHAND THROWING (to make throwing easier, decrease the size of the ball)** The non - throwing side faces the target; swing the throwing arm out to the side and backwards bringing the arm with the ball behind the ear, keeping the elbow out; twist the body towards the arm that is holding the ball, keep the other arm raised for balance; extend the throwing arm forward and point the thumb towards the ground while stepping forward with the weight on the foot that is closer to the target; twist the body toward that leg as the ball is released.

**REACHING (STRETCHING):** are movements that move a part of the body away from the centre or trunk. Players should reach slowly and smoothly and avoid bouncing.

**LUNGING:** one foot is anchored to the ground with the knee straight; the other leg reaches, extends, (lunges) away from the support leg. The knee of the lunging leg should never extend past the toes of the support leg.

**TECHNICAL; Block Tackle:** Purpose- To take the ball away for the opponent (D1) by blocking the forward movement of the ball with the stick;. Use the standard grip; feet are staggered with left foot forward and right foot slightly back; knees are bent; the stick is kept low (almost flat) on the ground in front of the feet. The tackler should line up with the ball carrier so that the two sticks are opposite each other. When executing the tackle, the stick should be held firmly in the hands with the left hand a bit ahead of the right hand; the stick should not be swung toward the ball but should

slide along the ground. As the defender lunges to make the tackle; at the point of the tackle the defender should be stationary and balanced with the body weight low.

**TACTICAL:** Goal Side Positioning- the player executing a block tackle should always be closer to their defending goal line than the ball carrier. All non possession team players strive to stay closer to the defending goal than their opponents while players on the offensive team try to get between their opponents and the goal they are attacking.

## LESSON 7

FMS; running, side steps, cross steps, skipping, forward and backward shuffle steps, pivots, reaching,

TECHNICAL; Channeling, Block tackling review

TACTICAL; Player to Player Marking

### Activity 1

- i. [10 minutes] Follow the Leaders - Players are positioned in pairs, so that they can see the instructor who is in a stationary position;
  - the follower in each pair replicates the footwork actions of the leader in each pair; change roles
  - the follower replicates the arms actions of the instructor; change roles
  - the follower replicates the foot actions of the leader and, at the same time, replicates the arm actions of the instructor; change roles
  - repeat activity iii with the instructor moving slowly around the playing areas. This will challenge the follower to move to stay with the leader but also move to see the instructor.

### Activity 2

- i. [10 minutes] Karaoke Kids - Players line up in scattered formation, following the instructor's commands, the players perform the following footwork sequence:
  - jog forward 15 yards, stop, execute 3 backward shuffles to the left, 3 shuffles to the right- repeat 3 times
  - jog forward 1 yards, stop,  $\frac{1}{4}$  turn to the left, execute 6 cross steps to the left (left shoulder facing the start line), then 6 to the right, (right shoulder facing the start line)-repeat 3 times
- ii. [6 minutes] Diagonal Hop Scotch - In threes, each group with 6 cones. One after the other, each player takes 2 turns performing the footwork sequence as described in the diagram.

### Activity 3

- i. [10 minutes] Side by Side - In partners of equal speed and size, the player with the ball (A) tries to dribble the ball into Goal #1, 15 yards away on the end line. D (the player without the ball,) is positioned on the right side of A, a stick length and an arm length away. D runs beside A trying to force A towards Goal # 2. Rotate player's roles.  
MAKE THIS ACTIVITY HARDER for D; A should change their pace (slow, fast, stop, start) and direction in order to cut behind D.  
MAKE THIS ACTIVITY EASIER for D: A1 should maintain a steady, pace, dribble in a straight line

### Activity 4

- i. [15 minutes] 3 on 3 Block and Stop Hockey Game \* - The game is played in a 25x 40yard area and begins with the A team in possession of the ball at the centre of the playing area. To score a goal, the A team must dribble the ball anywhere across the 25 yard goal line. The D team uses Block tackles to stop the A team from scoring. Players are assigned a partner of equal ability and one player of each team is assigned to one of the two teams. During the game, the D players must always be within a stick length and an arm length of their 'partner' on the other team and between their partner and the goal. 'A' players can only carry the ball for 5 yards and then they have to pass.  
MAKE THIS ACTIVITY HARDER FOR THE D TEAM: make the playing area wider and longer; allow unlimited dribbling

## LESSON 7 CONTENT LEARNING DESCRIPTORS

### **FUNDAMENTAL MOVEMENT SKILLS**

**SIDE STEPS:** the body moves left or right with the side of the body leading and the toes of the feet at right angles to the direction of travel; the steps should be short, weight is on the balls of the feet, primarily on the leading leg with the trailing foot touching the ground and quickly pushing off. The feet should be close to the ground during sidesteps

**SKIPPING:** is a series of step hops done with alternate feet. Teach skipping by having learners step and then hop on the same foot and then step and hop on the other foot swing arms to shoulder height in opposition with the feet, skip on the balls of the feet, keep movements smooth, speed and distance are not important, transfer weight from one foot to the other while doing the hop, step-hop, swing smoothly

**CROSS STEPS (karaoke):** Also known as Grapevine Steps; the body moves sideways while the trailing leg crosses in front and then behind the leading leg. When using cross steps to channel the ball carrier, the defender move the trailing leg in front of the leading leg. The feet should stay to the ground with the weight on the balls of the feet and the knees slightly bent.

**PIVOT:** one foot is in contact with the ground with the knee of that leg bent; the weight is on the ball of the foot. The other leg is bent with the weight on the ball of the foot and moves in a circle so that the body rotates around the support leg. Players should be able to pivot forwards or backwards, in both directions

**SHUFFLE:** the feet move in the following sequence-right, left, right; left, right left, the weight is on the balls of the feet with the knees slightly bent; the feet move quickly with short steps and the back foot never passes the front foot; the feet stay close to the ground.

**BASIC STANCE (READY POSITION):** feet shoulder width apart, keep feet below your shoulders; left foot slightly ahead of the right; weight low (sit); head Stick head rests on the ground in front and slightly to the right of the body. Player should be looking forward with head up for maximum vision and not down at their feet.

**FEINTS;** a fake movement of the head, or other parts of the body, when the actual intent is to go in another direction.

**REACHNG (STRETCHING):** are movements that move a part of the body away from the centre or trunk. Players should reach slowly and smoothly and avoid bouncing.

### **TECHNICAL Block tackling review, Channeling,**

Block Tackle: Purpose- To take the ball away for the opponent (D1) by blocking the forward movement of the ball with the stick; Use the standard grip; feet are staggered with left foot forward and right foot slightly back; knees are bent; the stick is kept low (almost flat) on the ground in front of the feet. The tackler should line up with the ball carrier so that the two sticks are opposite each other. When executing the tackle, the stick should be held firmly in the hands with the left hand a bit ahead of the right hand; the stick should not be swung toward the ball but should slide along the ground. As the defender lunges to make the tackle; at the point of the tackle the defender should be stationary and balanced with the body weight low.

Channeling; is a technique used to slow down the ball carrier, to force the ball carrier to move in a specific direction-usually towards the sidelines, or prevent A1 from passing square. The pressuring defender positions their body closer to the centre of the field than the ball carrier (A1) and a stick length and an arm length away from A1. The defender runs with their feet facing the same direction as A1 with their stick extended horizontally, (toe of the stick facing the ground), and even with the ball. The channeling player is attempting to direct, or force, the ball-carrier in a specific direction; the fundamental purpose of channeling is not to gain possession of the ball. IN THE FUNSTIX PROGRAM, PLAYERS SHOULD NOT ATTEMPT TO GAIN POSSESSION OF THE BALL FROM A SIDE ON POSITION OR FROM A POSITION BEHIND THE BALL CARRIER.



**TACTICAL:** Player to Player Marking- is a type of defence used in many games including field hockey. Each member of the non-possession team is assigned a player on the possession team often known as a 'check' or a 'mark'. It is the responsibility of each of the players on the non-possession team to prevent their 'check' from receiving the ball. In the event that a player's 'check' does receive the ball, the assigned player is usually the player who puts pressure on (tackles, channels) the ball carrier.

## LESSON 8

FMS; jogging, skipping, side steps, cross steps, quick changes of direction, high knees with trunk twists, shuffle steps

TECHNICAL; Reverse Stick Dribbling; Straight and Tap Dribble Review

TACTICAL; Zone Defense- Protecting Dangerous Space

### Activity 1:

- i. [4 minutes] *U Choose* - Players in scattered formation well spread out; using their imaginations, players are instructed to cover as much space as they can while staying away from other players with the ball using a combination of the following movements and using small 'quick feet' steps; jogging, skipping, side steps, cross steps, hopping, quick changes of direction, high knees with trunk twists, shuffle steps while touching the ground

### Activity 2

- i. [6 minutes] *Line Tag* \*
  - 5 or 6 players line up side by side in close formation. One player (D) is designated as the chaser and another player (A) is being chased by D. A runs around the line of players to avoid being tagged by D.
  - The players in the line randomly take a step sideways to create breaks in their line. The chase continues and A and D use the gaps in the line to deceive each other. The line players can create different gaps at any time. Change the roles of all players frequently. (This game can also be used to develop dribbling skills)

### Activity 3

- i. *Review of Straight and Tap Dribble*
  - [5minutes] - With players in a semi circle, the instructor reviews the correct grip, stick, ball, and body position for the Straight and Tap dribble and the 6 and 12 stick positions for changing pace when dribbling. The instructor should ensure that players can all demonstrate correct technique, especially the action of the left wrist.)
  - [8 minutes] - Players are placed in shuttle formation 10 yards apart (there should be no more than 4 players per line). Each shuttle line has one ball; Using straight dribbles and tap dribbles, the first player in each line carries the ball around the cones to the first player at the other end of the shuttle, who carries the ball back to the starting point to the waiting players. Randomly, the instructor directs the players to slow down, pause, speed up and use straight or tap dribbles throughout the activity.

### Activity 4

- i. *Indian Dribbling*
  - [8 minutes] - With players standing in a semicircle, a stick length away from each other, standing with their feet shoulder width apart, the instructor demonstrates how to contact the ball at the 3 and 9 positions. Players practice dragging the ball to the front of each foot while contacting at 3 and 6 while keeping the stick on the ball. Then the instructor demonstrates how to contact the ball at 5 and 7.
  - [6 minutes] - Players line up along a line and practice (at their own pace) dribbling the ball forward while contacting the ball at 5 and 7. Instructors MUST assist players who are having difficulty by ensuring the grip is correct.
- ii. [6 minutes] *On Line Dribbling*: Each player finds a place on a marked line 10 yards away from other players. Each player puts their ball in front of them to the right of the line, and while moving forward attempt to move the ball back and forth across the line contacting the ball at 5 and 7 using a reverse stick dribble.

### Activity 5

- i. [10 minutes] *Protect the Castles* \* - The playing area is divided into 3 zones. 4 attackers begin in zone 1 and by dribbling and passing, move the ball through each zone in order to hit one of the 4 cones in zone 3. The attackers are faced by 1 defender in each of zones 1, 2, and 3. Once the ball passes zone 1, the Defender turns and runs to zone 3 to help guard the castles. The same rule applies to Defender 2. In zone 3 there are 4 castles to be protected by only 3 defenders. The defenders position themselves in a triangle (pyramid) formation in order to protect the castles. Once the attackers reach zone 3, the ball-carrier can take 1 step with the ball but cannot move forward. If the defenders intercept the ball in zone 3, they pass it immediately to one of their

teammates positioned in the safe zones in zone 3 and score 1 point. The attackers score a point if they hit a cone.

MAKE THIS ACTIVITY HARDER FOR A: decrease the number of attackers, make the space wider shorten the length of each zone, add another defender, and decrease the number of castles.

MAKE THIS ACTIVITY HARDER FOR D: make the space wider and longer; add more attackers, add more castles

## LESSON 8 CONTENT LEARNING DESCRIPTORS

### **FUNDAMENTAL MOVEMENT SKILLS**

**SIDE STEPS:** the body moves left or right with the side of the body leading and the toes of the feet at right angles to the direction of travel; the steps should be short, weight is on the balls of the feet, primarily on the leading leg with the trailing foot touching the ground and quickly pushing off. The feet should be close to the ground during sidesteps

**SKIPPING:** a series of step hops done with alternate feet. Teach skipping by having learners step and then hop on the same foot and then step and hop on the other foot swing arms to shoulder height in opposition with the feet, skip on the balls of the feet, keep movements smooth, speed and distance are not important, transfer weight from one foot to the other while doing the hop, step-hop, swing smoothly

**CROSS STEPS (karaoke):** Also known as Grapevine Steps; the body moves sideways while the trailing leg crosses in front and then behind the leading leg. When using cross steps to channel the ball carrier, the defender move the trailing leg in front of the leading leg. The feet should stay to the ground with the weight on the balls of the feet and the knees slightly bent.

**PIVOT:** one foot is in contact with the ground with the knee of that leg bent; the weight is on the ball of the foot. The other leg is bent with the weight on the ball of the foot and moves in a circle so that the body rotates around the support leg. Players should be able to pivot forwards or backwards, in both directions

**SHUFFLE:** the feet move in the following sequence-right, left, right; left, right left, the weight is on the balls of the feet with the knees slightly bent; the feet move quickly with short steps and the back foot never passes the front foot; the feet stay close to the ground

**HIGH KNEES:** Players run on the balls of their feet flexing their hips and bending their knees so that their knees come to hip level. This dynamic stretching activity can be made more difficult with upper twisting. It is also helpful to have the players hold their sticks in front of them, with extended arms, at waist level, and attempt to contact the stick with their knees.

### **TECHNICAL;**

**Straight Dribble: (Silent Dribble):** Stick should be held on the right side of the body (roughly in line with right foot): ball stays in contact with stick the entire time; the ball should be far enough out in front so that player can look up and still see the ball; Ball remains on flat-side of stick.

**Stick and body position:** Stick is out in front of body, away from feet and just slightly to the right with the head of the stick touching the ground. Stick is angled at 45° to the ground.. The left arm is extended out and away from the body with the back of the left hand leading forward in the intended direction of movement. The right hand remains midway on the shaft of the stick but with a relaxed grip. Knees are slightly bent and head looks up often and faces forward for clear vision of the field

**In action:** Move forward while pushing the ball along on the stick. Players will need to use good footwork to readjust their body position, feet and stick to remain behind ball. Make sure the player is not trying to carry the ball too far to the side. The ball is kept in front and just slightly off the right foot to allow for a strong, protective stance on the ball and the quick ability to change direction while maintaining control of the ball. Stick angle should be kept at 45° to the floor with left hand away from body

**Tap Dribble:** From the Straight Dribble, the right hand lightly extends, pushing the ball away from the stick. The player taps the ball forward and runs onto it.

**Indian Dribble:** Standard grip; body in the basic stance; stick and ball in front of the body with the toe of the stick extending away from the body; the stick is at the 3 o'clock position on the ball; the left hand rotates and the right guides the stick as the stick passes over the ball to contact the ball at the 9 o'clock position; body weight is transferred from right to left and left to right as the ball moves left and right. The stick should stay in contact with the ball. Encourage

players to try and look up. To move forward with the ball, the player should use small, short, steps and contact the ball at the 5 and 7 o'clock positions moving the ball in a zig zag pattern as it moves diagonally forward to the left and right.

It is important that the right hand remains loose and does not turn over when the stick moves to the left of the ball.

### ***TACTICAL***

**Zone Defence:** Defending Dangerous Space: zone defence is a type of team defence in which players are responsible for protecting space instead of marking players. In zone defence, defensive players react to the movement of the ball instead of the movement of players. Most defensive systems are based on a triangular structure in which one defender 'points' the triangle and the other players form the base of the triangle. As the attackers move the ball around, the defenders have to continually shift their positions and retain their triangle in order to protect all of the cones. In the Castle game, the defenders in zone 1 and 2, have to hurry back and help the defender in zone 3. This is a very common situation in all team games, including hockey.

## LESSON 9

FMS; sprint, locomotor movements, changing direction, agility,

TECHNICAL; Review, Passing and Receiving

TACTICAL; Moving to Open Space-Where to Move; Passing -Where to Pass

### Activity 1

- i. [5 minutes] Snakes - Assign players in lines of 3 to five equal size players, with 5 yards between each player. Players move in and around a 25 yard square going in a variety of directions, following the first person in the line who chooses the locomotor movements that the other must follow. The last person in each line sprints in and out of the other players in their line and assumes the role of the leader.
- ii. [6 minutes] Diagonal Hop Scotch - DIAGRAM In threes, each group with 6 cones. One after the other, each player takes a turn performing the footwork sequence as described in the diagram.

### Activity 2

- i. [8 minutes] Shuttle Passing - Players are placed in shuttle formation 10 yards apart (there should be an even number of shuttle lines and no more than 4 players per line). Each even numbered shuttle line has one ball; the first players in each pair of lines use square passes to move to the other end of a 25 yard playing area passing the ball back and forth to each to each other using correct technique for passing and receiving the ball to the left and the right.

### Activity 3:

- i. [8 minutes] Around the Square \* - Players should perform this activity first without the ball and stick. In assigned groups of 3 players of equal skill, each player stands beside 1 cone in a 4 cone, 10 yard square. One player has ball. The other 2 players must stand on the 2 cones closest to the player with the ball. THIS RULE MUST BE ENFORCED THROUGHOUT THE ENTIRE ACTIVITY. The player with the ball passes to either of the other 2 players and then runs to the free cone (open space). The player, who was not passed to, moves to the cone vacated by the passer. This sequence is continuously repeated. Players pass to a player, move to, and use, open space, constantly making sure that the 2 cones closest to the player with the ball are occupied.
- ii. [5 minutes] Repeat the above activity using a ball and sticks providing feedback on receiving and passing technique as well as feedback regarding movement.
- iii. [8 minutes] Block the Pass - Add a 4th player ( a Defender) in the middle of each square. The Defender's task is to try and block one of the passes from the ball carrier to one of the other players. To do this the defender MUST constantly change their position between the ball carrier and one of the other players. The defender must stay 5 yards away from the ball carrier. Encourage the ball carrier to pass to the player who is not blocked by the defender. Count the number of passes that are made before D touches the ball. HARDER for the Passers: make the square larger, vary locomotor patterns, and add a second defender

### Activity 5

- i. [10 minutes] 3 vs. 1 Zone Game \* - The playing area is marked off into 3 zones, each 20 yards wide by 15 yards long. There are 3 goals positioned along the goal line in Zone 3. The three members of the A team begins at their defending goal line in possession of the ball. The player with the ball (A1) is in the middle of the other two players. A1 passes to either teammate and then runs into the next zone. A1 cannot move with the ball. The receiver can either pass into the next zone or pass to their teammate in the same zone. Once the ball gets into the middle zone, all players on the A team move into that zone making sure that the ball is in the middle. A1 passes and then runs into zone 3. Once the ball gets into zone 3, the A team attempt to pass the ball through any of the goals. 1 member of the D team is positioned in each of the zones. The D player tries to intercept passes in order to prevent the A team from getting to the scoring area. D cannot tackle A1 but must block passes. The A team gets three chances to try and score and then the teams change roles.  
MAKE THIS ACTIVITY HARDER for the A team: make the playing area narrower; add a time limit to move through each zone; allow D to pressure A1. Each defender must run to zone 3 and help their teammate defend the goals, add another defender in zones one and two, decrease the number of goals, add a time limit,  
MAKE THIS ACTIVITY HARDER for the defenders: more attackers; move the goals further apart; make the playing area wider; allow A1 to move in zone 3.

## LESSON 9 CONTENT LEARNING DESCRIPTORS

### FUNDAMENTAL MOVEMENT SKILLS

**SIDE STEPS:** the body moves left or right with the side of the body leading and the toes of the feet at right angles to the direction of travel; the steps should be short, weight is on the balls of the feet, primarily on the leading leg with the trailing foot touching the ground and quickly pushing off. The feet should be close to the ground during sidesteps

**SKIPPING:** is a series of step hops done with alternate feet. Teach skipping by having learners step and then hop on the same foot and then step and hop on the other foot swing arms to shoulder height in opposition with the feet, skip on the balls of the feet, keep movements smooth, speed and distance are not important, transfer weight from one foot to the other while doing the hop, step-hop, swing smoothly

**CROSS STEPS (karaoke):** Also known as Grapevine Steps; the body moves sideways while the trailing leg crosses in front and then behind the leading leg. When using cross steps to channel the ball carrier, the defender move the trailing leg in front of the leading leg. The feet should stay to the ground with the weight on the balls of the feet and the knees slightly bent.

**PIVOT:** one foot is in contact with the ground with the knee of that leg bent; the weight is on the ball of the foot. The other leg is bent with the weight on the ball of the foot and moves in a circle so that the body rotates around the support leg. Players should be able to pivot forwards or backwards, in both directions

**SHUFFLE:** the feet move in the following sequence-right, left, right; left, right left, the weight is on the balls of the feet with the knees slightly bent; the feet move quickly with short steps and the back foot never passes the front foot; the feet stay close to the ground

**CATCHING :** (to make catching easier, increase the size of the ball)Arms relaxed at the sides with forearms in front of the body; players should reach for the ball, place their hands on the top and on the side of the ball, bend your arms and bring the ball towards their chest watching the ball right into their hands. Encourage players to take a step back and bring their elbows towards their chest to help absorb the force of the ball

**OVERHAND THROWING (to make throwing easier, decrease the size of the ball)** The non - throwing side faces the target; swing the throwing arm out to the side and backwards bringing the arm with the ball behind the ear, keeping the elbow out; twist the body towards the arm that is holding the ball, keep the other arm raised for balance; extend the throwing arm forward and point the thumb towards the ground while stepping forward with the weight on the foot that is closer to the target; twist the body towards that leg as the ball is released

### TECHNICAL:

Receiving The Ball On The Strong (Right Side)-Forehand Receptions The body is in the basic stance position with the left foot forward. The ball should be received in front of the body ideally in front of the right foot. The stick is held using the Standard grip with the head of the stick resting on the ground. The left arm is extended forward in order to provide a trapping angle on the stick. The eyes watch the ball onto the stick and as the ball contacts the stick, the elbows 'collapse', the right hand relaxes, and bends in order to absorb the force of the ball.

Push Pass Forward: The purpose is to move or pass the ball with accuracy and power over a short distance to a teammate. Standard Grip; Left hand is at top of the stick and right hand remains midway on the shaft of the stick. Ball and stick are positioned on the right side of the right foot, beside the body. Feet are staggered, with left foot ahead of the right foot, knees are slightly bent; head is down watching the ball on the stick. Flat side of stick is directly behind the ball to the side of the right foot. Action: There is no backswing of stick (and no sound) to start movement and stick remains in contact with ball while being "pushed" towards target. The weight is shifted from the right foot to the left foot as the ball is released from the head of the stick towards the target. The left hand leads the push with the right hand following through towards the intended target

Passing to the Left: Standard grip; ball is in front of the right foot, feet are facing in the direction of travel; stick is in contact with the ball at the 3 o'clock position. The right hand and arm cross the body and propel the ball to the left.

Passing to the Right: Standard grip; The body assumes the basic stance position with the upper body twisting to the right; the left shoulder, left elbow, and the feet face forward in the direction of travel; the stick is positioned to the right of the back (right) foot with the flat side of the stick facing right. The ball is in contact with the stick at the 9 o'clock position. The arms extend to the right towards the target. Body weight must remain low.

Receiving from the Right: Standard grip; The body assumes the basic stance with the upper body twisting to the right; the left shoulder, left elbow, and the feet face forward in the direction of travel; the stick is positioned to the right of the back (right) foot with the flat side of the stick facing right. The player watches the ball contact the stick and at the point of contact (9 o'clock) the knees bend, right elbow bends, the right hand loosens, in order to absorb the impact of the ball. The ball is then moved forward to the straight dribble position.

Receiving from the Left: Feet facing forward, right foot forward, straight dribble position, the player lets the ball come across their body and receives it at the 3 o'clock position on the right side (outside) and just ahead of the right foot.

**TACTICAL:** Moving to Open Space-Where To Move; Passing -Where to Pass: In team games, the players with the ball needs passing options ahead, beside, and behind them. Novice players often run ahead of the ball carrier thus leaving no passing options square or behind the ball carrier. The 3v1 model used in this lesson provides a formula for players. Following the rules (A1 runs passes to a teammate, runs to open space, the third player takes A1's original position, the ball always has to be in the middle position), ensures that A1 has 2 passing options and ensures that each player knows their role. Once players learn this basic model it can be applied to any tactical situation in a variety of team games.



## LESSON 10

THEMES; FMS: walking, jogging, skipping, or shuffle steps, feints, agility, balance

TECHNICAL; application of all skills during game play

TACTICAL; Offensive: Supporting the Ball Carrier Using Width and Advancement; Defensive: Blocking Dangerous Space

### Activity 1

- i. [6 minutes] Lose your Shadow - Using walking, jogging, skipping, or shuffle steps, in pairs, one player is the leader, one is the follower; follower begins 5 yards away from leader and tries to stay 5 yards away at all times; leader uses feints and directional changes, to try and get more than 5 yards away from the follower. Players should move around in the entire playing space but stay away from other pairs during the activity.

### Activity 2

- i. [5 minutes] 'Is That You Statue'? - Identify 2 players to be it. The players move around the playing area using the locomotor pattern prescribed by the instructor. To avoid being tagged the players must freeze in a balanced position (like a statue). Change the 'it' players and the locomotor movements frequently. HARDER for the taggers-make the space bigger.

### Activity 3

- i. [6 minutes] Hockey Snakes \* - Each player with a stick and a ball; Assign players in lines of 3 to five equal size players, with 5 yards between each player. Players move in and around a 25 yard square going in a variety of directions, following the first person in the line who chooses the locomotor movements that the other must follow. The last person in each line sprints in and out of the other players while dribbling the ball and assumes the role of the leader.
- ii. [10 minutes] Coyotes and the Hockey Hens \* - Play this game without hockey balls and sticks. Players are assigned the following roles: 1 wild cat (in pinnies), 5 Hockey Hens. All of the hens are lined up along one end line of an area 20 yards square rolling a hockey ball (or passing gator ball, bean bag, or rubber chicken) amongst each other. Their goal is to get the ball across the other line where the Coyote is lurking. When the instructor calls 'here comes the Coyote' the hens move into the square and pass the ball amongst each other so that the coyote can't get the ball. The hen with the ball can only take one step. Instructors should encourage the hens without the ball to provide safe passing choices by being ahead of, beside, and behind the hen with the ball (A1) If the Coyote tags the ball carrier, that player puts on a pinnie and becomes another Coyote. When all of the hens have been tagged, select a new Coyote.  
MAKE THIS ACTIVITY HARDER for the Hens: make the space smaller; use slower locomotor actions, start with more Coyotes  
MAKE THIS ACTIVITY HARDER for the Coyotes: make the space bigger; use slower locomotor actions; decrease the number of Coyotes
- iii. [10 minutes] Touch Down Hockey \* - play this game first without sticks and hockey balls. 5 aside game: 3 players from each team play 3 on 3 with in the boundaries; 1 player from each team plays across the goal line in the touchdown zone (see diagram); another player from each team plays outside of the sideline, one on each side of the field. In order to score a touchdown, during each possession the ball has to be passed first to the sideline player and eventually to the player in the touchdown zone who then has to pass the ball to another player on their team who has run into the touch down zone. The player with the ball can only take 1 step. The non possession team tries to prevent the sideline pass and also block the pass to the player in the touch down zone. The sideline players can move up and down the sideline but they cannot pass the ball to the touchdown player. Change player roles frequently.
- iv. [10 minutes] Touch Down Hockey \* - with sticks and a hockey ball  
MAKE THIS ACTIVITY HARDER for the attackers: make the space smaller; add more defenders; make the touch down zone smaller  
MAKE THIS ACTIVITY HARDER for the defenders: make the space wider; add more attackers on the field, on the sideline, and in the end zone

## LESSON 10 CONTENT LEARNING DESCRIPTORS

### **FUNDAMENTAL MOVEMENT SKILLS**

**SIDE STEPS:** the body moves left or right with the side of the body leading and the toes of the feet at right angles to the direction of travel; the steps should be short, weight is on the balls of the feet, primarily on the leading leg with the trailing foot touching the ground and quickly pushing off. The feet should be close to the ground during sidesteps.

**SKIPPING:** a series of step hops done with alternate feet. Teach skipping by having learners step then hop on the same foot and then step and hop on the other foot swing arms to shoulder height in opposition with the feet, skip on the balls of the feet, keep movements smooth, speed and distance are not important, transfer weight from one foot to the other while doing the hop, step-hop, swing smoothly.

**CROSS STEPS (karaoke):** Also known as Grapevine Steps; the body moves sideways while the trailing leg crosses in front and then behind the leading leg. When using cross steps to channel the ball carrier, the defender move the trailing leg in front of the leading leg. The feet should stay to the ground with the weight on the balls of the feet and the knees slightly bent.

**PIVOT:** one foot is in contact with the ground with the knee of that leg bent; the weight is on the ball of the foot. The other leg is bent with the weight on the ball of the foot and moves in a circle so that the body rotates around the support leg. Players should be able to pivot forwards or backwards, in both directions.

**SHUFFLE:** the feet move in the following sequence-right, left, right; left, right left, the weight is on the balls of the feet with the knees slightly bent; the feet move quickly with short steps and the back foot never passes the front foot; the feet stay close to the ground.

**HIGH KNEES:** Players run on the balls of their feet flexing their hips and bending their knees so that their knees come to hip level. This dynamic stretching activity can be made more difficult with upper twisting. It is also helpful to have the players hold their sticks in front of them, with extended arms, at waist level, and attempt to contact the stick with their knees.

### **CATCHING: (to make catching easier, increase the size of the ball)**

Arms relaxed at the sides with forearms in front of the body; players should reach for the ball, place their hands on sides of the ball, bend their arms and bring the ball towards their chest, watching the ball right into their hands. Encourage players to take a step back and bring their elbows towards their chest to help absorb the force of the ball

**OVERHAND THROWING (to make throwing easier, decrease the size of the ball)** The non - throwing side faces the target; swing the throwing arm out to the side and backwards bringing the arm with the ball behind the ear, keeping the elbow out; twist the body towards the arm that is holding the ball, keep the other arm raised for balance; extend the throwing arm forward and point the thumb towards the ground while stepping forward with the weight on the foot that is closer to the target; twist the body towards that leg as the ball is released

**TECHNICAL:** when changing direction (swerving) while dribbling, it is important for the feet to be behind the ball; when using the Straight dribble and turning to the right the players need to move their bodies a bit to the left and straighten their left arm so that the handle of the stick moves to a more horizontal position making it easier for the player to turn to their right and keep the ball on the strong side.

### **TACTICAL**

Principles of Attack: A1 uses and creates space by carrying the ball, or passing the ball into spaces forward, behind and beside them off ball members of the possession team must continually move to provide and use space ahead, beside and behind the ball carrier.

Principles of Defence: D1 (the defender closest to the ball carrier) pressures the ball carrier by channeling or block tackling. The other members of the non possession team block dangerous spaces behind the pressuring defender and in front of the goal and stay goal side of their checks.

## **THE LONG TERM ATHLETE DEVELOPMENT MODEL (LTAD) AND FUNSTIX**

The LTAD model is a made-in-Canada initiative, first published in 2005, which has been widely adopted by countries around the world. It will be seen in FIGURE 1 that the LTAD framework, or development pathway, is comprised of a series of progressive linked stages from ACTIVE START to ACTIVE FOR LIFE.

### **FIGURE 1 (LTAD, Page 8)**

Together the stages form a training, competition and recovery program for every phase of a person's life. At each stage of the LTAD development pathway, it is important that athletes of all ages develop certain qualities or abilities. The development of these abilities, at the appropriate stage, will provide building blocks which together form a multi-layer foundation to support additional building blocks at the next stage. An inadequately developed ability at any stage will result in an unstable platform, unable to support building blocks at the next stage.

FUNSTIX enables youngsters starting the sport to build essential building blocks of athletic ability, basic sport skills, and game understanding and which are so important to their future development as field hockey players. Funstix is aligned with the fundamental stage of LTAD and the key abilities that FUNSTIX develops are called Physical Literacy.

### **WHAT IS PHYSICAL LITERACY**

Physical literacy is a descriptor of the quality, breadth and depth of an individual's movement skills. It is a measure of a person's movement vocabulary. Physically literate individuals have the ability to move confidently, competently, creatively and strategically across a wide range of physical activities. They are able to understand, communicate, apply and analyze many different forms of movement. Before young athletes begin to concentrate on one sport, it is vital that they develop a sound base of PHYSICAL LITERACY. Through its progressive stages, the LTAD model provides guidelines for the development and retention of physical literacy throughout a lifetime.

In the development of physical literacy, the importance of which cannot be overemphasized, athletes should master three categories of movement skills. The first category – crawling, walking, running in its many variations, etc. - are called FUNDAMENTAL MOVEMENT SKILLS. Their development should start in the Active Start and Fundamentals stages and should continue, with the emphasis being on refinement and retention throughout an athlete's playing career. The second is the development of BASIC SPORT SKILLS such as throwing, catching, etc. Finally, towards the end of the FUNSTIX program, athletes should begin to increase the emphasis on specific field hockey skills and tactics. This last category of skills is referred to as SPECIFIC SPORT SKILLS.

A child who missed out on developing physical literacy is at a great disadvantage. On the playground and in the park, children like to play with other children who have the same level of skill as they do, and who can "keep the game going." If you can't keep the game going, you generally won't be asked to join in.

Missing out on even a single fundamental movement skill means the child is unlikely to choose to take part in a formal sport activity that requires proficiency in that skill. This restricts their choice of life-long health promoting activities at all levels, as can be seen from the few examples shown below.

### **FIGURE 2 (Adopted from Developing Physical Literacy Page 13)**

**[AMMENDMENTS TO FIGURE 2: RUN AND THROW - CHANGE VOLLEYBALL AND GOAL BALL TO FIELD HOCKEY, ELIMINATE SWIMMING]**

## **FUNSTIX: (LTAD FUNDAMENTALS STAGE) 6-10**

FUNSTIX takes the principles of LTAD Model's FUNDAMENTALS stage and transforms them into an introduction to field hockey. Throughout the FUNSTIX program there is a continuous focus on enhancing physical literacy through activities that further the development of fundamental movement skills, increasing complexity, repertoire, and basic sport skills. The fundamental movement skills and basic sport skills are developed at this stage through activities that LTAD calls the

ABC's OF ATHLETICS – RUNNING, JUMPING, SKIPPING, THROWING AND CATCHING, and the

ABC's OF ATHLETICSM - AGILITY, BALANCE, COORDINATION, SPEED, SUPPLENESS AND RHYTHMIC ACTIVITIES

As the athletes' development levels increase the abilities being developed by the ABC's type of activities are applied to basic field hockey skills and tactics. To succeed in sport an athlete must develop certain abilities or qualities that support performance. Each sport requires different proportions of all or some abilities. These abilities are:

### THE 5 BASIC S's OF TRAINING AND PERFORMANCE

*STAMINA (Endurance)*

*STRENGTH*

*SPEED*

*SKILL*

*SUPPLENESS (Flexibility)*

(Broom, Eric 1965)

(Dick, Frank, 1985)

These abilities, in conjunction with fundamental movement and sport skills, form a foundation upon which specific sport skills are anchored. Each of these abilities has optimal windows of trainability that is times when they are most easily developed. The first of these windows, for the development of suppleness and speed occur early in the FUNSTIX / FUNDAMENTALS stage and that for skills in mid stage. Windows of trainability for other abilities occur at later ages. All windows open earlier for girls than boys, more so as they approach puberty. If a window is missed it does not mean that a particular ability can never be fully developed. It means that it will not be developed as easily at other times. The windows are illustrated in **Figure 3**.

### **FIGURE 3 (LTAD, Page 27)**

#### **SPECIALIZATION**

Throughout the FUNSTIX/FUNDAMENTALS stage children should take part in a wide range of activities and sports, and not specialize in one particular sport. It would be most advantageous to athletes if all the coaches working with the youngsters in the various sports cooperated by adhering to principles advocated by LTAD.

LTAD categorizes sports as either early or late specialization sports. Field hockey is in the latter group, and LTAD recommends that specialization should not occur before the age of ten. This does not mean that youngsters under ten should not play modified games. Provided they have developed a solid foundation of fundamental movement and overall sport skills they should begin to play small-size games in the eight to ten year old age range. However, the equipment, field, team size, the ways in which goals are scored, and the rules must be tailored to the development level of the athletes.

These small-size games and activities, which are detailed in the practice plans that follow, are the most efficient way for players to acquire skills and basic understanding of game concepts and tactics. The rate of learning these game fundamentals is inversely proportional to the number of stick touches on the ball. In individual activities every player should have a ball and in small groups the ball is shared by a very small number, thus maximizing the number of touches. This is in marked contrast to a full size game in which one ball is shared by twenty-two players. In small-size activities, the coach can regulate the degree of pressure relative to a player's level of development. A note of caution is required with regard to the number of touches because the number of touches is not the key determinant in the rate of learning. It is no more true than the adage "practice makes perfect." It is more accurate to say "correct practice makes perfect and permanent." The other side of the coin, which reads "incorrect practice makes imperfect and impermanent" should be noted. Incorrect skills and concepts that are not detected and corrected quickly are likely to become "permanent."

The rationale for the play-the-game-early approach is that an early start in sport will give a youngster a head start later. The LTAD philosophy, which is supported by a vast array of research in sport, sport science, education and psychology, believes building a strong foundation of fundamental movement and sport skills before introducing specific intricate sport skills and competition will enable young people to unlock their full potential in sport.

The "premature introduction of the 11 v 11 game for pre-pubescent children causes excessive stress, which then results in negative self-perception. This poor self-image severely hinders the learning process and motivation of young players" (Wein, 2007 p.9). We are all familiar with the sight of almost the whole of two teams of very young players crowded around the ball with vast areas of the field empty. "Field hockey competition should be tailored to match a child's gradual physical and intellectual development." (Wein, 2007 p.17).

Figure 4 illustrates team size progressions with age and development

#### **FIGURE 4 – Adopted from Wein, 2007**

##### **DEVELOP THINKING ATHLETES**

The FUNSTIX practices should not only develop skills, speed, endurance etc., but also the brain. Young athletes can best begin to read game situations, the ability known as game intelligence, through coach guidance when playing simplified technical-tactical game such as 2 v 1 and 3 v 1. In these games the coach sets a specific problem, which is a microcosmic game situation, for the athletes to solve. The games are tailor-made for the athletes' capacities at that time. The practice plans that follow are examples of such games that challenge the athletes to work out creative solutions. A coach who teaches skills using frequently repeated drills is neglecting to teach them the why, when, and where they need to use a technique within a given game situation.

Wein provides some succinct guidelines to coaching young athletes.

- The teaching and learning process is a dialogue rather than a monologue.
- Ask more questions than provide answers.
- Ask open questions which demand information. Most questions should start with what, when, where or how much.

(Wein, 2007, p.85-87)

## **FUNSTIX/FUNDAMENTALS OBJECTIVES**

LEARN ALL FUNDAMENTAL MOVEMENT SKILLS AND BUILD OVERALL MOTOR SKILLS.

- Skill development in the FUNSTIX/FUNDAMENTALS stage should be well-structured, positive and FUN!
- The first window of accelerated adaptation to speed occurs at ages 6 to 8 for girls and 7 to 9 for boys.
- Bypassing the specialized skill development in the FUNSTIX /FUNDAMENTALS stage is detrimental to the child's future engagement in physical activity and sport.
- No periodization takes place; however, all programs are structured and monitored.
- If children later decide to leave the competitive stream, the skills they acquire during the FUNSTIX/FUNDAMENTALS stage will benefit them when they engage in recreational activities, enhancing their quality of life and health. The overall objective of the FUNSTIX /FUNDAMENTALS stage is:

DEVELOP THE ATHLETE BEFORE DEVELOPING THE PLAYER.

## **FUNSTIX /FUNDAMENTALS TO-DO LIST**

- Practice and master movement skills before sport-specific skills are introduced.
- Emphasize the overall development of the athlete's physical capacities, fundamental movement skills, and the ABC's of athleticism: agility, balance, coordination, and speed.
- Teach appropriate and correct running, jumping and throwing techniques using the ABC's of athletics.
- Emphasize motor development to produce athletes who have better trainability for long-term sport specific development.
- Introduce basic flexibility exercises.
- Encourage participation in a wide range of sports.
- Develop linear, lateral, and multi-directional speed with the duration of repetitions less than 5 seconds.
- Develop thinking athletes.
- Include strength training exercises using the child's own body weight as well as medicine ball and Swiss ball exercises.
- Introduce children to the simple rules and ethics of sports.
- Ensure that activities revolve around the school year and are enhanced by multi-sport camps during the summer and winter holidays.
- Participate once or twice a week if children have a preferred sport, so long as there is participation in many other sports 3 or 4 times per week to ensure future excellence.

## REFERENCES AND RESOURCES

Coaching Association of Canada (2009). NCCP Fundamental Movement Skills, High School Leadership Workshop Teacher Guide. Ottawa ON: Coaching Association of Canada

Canadian Sport Centres (2005). Canadian Sport for Life, Long Term Athlete Development, Resource Paper V2 Canadian Sport Centres

Canadian Sport Centres (2005). Developing Physical Literacy: A Guide for Parents of Children 6-12, Canadian Sport Centres

Canadian Sport for Life. Developing Physical Literacy, Canadian Sport Centres, Vancouver. 2008. [www.ltad.ca](http://www.ltad.ca)

Broom, Eric. F." The 5 ' S's," Canadian Field Hockey News, Ottawa, Vol.11, No.1, March 1965, pp. 20-22.  
Dick, Frank W. Sports Training Principles, London, Lepus Books, 1985

Field Hockey Canada, (2003). Hockey 101 for the Community Coach,, Ottawa, ON: Field Hockey Canada

Field Hockey Canada (2010). Greater Victoria Field Hockey Association. Funstix Pilot Program, Interim Report

Fishburne, Graham, J. (2005). *Developmentally appropriate physical education for children and youth*. Sherwood Park, AL: Ripon Publishing.

Fishburne, Graham, J. (2005). *Unit plans, Lesson plans, and yearly programs for developmentally appropriate physical education for children and youth*. Sherwood Park, AL: Ripon Publishing.

Gallahue, David, L. & Ozmun, John, C. (1998). *Understanding motor development*. Boston, MA: McGraw-Hill

Hopper, Tim, and Butler, Joy," Can We play The Game Now? Teaching Games For Understanding " Perspective, Coaches Association of BC, Summer 2007, Vancouver. pp 8-10.

Kovar, S.K., Coombs, C.A., Campbell, K, G. Napper-Owen, Worrell, V.J., (2004). *Elementary classroom teachers as movement educators*, New York, NY: McGraw Hill.

Mandigo, James L., and Holt, Nicholas (2004). Reading the game: introducing the notion of games literacy. *Physical and Health Education Journal*, Autumn p.4-10.

NCCP Fundamental Movement Skills, Improving Children's Lives Through Physical Literacy, Coaching Association of Canada, Ottawa, 2009

Thomson, Linda, Mandigo, James (1999). *Gaining a Better Understanding of Children's Optimal Challenge Experiences in Physical Education*. *CAHPERD*, 65(4), 20. Retrieved August 23, 2006 from <http://proquest.umi.com/pqdlink?index>

Pangrazi, Robert, P. and Gibbons, Sandra L. (2003). *Dynamic physical education for elementary school children*. Toronto, CA: Allyn and Bacon

Pangrazi, Robert, P (2004). *Lesson plans for dynamic physical education for elementary school children*. San Francisco, CA: Pearson.

PHE Canada. <http://www.phecanada/programs/physicalliteracy>



Rink, Judith (2002). *Teaching physical education for learning*, New York, NY: McGraw Hill

Slade, Dennis (2010). *Transforming play: teaching tactics and game sense*, Windsor, ON: Human Kinetics

Wein, Horst. *Developing Youth Football Players*, Human Kinetics, Champaign, IL, 2007

Wilson, Gail, E. (2002). *A framework for teaching tactical game knowledge*. JOPERD, Vol.73 (1), pp.21-26,56.