

LEVEL	UNIT	LESSON Number 4	EQUIPMENT
Second	Floor Hockey	Shooting	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	Do a parachute activity that uses strength	
Part 2	10	<p>Shooting</p> <p>[AT] “When I say go, get a Marker, stick and a puck. Find an own space to place your marker, and take a few steps away. Practice hitting your puck to the target with your hockey stick.”</p> <p><b>Guided discovery questions, or commands that lead them through the basic steps of shooting.</b></p> <ol style="list-style-type: none"> <li>1. What do you look at as you are shooting 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></li> <li>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></li> <li>3. Which had provides the force when you shoot the puck? (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></li> <li>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></li> <li>5. What can your weak leg and foot do to help guide the puck to the goal? (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></li> </ol> <p><i>(After we finish the questions I will discuss how shooting is similar to passing, but you want to avoid hitting it to the goalie, but still get it in the goal.)</i></p> <ol style="list-style-type: none"> <li>6. If you want to fake the goalie out, so they don’t know which side of the goal you are going to hit the puck to, what could you do before you shoot the puck? (Fake the goalie out by pretending to step and shoot to one side, but instead shoot to the other side.)</li> </ol>	

Part 3	10	<p>When I say go, find a partner and sit back to back. Use both yours and your partner's markers and make a goal, like this. (Show them how to make a goal with a goalie box drawn around it.) Once you have a goal, with a goalie box drawn around it, you and your partner can practice shooting. You must shoot from outside the goal box, because goals that are made from inside the box do not count. Practice faking your shot as if a goalie were there.</p> <p><i>(After the class has had a few minutes to practice shooting I will stop them and introduce the next activity.)</i></p> <p>This time, when you shoot, I want you to dribble up to the goal, fake and shoot.</p> <p><i>(After the class has had a few minutes to practice shooting I will stop them and introduce the next activity.)</i></p> <p>Now, try dribbling up to someone else's goal, fake and shoot. After you shoot, retrieve your puck and dribble to another goal. See how many different goals you can shoot at, and score before I stop you.</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	<p>Who can tell me one thing to do when you are shooting the puck to a target? How many goals did you make? Have a great day!</p>	