

LEVEL	UNIT	LESSON Number 3	EQUIPMENT
Second	Floor Hockey	Review Hitting to a Target	Hockey Sticks, Pucks, Cones, Markers, Chalk, Bean Bags

Objectives

1. Correctly demonstrate the strength exercises that the game uses.
2. Play safely with the hockey sticks.
3. Have fun.
4. Verbally discuss the points to hitting a puck to a target.

Activity	Time	Procedure	Comments/Set-up/ Diagram
Part 1	8	Play another game that uses strength exercises	
Part 2	10	<p>Hitting the puck to the wall or target.</p> <p>[AT] “When I say go, get a Bean Bag, stick and a puck. Find an own space to place your beanbag, and take a few steps away. Practice hitting your puck to the target with your hockey stick.”</p> <p>Guided discovery questions, or commands that lead them through the basic steps of hitting to a target.</p> <ol style="list-style-type: none"> 1. What do you look at as you are hitting the puck to your target? (First locate your target, and then watch the puck as you hit it with your stick.) <i>*Stop the class and ask the question the second time, looking for students to answer with what they found as they were working. Choosing students that you know already understand the answer will enable you to discuss the reason for the choice, allowing students who might not have figured it out yet something to figure into their decision.</i> 2. As you hit the puck with the blade of your hockey stick, what should the blade be pointing at so that you will be able to hit the target? (The target) <i>*Stop the class and ask the question the second time, looking for students to answer with what they found as they were working. Choosing students that you know already understand the answer will enable you to discuss the reason for the choice, allowing students who might not have figured it out yet something to figure into their decision.</i> 3. Which hand provides the force when you hit the puck to the target? (The strong hand, the one in the middle of the handle.) <i>*Stop the class and ask the question the second time, looking for students to answer with what they found as they were working. Choosing students that you know already understand the answer will enable you to discuss the reason for the choice, allowing students who might not have figured it out yet something to figure into their decision.</i> 4. Which hand controls the direction of the blade? (The weak hand, or the top hand.) <i>*Stop the class and ask the question the second time, looking for students to answer with what they found as they were working. Choosing students that you know already understand the answer will enable you to discuss the reason for the choice, allowing students who might not have figured it out yet something to figure into their decision.</i> 5. What can your weak leg and foot do to help guide the puck to the target? (Step toward the target as you push the puck forward.) <i>*Stop the class and ask the question the second time, looking for students to answer with what they found as they were working. Choosing students that you know already understand the answer will enable you to discuss the reason for the choice, allowing students who might not have figured it out yet something to figure into their decision.</i> 	<p>As students are setting up, remind them to watch out for other’s beanbags. Don’t set your beanbag up so that you hit across someone’s path.</p> <p>As you are working on this skill, allow the students to change where they have their beanbag.</p>
Part 3	10	<p>When I say go, throw your beanbag to a new own space, stay where you are and then try to hit your puck to the beanbag. See how many times it takes you to hit the beanbag with the puck.</p> <p>After the class begins the task, tell them, “after you hit your bean bag with the puck, pick it up and throw it to another own space. See how many times it takes you to hit it this time!</p> <p>This time, after you hit your beanbag, step away from it a little and pick out another beanbag to hit toward. Count how many hits it takes you to get to the new beanbag. After you hit the second one, look for a third then a fourth. See how many if you can lower your score each time. If it is too easy, choose a beanbag further away next time.</p>	<p>While the class is playing, walk around and make sure that there are no safety problems and remind the class of the points to hitting the ball to a target</p>
Closing	2	Who can tell me one thing to do when you are hitting the puck to a target? How many times did it take you to hit the beanbag with your hockey puck? Have a great day!	