

Old Dominion University  
Physical Education Lesson Plan

Name: Megan David Date: 11/6/19 Grade Level: 9

Unit: Floor Hockey Lesson Focus: Dribbling & Passing # 1 /5

Lesson Duration: 70 min Instructional Model: Cooperative Learning  
(Cooperative Learning, Personalized Systems of Instruction (PSI), and Direct Instruction)

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**PART I – STANDARDS, OBJECTIVES, AND ASSESSMENTS**

**Lesson Goal(s):**

**Learning Targets:**

- I can controllably dribble a hockey puck, while keeping the puck on the blade and line.
- I can demonstrate how to hold a hockey stick properly with both hands when asked.
- I can verbally explain how to properly complete a push pass to a partner.

**Objective:** Students will be able to controllably dribble a hockey puck, while keeping the puck on the blade and line, for at least a yard.

Domain: Psychomotor

NASPE: Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

VA SOL: 9.1.a. Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]).

Assessment: Teacher observation

**Objective:** Students will be able to demonstrate how to hold a hockey stick properly with both hands when asked.

Domain: Psychomotor

NASPE: Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

VA SOL: 9.1.a. Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]).

Assessment: Teacher observation and demonstration during closure.

**Objective:** Students will be able to verbally explain how to properly complete a push pass to a partner.

Domain: Cognitive

NASPE: Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Assessment: Verbal explanation during closure.

**(Time: 10 min)**

**Organization/Transition:**

Have the students return their noodles to the box they got it from and to sit in the center circle of the basketball court.

**Description:**

Introduce the students to the new unit: Floor Hockey. Tell them a little about it, where it started, when it started, and how it's played. Discuss what the lesson focus is on today: Dribbling & Push Passing. Show the students the learning target board. After the learning targets are read, demonstrate how to properly hold a stick and dribbling to the class. Give cues on each skill. Then ask for a student to assist you. Show the class how to complete a push pass while giving cues.

**Materials:**

Learning Target board.  
2 Hockey Sticks  
1 puck/ball

**MAIN LESSON**

**(Total Time: 50 min)**

**Activity 1 : Boarder Dribbling (Time: 5 min)**

**Organization/Transition:**

A bucket of soft balls and pucks will be placed to the side. Hockey sticks will be out next to the balls and pucks. Have the students grab a stick and either a puck or a ball. Students will then return to the sideline of the basketball court with their ball/puck and sticks blade on the ground, waiting for further instruction.

**Description:**

Have the students practice holding the stick properly, while giving them cues and an example to follow. Once they have done this, they may begin to dribble their ball/puck along the perimeter line of the basketball court. Students will begin by walking, keeping their puck/ball on the blade of the stick. Once the teacher feels the students are ready, have them pick up the pace to a jog. They will keep dribbling around the court, keeping the ball/puck on the line and blade of the stick, until the teacher ends the activity.

**Equipment:**

Hockey sticks  
Pucks  
Soft balls

**Cues:**

Heads up  
Bent Knees  
2 Hands- non-dom on top, dom in the middle.  
Strong shoulders  
Wide stance

## Middle Blade

### Modifications:

Have the students change speed.

Have the students change dribbling pattern (Indian dribbling).

### Activity 2: Shuttle Stations (Time: 30 min)

#### Organization/Transition:

5 cones will be placed along the sideline of the basketball court. On the opposite side will be another cone. These will represent each shuttle station. Dribbling patterns will be plotted out by polly spots and lines. Have the students form groups of 7 with their equipment. Each group will line up behind a cone, all on the same side of the basketball court.

#### Description:

When the teacher signals to go, the first person in line will dribble their puck/ball through the pattern. Have the students focus on keeping their puck/ball on their blade. Once that student has reached the end and sat down, the next in line may go. After everyone has gone, the groups will stand up and move to the next station. This will repeat until each group has done each station.

#### Equipment:

10 cones

Polly spots

Lines (jump ropes?)

Hockey sticks

Pucks

Balls

#### Cues:

Bent knees.

Strong shoulders.

Heads up.

Non-dom on top, Dom in the middle.

Wide stance.

Puck/ball in the middle.

Ball/puck in front.

### Modifications:

Have the students move faster or slower through the shuttle.

Have the students go down and back.

### Activity 3: Partner Push Passing (Time: 10 min)

#### Organization/Transition:

Have the students help clean up the last activity, then find a partner. If someone does not have a partner, find the teacher and she will help. Have each partner group have 1 ball/puck and find a spot on the sideline. The teacher will demonstrate how to properly push pass in Floor Hockey again. When ready, each group will stand facing each other about 5 feet apart.

**Description:**

When the teacher signals to start, the partners will begin practicing their push passes to one another. After 2 minutes, the students will back up another foot and practice their passing. If the partners are successful with this distance after 2 more minutes, have them back up another foot. They will pass back and forth for another minute or 2. With the remaining 4 minutes, have the students return to their starting distance. After 2 successful passes, they may take a step back. After another 2 successful passes, they may take another step back. Have them do this to see how far they can accurately push pass a ball/puck.

**Equipment:**

Hockey sticks  
Pucks  
Balls

**Cues:**

Heads up.  
Rotate at the hip.  
Space hands out.  
Non-Dom on top, Dom in the middle.  
Step, Rotate, Pull and push.  
Point blade to target.

**Modifications:**

Have the students dribble a short distance, then pass to their partner.

**Activity 4: Greetings and Farewell! (Time: 5 min)**

**Organization/Transition:**

All students should have a ball or a puck and stick. They will wait in their own space, inside the basketball court until the teacher is ready.

**Description:**

The students will dribble their ball/puck around the basketball court, while dodging other classmates. When the teacher says "Greetings!" the students must stop, find a partner and pass each other their puck or ball one at a time. After everyone has done so, the teacher will signal to go again by saying "Farewell!". Students will begin dribbling again until the teacher says "Greetings!" again. This will continue for about 5 minutes.

**Equipment:**

Hockey sticks  
Pucks

Balls

Cues:

Heads up.  
Puck/ball on blade.  
Bent knees.  
Strong shoulders.  
Trap puck/ball.  
Step, Rotate, Pull and Push.  
Point blade to target.

Modifications:

Change the pace of the game: have the students move faster while dribbling, or call "Greetings!" faster or slower.

## **CLOSURE**

**(Time: 6 min)**

Organization/Transition:

Have the students return their equipment and find a seat in the center circle of the gym. Bring out the learning target again and review what was practiced today.

Description:

By a show of hands how many people were able to control their ball or puck on their stick? What helped them do this? Was it difficult? Ask the class "how do I properly hold my hockey stick"? Could somebody talk me through the process of how to push pass? (Correct along the way if needed).

Equipment:

None for students.  
1 stick and puck for the teacher.

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## **PART IV - REFLECTION**

Did the students enjoy the lesson?  
Where the students active throughout the lesson?  
Did the lesson go as planned?  
How can the transitions be improved?