Floor Hockey



Floor Hockey Unit Plan

Physical Education 10, 20, 30

Kennedy Carpenter

001166606

ED 3601 C&I for Majors – Phys. Ed.

Instructor – Daniel Balderson

**Unit Plan:** Floor Hockey – Phys. Ed. 10, 20, 30 March. 7-23

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| **Date Planned to Teach** | **Lesson Title** | **GLO’s** | **SLO’s** | **Learning Activities** | **Assessment** | **Safety** | **Instructional Strategies** | **Equipment** | **Mot** |
| March. 7 (Monday) | Intro to Floor Hockey  (90 mins) | A  C  D | A10-5  C10-3  C10-6  D10-3 | *Students will…*  LO 1 (A10-5): demonstrate the proper sequence of execution in passing and receiving with a hockey stick  LO 2 (C10-3): demonstrate fair play, follow rules of activity, and shows proper etiquette  LO 3 (C10-6): demonstrate positive behaviour that shows respect for self and others  LO 4 (D10-3): follow routines, rules, and procedures of safety in a variety of activities  Expectation Talk  Warm up: Kate Andrews Warm up  Intro:   * Name Game-hockey passing * Pre-Assessment   \* Teach stance, stick terms, stick handling  LA1🡪 Relay race, Knock away  LA2🡪 Teach passing and receiving – Pass and receive with wall, Passing with partner, Piggy in the middle, Weave  LA3🡪 Star Wars (British bulldog)  LA4🡪 Cool Down, stretch (On sticky note write favourite songs, what do you want to do in this unit)  \*Note: Explain at the end of this unit the students will participate in the Kate Andrews NHL Playoff Week | Daily (PACE) mark *(C10-3, C10-6, D10-3: of)*  Skill Observation *(A10-5: as, for)* | Go over expectations and rules set in place by Mrs. Dodgson  Do not go on the bleachers  No high sticking  No body contact  Check equipment (is it damaged or broken?) | Modeling  Demonstration  Direct Instruction  TGFU (Teaching games for instruction) | Music  Hockey sticks  Bean bags  Hockey balls  Pylons  Sticky Notes | Music will be playing as students enter the gym  Get to know you game  Students have time to work on skills individually and with partners  Participate in games for better understanding of skills |
| March. 9 (Wednesday) | Shooting, Target Shooting, Wrist Shots  (90 mins) | A  C  D | A10-5  A10-10  C10-3  C10-6  D10-3 | *Students will…*  LO 1 (A10-5): strike a hockey ball with a hockey stick with target accuracy in the forehand and backhand form  LO 2 (A10-10): identify and demonstrate the proper sequence of execution in shooting with a hockey stick during games  LO 3 (C10-3): demonstrate fair play, follow rules of activity, and shows proper etiquette  LO 4 (C10-6): demonstrate positive behaviour that shows respect for self and others  LO 5 (D10-3): follow routines, rules, and procedures of safety in a variety of activities  Warm up: Kate Andrews warm up  Intro: Ice breaker game  LA1🡪 Horseshoe/Cone Hockey  LA2🡪 Target hockey-teams try to move beach ball by shooting at it  LA3🡪 Skill Stations: Bowling, The goalie, Stick handling, Backhand Target, Chance-you pick  \*Sponge Activity: Check (Bump…hockey style)  LA4🡪 Cool down stretch: What techniques make a shot more effective? Did you improve your skills today? What did you think of the stations? | Daily (PACE) mark *(C10-3, C10-6, D10-3: of)*  Skill Observation *(A10-5, A10-10: for)*  Self Assessment (Checklist for skill stations, exit slip) *(A10-5, A10-10: as, for)*  Group Discussion *(A10-5, A10-10: as, for)* | Review rules:  Do not go on the bleachers  No high sticking  No body contact  Check equipment (is it damaged or broken?)  Expectations of stations | Direct Instruction  PSI (Personalized system for instruction) | Music  Hockey sticks  Bean bags  Hockey balls  Pylons  Nets  Dice  Skill Stations (instruction sheets and materials) | Ice breaker game- for myself and the students  Skill stations- not direct instruction, makes students accountable for their own learning, one station the students get to choose their own drill  Music will be playing during the stations |
| March. 11 (Friday) | Fitness Friday  (60 mins) | B  C | B10-2  B10-6  C10-3  C10-6  D10-3 | *Students will…*  LO 1 (B10-2): use their heart rate to demonstrate, monitor, analyze, and reflect upon ways to achieve a personal functional level of physical fitness  LO 2 (B10-6): clarify the positive benefits that occur as a result of participation in physical activity  LO 3 (C10-3): demonstrate fair play, follow rules of activity, and shows proper etiquette  LO 4 (C10-6): demonstrate positive behaviour that shows respect for self and others  LO 5 (D10-3): follow routines, rules, and procedures of safety in a variety of activities  LA1🡪 Warm up: Nutrition Tag (protein, fat, carb)  LA2🡪 Rock, paper, scissors race  LA3🡪 Fitness Monopoly with hockey fitness activities integrated (use QR codes)  LA4 🡪 Heart rate and RPE Chart  LA5🡪 Cool Down: individual stretch, partner stretch, group stretch – What are some positive benefits that occur as a result of participation in physical activity? Why/how? | Daily (PACE) mark *(C10-3, C10-6, D10-3: of)*  Heart Rate Sheet *(B10-2, B10-6: of)*  RPE Chart *(B10-2: as, for)*  Group Discussion *(B10-6: as, for)* | Do not go on the bleachers  Explain maximum heart rate (Know your level)  Rules and expectations for fitness monopoly | Direct Instruction  TGFU (Teaching Games for Understanding) | Music  Popsicle Sticks  Fitness Monopoly cards  Bean bags  Cell Phones | Music will play throughout the lesson  Fitness game will engage students  QR codes – use cell phones |
| March. 15 (Tuesday) | Offense/Defense & Positions (90 mins) | A  C  D | A10-10  C10-3  C10-6  D10-3 | *Students will…*  LO 1 (A10-10): identify and demonstrate the proper strategies and techniques for offensive and defensive play  LO 2 (A10-10): be able to adapt to the various playing positions  LO 3 (C10-3): demonstrate fair play, follow rules of activity, and shows proper etiquette  LO 4 (C10-6): demonstrate positive behaviour that shows respect for self and others  LO 5 (D10-3): follow routines, rules, and procedures of safety in a variety of activities  Sponge: Passing  Warm up: Buffalo Run  LA1🡪 Spatial Awareness game  \*Teach offensive/defensive strategies  LA2🡪 Drill – musical sticks drill (on the signal students retrieve a puck from center and stick handle to safe zone) \*Teach stick checking  LA3🡪 Blank vs. Blank (call number vs number for half court play)  LA4🡪 Drill – Break out  LA5🡪 Cone hockey (cones set up on each side on the court, players try to shoot them down)  LA6🡪 4 Corner Hockey w targets  LA7🡪 Cool Down Stretch: What are the positions/roles? What are some strategies to use on offense/defense? | Daily (PACE) mark *(C10-3, C10-6, D10-3: of)*  Skill Observation *(A10-10: for)*  Group Discussion *(A10-10: as, for)* | Review rules:  Do not go on the bleachers  No high sticking  No body contact  Check equipment (is it damaged or broken?) | Direct Instruction  TGFU (Teaching Games for Understanding) | Music  Whistle  Hockey sticks  Bean bags  Hockey balls  Pylons  Nets | Music will be playing as students enter the gym  New warm up  A variety of games and drills to engage the students |
| March. 17 (Thursday) | Game Situations (90 mins) | A  C  D | A10-10  C10-3  C10-5  C10-6  D10-3 | *Students will…*  LO 1 (A10-10): be able to adapt and improve their hockey skills in a variety of games  LO 2 (C10-3): demonstrate fair play, follow rules of activity, and shows proper etiquette  LO 3 (C10-5): apply practices that contribute to teamwork  LO 4 (C10-6): demonstrate positive behaviour that shows respect for self and others  LO 5 (D10-3): follow routines, rules, and procedures of safety in a variety of activities  Warm up: Buffalo Run  \*Go over positions, game play rules  LA1🡪 4 Corner Hockey (depends on day before)?  LA2🡪 Kings court  LA3🡪 Street hockey  LA4🡪 Cool down stretch: NHL Playoff talk – Expectations, set goals, what role would you be best at?  \*Wear jersey on Monday  \*Note: I will make the teams based on skills and attitudes | Daily (PACE) mark *(C10-3, C10-6, D10-3: of)*    Skill Observation *(A10-10, C10-5: for)* | Review rules:  Do not go on the bleachers  No high sticking  No body contact  Check equipment (is it damaged or broken?) | Direct Instruction  TGFU (Teaching Games for Understanding) | Music  Whistle  Hockey sticks  Bean bags  Hockey balls  Pylons  Nets | Music will be playing throughout the lesson  Actual game like activities instead of drills |
| March. 21 (Monday) | NHL Playoffs  (90 mins) | A  C  D | A10-10  C10-3  C10-5  C10-6  D10-3 | *Students will…*  LO 1 (A10-10): be able to adapt and improve their hockey skills in a variety of games  LO 2 (C10-3): demonstrate fair play, follow rules of activity, and shows proper etiquette  LO 3 (C10-5): apply practices that contribute to teamwork  LO 4 (C10-6): demonstrate positive behaviour that shows respect for self and others  LO 5 (D10-3): follow routines, rules, and procedures of safety in a variety of activities  Intro: Welcome to the NHL Playoffs (have music in background), students will compete for the Stanley Cup over a span of two days, split students into teams, hand out sheet of roles, explain how it will work (court #s, round robin style)  \*There will be one team sitting out during each round, during this time the team can grab water and use the team checklist to assess their skills, fair play, and teamwork.  If time is left over students can create a team play…when they start their next game I will watch their play.  LA1🡪 Team meeting (make team name and cheer, warm up and stretch, go over team roles)  LA2🡪 NHL Playoff Opening Ceremony  LA3🡪 Start the tournament (each game is 5 minutes long)  \*Depending on time we will play 3 or 4 rounds  LA4🡪 Cool down (Coach leads stretch, Captain goes over skill and teamwork, Ref goes over safety/rules) | Daily (PACE) mark *(C10-3, C10-6, D10-3: of)*  Skill Observation *(A10-10, C10-5: as, for)*  Team Assessment-Checklist *(A10-10, C10-3, C10-5, C10-6, D10-3: as)*  Teacher Checklist (fair play, teamwork, demonstration of skills) *(A10-10, C10-3, C10-5, C10-6, D10-3: of)* | Review rules:  Do not go on the bleachers  No high sticking  No body contact  Check equipment (is it damaged or broken?)  Explain roles of each team member and the expectations | Sport Education | Music  Whistle  Hockey sticks  Hockey balls  Pylons  Nets  Team rosters  Student role sheets  Play off schedule | Sports Ed. Model  Wear jerseys  Music through ceremonies and games  Tournament style  Roles for each student  Team assessments-make students accountable for their own learning/growth |
| March. 23 (Wednesday) | NHL Playoffs  (90 mins) | A  C  D | A10-10  C10-3  C10-5  C10-6  D10-3 | *Students will…*  LO 1 (A10-10): be able to adapt and improve their hockey skills in a variety of games  LO 2 (C10-3): demonstrate fair play, follow rules of activity, and shows proper etiquette  LO 3 (C10-5): apply practices that contribute to teamwork  LO 4 (C10-6): demonstrate positive behaviour that shows respect for self and others  LO 5 (D10-3): follow routines, rules, and procedures of safety in a variety of activities  Welcome back to the NHL Playoffs  LA1🡪 Team meeting (Captain does warm up, Coach goes over who they are playing, ref goes over rules)  LA2🡪 Start the tournament where we left off  \*There will be one team sitting out during each round, during this time the team can grab water and use the team checklist to assess their skills, fair play, and teamwork.  If time is left over students can create a team play…when they start their next game I will watch their play.  LA3🡪 Closing Ceremony  -Give out awards  -Recap skills and strategies for floor hockey  -Great job everyone! | Daily (PACE) mark *(C10-3, C10-6, D10-3: of)*  Skill Observation *(A10-10, C10-5: as, for)*  Team Assessment-Checklist *(A10-10, C10-3, C10-5, C10-6, D10-3: as)*  Teacher Checklist (fair play, teamwork, demonstration of skills) *(A10-10, C10-3, C10-5, C10-6, D10-3: of)* | Review rules:  Do not go on the bleachers  No high sticking  No body contact  Check equipment (is it damaged or broken?)  Review roles of each team member and the expectations | Sport Education | Music  Whistle  Hockey sticks  Hockey balls  Pylons  Nets  Team rosters  Student role sheets  Play off schedule | Sports Ed. Model  Wear jerseys  Music through ceremonies and games  Tournament style  Roles for each student  Team assessments-make students accountable for their own learning/growth |

**Team Roles:**

Coach – Responsible for the tournament schedule and ensuring the team is playing the right team on the right court.

Captain – Responsible for ensuring players are using the proper execution of skills and ensuring everyone is playing fairly and respectfully

Referee – Responsible for the safety of the team and ensuring each player is following the rules of the game

**Participation, Attitude, Cooperation and Effort Rubric (Daily Mark)**

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| --- | --- |
| **5**  **Outstanding** | * Changed in appropriate gym strip, punctual for class, eagerly engages in activities and encourages others * Displays a positive attitude and enthusiasm towards the activities * Works cooperatively, encourages, supports and considers the well-being and safety of others * **Always** plays fair, follows rules of activity and shows proper etiquette * Exerted a vigorous effect to achieve a higher level of personal fitness (Example: increased heart rate, sweating and red face in all activities) |
| **4**  **Good** | * Changed in appropriate gym strip, punctual for class, and participates fully in activities * Displays a positive attitude * Works cooperatively and frequently considers the well-being and safety of others * **Consistently** plays fair, follows rules of activity and shows proper etiquette * Committed to achieving a high level of personal fitness (Example: increased heart rate, sweating and red face during most activities) |
| **3**  **Satisfactory** | * Changed in appropriate gym strip, punctual for class, and participates for most of the class activities * Displays a decent attitude * Works cooperatively and frequently considers the well-being and safety of others * **Frequently** plays fair, follows rules of activity and shows proper etiquette * Attempting to achieve an average level of personal fitness (Example: increased heart rate, sweating and red face during some activities) |
| **2**  **Developing** | * Partly changed in appropriate gym strip or late for class and participates only when interested * Displays an indifferent attitude * Needs reminders in order to work cooperatively * **Occasionally** plays fair, follows rules of activity and shows proper etiquette * Hesitates to achieve an average level of personal fitness (Example: slight increase in heart rate, minor sweating during few activities) |
| **1**  **Limited** | * Not changed in appropriate gym strip, late for class and rarely participates * Shows little or no interest in class activities * Needs supervision in order to work cooperatively * **Rarely**, if ever, plays fair, follows rules of activity and shows proper etiquette * Unwilling to achieve an average level of personal fitness (Example: no increase in heart rate, minor sweating during few activities) |

**Heart Rate Sheet Name:\_\_\_\_\_\_\_\_\_\_\_\_**

Count the number of heartbeats for 30 seconds and then multiply by 2. Record the multiplied number in the following chart:

|  |  |
| --- | --- |
|  | **Beats per minute** |
| **At Rest** (before warm up) |  |
| **Immediately after Warm up** |  |
| **During Fitness Monopoly** |  |
| **After Fitness Monopoly** |  |
| **After Cool Down** |  |

**How to get your Target Heart Rate:**

* Subtract your age from 220 to get your maximum heart rate.
* Multiple that number by 0.7 (70 percent) to determine the lower end of your target heart rate zone.
* Multiply your maximum heart rate by 0.85 (85 percent) to determine the upper end of your target heart rate zone.

My target heart rate zone is \_\_\_\_\_\_ to \_\_\_\_\_\_.

**Please answer the following questions:**

Did you reach your target heart rate zone?

When did your heart rate increase? Why? When did your heart rate decrease? Why?

Why is raising your heart rate important?

What is one way to raise your heart rate outside of the class?

**Floor Hockey Skills Station**

**Self-Assessment Checklist Rubric**

**Station 1🡪 Bowling:** \_\_\_\_\_\_\_Stick and ball away from the body

\_\_\_\_\_\_\_Step toward the goal

\_\_\_\_\_\_\_Follow through toward goal with stick below knee

**Station 2🡪 The goalie:** Target accuracy; I made \_\_\_\_ out of \_\_\_\_\_\_ shots

**Station 3🡪 Dodging/Deke:** \_\_\_\_\_\_\_Hands spread apart on stick

\_\_\_\_\_\_\_Keep stick and ball out in front of you

\_\_\_\_\_\_\_Use both sides of the blade

**Station 4🡪 Backhand:** \_\_\_\_\_\_\_Stick and ball to one side of the body

\_\_\_\_\_\_\_Step toward target

\_\_\_\_\_\_\_Follow through to your target with stick below knee

**Station 5🡪** **Your choice**: I chose to work on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by doing

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Team Assessment & Teacher Checklist:**

**Floor Hockey Skills Checklist**

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| --- | --- | --- | --- |
| **Student Names** | Activity | Cooperation | Do It Daily |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Scale  **Yes (Y):** Demonstrates skills properly most of the time.  **No (N):** Rarely demonstrates proper skills. | Stick handle/control ball | Pass the ball accurately | Successfully receive various passes from teammates | Successfully plays offensive position (moves to open area, protects the ball from defense) | Successfully plays defensive positions (btw the goal and opponent, stick checks) | Shoots the ball with accuracy | Demonstrates teamwork (communicates with teammates, collaborates) | Plays fairly (follows rules, allows everyone on team to play) |
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**NHL PLAYOFFS – Round Robin Tournament**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Team** | | | **Wins** | | | **Losses** | |
| 1. | | |  | | |  | |
| 2. | | |  | | |  | |
| 3. | | |  | | |  | |
| 4. | | |  | | |  | |
| 5. | | |  | | |  | |
| 6. | | |  | | |  | |
| 7. | | |  | | |  | |
|  | | | | | | | |
| **Round 1** | **Round 2** | **Round 3** | | **Round 4** | **Round 5** | **Round 6** | **Round 7** |
| 1 vs 6 | 4 vs 2 | 2 vs 7 | | 5 vs 3 | 3 vs 1 | 6 vs 4 | 7 vs 5 |
| 2 vs 5 | 5 vs 1 | 3 vs 6 | | 6 vs 2 | 4 vs 7 | 7 vs 3 | 1 vs 4 |
| 3 vs 4 | 6 vs 7 | 4 vs 5 | | 7 vs 1 | 5 vs 6 | 1 vs 2 | 2 vs 3 |
| 7 - Bye | 3 - Bye | 1 – Bye | | 4 - Bye | 2 - Bye | 5 - Bye | 6 – Bye |

