



HOOKIN2 HOCKEY

Schools

www.hookin2hockey.hockey.org.au



TABLE OF CONTENTS

Welcome:	2
Rules of hockey:	3
ANC codes:	4 + 5
Tools and tips:	6 - 8
What is Hookin2Hockey?:	9
Sessions:	10
Session 1	
Learning the basic skills:	12
Session 2	
Dribbling:	18
Session 3	
Passing and stealing:	22
Session 4	
Game focus:	26
Session 5	
Dribbling:	30
Session 6	
Passing:	34
Session 7	
Stealing:	38
Session 8	
Game focus:	42

WELCOME

Welcome to Hockey Australia's Hookin2Hockey Schools Guide. This guide has been designed to assist teachers, community coaches (from clubs and associations) and approved coaching providers, to deliver Hockey Australia's all-inclusive Sporting Schools Program. The program will help students learn the basic skills of the game, as well as develop fundamental motor skills, and improve their ability to work as part of a team.

Hookin2Hockey Schools Guide – Philosophy

We believe that Hookin2Hockey Schools will introduce new players to a game that provides fun, friendships and a lifelong love of an iconic Olympic sport, beginning in a school environment.

This program will teach students the basic skills giving them the opportunity to not only fall in love with our game, but providing them with a dream that one day they can represent Australia at the highest level of all, the Olympic Games. The Australian men's and women's teams are among the best teams in the world, giving equal opportunity to both young girls and boys.



Here are the reasons why everyone loves hockey:

- Player's love of hockey begins in a fun and welcoming environment.
- The basic skills (pushing, receiving, dribbling and stealing) that could take them to the Olympics are learned in this program, through playing modified games.
- Safe practice! None of the skills require the hockey stick to be raised above knee height. This means players are safe throughout the program.
- Skill demonstrations will assist students in copying the movement of each skill. This helps develop skills and enjoyment of the game.
- Hockey is a dynamic game. All the skills are introduced, practised and developed while moving, so there is no standing around!
- The more time and space players have to learn skills the faster they will learn them and the faster they will grow to love hockey.
- Maximise game play; this program is all about the fun that comes with playing small-sided and modified games of hockey.

Fundamental Rules of Hockey

There are very few rules of the game that need to be administered for the activities in this guide. The two rules outlined below can be officiated as stringently or as leniently as seen fit to suit the age group that is participating in the session and program.

- No feet: The ball is not permitted to come into contact with the players feet. If the ball does touch the players feet then a turn-over will be awarded to the opposition.
- Flat side of the stick: Only the flat side of the stick can be used in hockey. This can again be enforced or not enforced depending on the age of the participant. It is recommended that in younger participants (F-3) this rule is encouraged rather than enforced.



No feet



Flat side only

Australian Curriculum Glossary

FUNDAMENTAL MOVEMENT SKILLS: The foundation movements or precursor patterns to more specialised, complex skills in games, sports, dance, gymnastics and physical recreation activities. They provide the foundation for human movement, competent and confident participation in a range of physical activities. The fundamental movement skills to be developed through Health and Physical Education include:

- *Locomotor and non-locomotor skills – rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping, skipping, floating and moving the body through water to safety.*
- *Object control skills – bouncing, throwing, catching, kicking, striking.*

MOVEMENT CONCEPTS AND STRATEGIES: These provide a framework for enhancing movement performance. Movement concepts (or elements of movement) explored in the curriculum include body awareness; spatial awareness; effort awareness; and relationship to/with objects, people and space. Movement strategies refer to a variety of approaches that will help a player or team to successfully achieve a movement outcome or goal. Movement strategies include moving into space to receive a pass from a teammate or hitting a ball away from opponents to make it difficult to retrieve or return the ball. Different games and sports may require similar activities or goals and will therefore use similar movement strategies to achieve success.

MOVEMENT CHALLENGES: Choose movement tasks that require individuals or groups of students to use a problem solving approach to successfully complete a task. The solution can be verbalised, documented or demonstrated physically.



Reference: <http://www.australiancurriculum.edu.au/health-and-physical-education/curriculum/f-10?layout=1#level3-4>

Reference: <http://www.australiancurriculum.edu.au/health-and-physical-education/curriculum/f-10?layout=1#level1-2>

Reference: <http://www.australiancurriculum.edu.au/health-and-physical-education/curriculum/f-10?layout=1#level5-6>

AUSTRALIAN NATIONAL CURRICULUM CODES

This program offers activities aligned to the Australian National Curriculum Health and Physical Education learning area. The relevant codes below are included with each activity to highlight the curriculum content addressed as part of the activity.

YEARS 1 & 2	YEARS 3 & 4	YEARS 5 & 6
MOVING OUR BODY	MOVING OUR BODY	MOVING OUR BODY
ACPMP 025: Perform fundamental movement skills in a variety of movement sequences and situations	ACPMP 043: Practise and refine fundamental movement skills in a variety of movement sequences and situations	ACPMP 061: Practise specialised movement skills and apply them in a variety of movement sequences and situations
ACPMP 027: Create and participate in games with and without equipment	ACPMP 045: Practise and apply movement concepts and strategies with and without equipment	ACPMP 063: Propose and apply movement concepts and strategies with and without equipment
UNDERSTANDING MOVEMENT	UNDERSTANDING MOVEMENT	UNDERSTANDING MOVEMENT
ACPMP 028: Discuss the body's reactions to participating in physical activities	ACPMP 046: Examine the benefits of physical activity to health and wellbeing	ACPMP 064: Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing
ACPMP 029: Incorporate elements of effort, space, time, objects and people in performing simple movement sequences	ACPMP 047: Combine elements of effort, space, time, objects and people when performing movement sequences	ACPMP 065: Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences
LEARNING THROUGH MOVEMENT	LEARNING THROUGH MOVEMENT	LEARNING THROUGH MOVEMENT
ACPMP 030: Use strategies to work in group situations when participating in physical activities	ACPMP 048: Adopt inclusive practices when participating in physical activities	ACPMP 067: Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities
ACPMP 031: Propose a range of alternatives and test their effectiveness when solving movement challenges	ACPMP 049: Apply innovative and creative thinking in solving movement challenges	ACPMP 068: Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges
ACPMP 032: Identify rules and fair play when participating in physical activities	ACPMP 050: Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities	ACPMP 069: Demonstrate ethical behavior and fair play that aligns with rules when participating in a range of physical activities

Reference: <http://www.australiancurriculum.edu.au/health-and-physical-education/curriculum/f-10?layout=1#level3-4>
 Reference: <http://www.australiancurriculum.edu.au/health-and-physical-education/curriculum/f-10?layout=1#level1-2>
 Reference: <http://www.australiancurriculum.edu.au/health-and-physical-education/curriculum/f-10?layout=1#level5-6>

AUSTRALIAN NATIONAL CURRICULUM GENERAL CAPABILITIES

This program also develops skills that are not sports or hockey specific.
Participating in the activities helps develop these general capabilities:

YEARS 1 & 2	YEARS 3 & 4	YEARS 5 & 6
PERSONAL AND SOCIAL CAPABILITIES	PERSONAL AND SOCIAL CAPABILITIES	PERSONAL AND SOCIAL CAPABILITIES
Self-awareness: <ul style="list-style-type: none"> - Understand themselves as learners - Develop reflective practice 	Self-awareness: <ul style="list-style-type: none"> - Understand themselves as learners - Develop reflective practice - Recognise personal qualities and achievements 	Self-awareness: <ul style="list-style-type: none"> - Understand themselves as learners - Develop reflective practice - Recognise personal qualities and achievements
Self-management: <ul style="list-style-type: none"> - Work independently and show initiative - Become confident, resilient and adaptable - Develop self-discipline and set goals - Express emotions appropriately 	Self-management: <ul style="list-style-type: none"> - Work independently and show initiative - Become confident, resilient and adaptable - Develop self-discipline and set goals - Express emotions appropriately 	Self-management: <ul style="list-style-type: none"> - Work independently and show initiative - Become confident, resilient and adaptable - Develop self-discipline and set goals - Express emotions appropriately
Social management: <ul style="list-style-type: none"> - Communicate effectively - Make decisions - Negotiate and resolve conflict - Work collaboratively 	Social management: <ul style="list-style-type: none"> - Communicate effectively - Make decisions 	Social management: <ul style="list-style-type: none"> - Communicate effectively - Make decisions - Negotiate and resolve conflict - Work collaboratively
Social awareness: <ul style="list-style-type: none"> - Understand relationships - Appreciate diverse perspectives 	Social awareness: <ul style="list-style-type: none"> - Understand relationships 	Social awareness: <ul style="list-style-type: none"> - Understand relationships - Contribute to civil society
CRITICAL AND CREATIVE THINKING	CRITICAL AND CREATIVE THINKING	CRITICAL AND CREATIVE THINKING
Inquiring: <ul style="list-style-type: none"> - Identify and clarify information and ideas - Organise and process information - Pose questions 	Inquiring: <ul style="list-style-type: none"> - Identify and clarify information and ideas - Organise and process information 	Inquiring: <ul style="list-style-type: none"> - Identify and clarify information and ideas - Organise and process information
Reflecting on thinking and processes: <ul style="list-style-type: none"> - Transfer knowledge into new context 	Reflecting on thinking and processes: <ul style="list-style-type: none"> - Reflect on processes 	Reflecting on thinking and processes: <ul style="list-style-type: none"> - Transfer knowledge into new context - Reflect on processes
Generating ideas, possibilities and actions: <ul style="list-style-type: none"> - Imagine possibilities and connect ideas - Consider alternatives - Seek solutions and put ideas into action 	Generating ideas, possibilities and actions: <ul style="list-style-type: none"> - Imagine possibilities and connect ideas - Seek solutions and put ideas into action 	Generating ideas, possibilities and actions: <ul style="list-style-type: none"> - Imagine possibilities and connect ideas - Consider alternatives - Seek solutions and put ideas into action
	Analysing, synthesising and evaluating reasoning and procedures: <ul style="list-style-type: none"> - Apply logic and reasoning 	Analysing, synthesising and evaluating reasoning and procedures: <ul style="list-style-type: none"> - Apply logic and reasoning

Reference: As per previous page



WHEN COACHING CHILDREN, ALWAYS REMEMBER:

- Children's sport should be fun!
- Children need lots of opportunities for unstructured play, a broad range of activities and the opportunity for creativity
 - Early sports specialisation is not recommended for young children
 - The social aspects of sport are highly valued by children
- The focus is on skill development and individual improvement, not winning
 - To give all children time and attention, not just the most talented.

CHILDREN'S CHARACTERISTICS

CHILDREN'S SOCIAL CHARACTERISTICS

- Concerned with themselves
- Learning social roles and skills
 - Learning how to cooperate
- Different cultural and social backgrounds
- Learning how to cope with winning and losing

COACHES

- Promote cooperation, teamwork and fair play during activities
 - Reinforce the contribution all children make to the group
 - Provide a supportive environment and show sensitivity to individual differences

CHILDREN'S LEVEL OF UNDERSTANDING

- Learning the best way to do things
- Unable to process a lot of information at once
 - Do not do things automatically

COACHES

- Use role models to demonstrate good performance
- Introduce one thing at a time, keep instructions and questions short and simple
 - Allow time for children to absorb information and practice skills

CHILDREN'S PHYSICAL CHARACTERISTICS

- Very active
 - Lack fine motor control
- Develop at different rates and any group may have both early and late developers
 - Have different levels of ability
 - Growing rapidly
 - Less tolerant of heat and cold

COACHES

- Plan a variety of activities
 - Allow time to learn skills
 - Cater for varying ability levels
- Be aware that growth periods will alter a child's coordination and skills
 - Ensure children wear adequate clothing drink enough fluids

CHILDREN'S PERSONALITY CHARACTERISTICS

- Easily motivated
- Wide range of reasons for playing sport
 - Sensitive to criticism and failure
 - Short attention span

COACHES

- Listen to what the children say
- Be positive and compliment the effort and parts of the skill that were performed correctly
- Maintain interest with a variety of activities, maximum participation and limited talk



INCLUSIVE COACHING



Good coaches adapt and modify aspects of their coaching to create an environment that caters for individual needs, allowing everyone to take part and experience success within the activity. The onus of inclusion rests with the coach.

Many people think that you need special skills or knowledge to coach participants with a disability. This is not the case. The basic skills of good coaching, when applied with an inclusive philosophy, will ensure that all participants including people with disability can participate.

QUALITIES AND SKILLS OF AN INCLUSIVE COACH

QUALITIES	ATTRIBUTES
PATIENCE	RECOGNISING SOME PARTICIPANTS WILL TAKE LONGER TO DEVELOP SKILLS OR MAKE PROGRESS THAN OTHERS
RESPECT	ACKNOWLEDGING DIFFERENCE AND TREATING ALL PARTICIPANTS AS INDIVIDUALS
ADAPTABILITY	HAVING A FLEXIBLE APPROACH TO COACHING AND COMMUNICATION THAT RECOGNISES INDIVIDUAL DIFFERENCES
SKILLS	ATTRIBUTES
ORGANISATION	RECOGNISING THE IMPORTANCE OF PREPARATION AND PLANNING
SAFE PRACTICES	ENSURING EVERY SESSION, WHETHER WITH GROUPS OR INDIVIDUALS, IS CARRIED OUT WITH THE PARTICIPANTS' SAFETY IN MIND
KNOWLEDGE	UTILISING KNOWLEDGE OF TRAINING ACTIVITIES AND HOW TO MODIFY THEM IN ORDER TO MAXIMISE THE POTENTIAL OF EVERY PARTICIPANT



PLANNING FOR INCLUSION

When preparing a coaching program, examine what, if anything, needs to be adapted or modified. Two strategies coaches can use when planning and conducting activities are TREE and CHANGE IT. By modifying the factors listed, coaches can meet the individual needs of the participants.

T	TEACHING / COACHING STYLE	R	RULES/ REGULATIONS	E	ENVIRONMENT	E	EQUIPMENT
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CHANGE IT

EXAMPLE

C	COACHING STYLE	DEMONSTRATIONS, USE OF QUESTIONS, ROLE MODELS, VERBAL INSTRUCTIONS
H	HOW TO SCORE	RULES
A	AREA	SIZE, SHAPE OR SURFACE OF THE PLAYING ENVIRONMENT
N	NUMBERS	NUMBER OF PARTICIPANTS INVOLVED IN THE ACTIVITY
G	GAME RULES	NUMBER OF PUSHES OR TRAPS
E	EQUIPMENT	SOFTER OR LARGER BALLS, WITH OR WITHOUT HOCKEY EQUIPMENT
I	INCLUSION	EVERYONE HAS TO TOUCH THE BALL BEFORE THE TEAM CAN SCORE
T	TIME	'HOW MANY ... IN 30 SECONDS?'

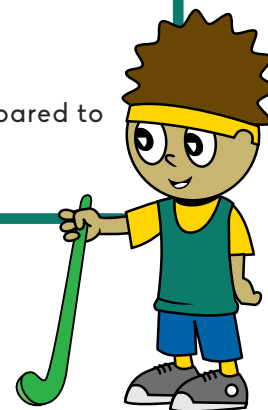
SPORTS CONNECT

Coaches looking at furthering their knowledge in inclusive coaching can contact their sport or attend Inclusive Coaching Workshops as part of Sports CONNECT Education.

For more information visit: ausport.gov.au/disability

TIPS FOR COACHES WORKING WITH PARTICIPANTS WITH DISABILITY

- The basic principles of coaching apply when coaching participants with a disability.
 - Accept each participant as an individual.
 - Ask the participant what they are able to do; the needs, strengths and weaknesses of individuals will differ.
 - Assess each participant's aspirations, needs and ability, and plan a training program accordingly.
 - Understand how the impairment (disability) affects the participant's performance; it is not necessary to acquire extensive knowledge of the disability.
 - Set realistic and challenging goals as you would for all participants.
- Be aware of the risks associated with all participants in your care, and be prepared to deal with emergencies should they arise.



What is HOOKIN2HOCKEY

While the program is designed for primary school students, the skills and games can be adapted to suit any group of students across any age bracket. Suggestions are included to help teachers and coaches to **CHANGE IT** to modify activities depending on students' abilities.

The session plans in this guide are easy to understand and simple to deliver, supporting teachers, community coaches or endorsed coaching providers to deliver an eight week hockey program with ease. Each session is designed to be of 1 hour duration, but can be modified as needed. A series of questions for students and fun facts are included to help increase student engagement with the sport and the sessions.



HOW TO USE THE SESSION PLAN

Activity	Recommended duration of Activity	Order of Activity in the Session	Skill in Action
<p>SESSION ONE Skill PUSHING AND RECEIVING</p> <p>Order of activity in this session: #3 Recommended Duration: 10 mins</p> <p>SKILL IN ACTION</p>			
<p>SESSION ONE Skill BEATING AN OPPONENT 1v1</p> <p>Order of activity in this session: #4 Recommended Duration: 5 mins</p> <p>SKILL IN ACTION</p>			
<p>- The stick should stay on the ball during a push i.e. no backswing. - The right hand should be 1/3 of the way down the stick. - The pushing action is like an underarm throw. - Walk around a large, open space pushing the ball in two's or three's. The stick face should be at 90 degrees to the direction of the ball when receiving/trapping. - Receiving is ideally a one touch movement with the ball remaining on the stick face. - The ball should be cradled when trapping, like catching an egg.</p> <p>ACTIVITY</p> <p>- Players move in pairs passing the ball between them.</p>			
<p>CHANGE IT:</p> <p>- Pair's change to groups of three.</p>	<p>ANC CODE</p> <p>ACPMP 045</p>		
<p>- Players can jog or run while passing and receiving.</p>	<p>ACPMP 063</p>		
<p>- Can be done while stationary.</p>	<p>ACPMP 029</p>		
<p>- Using common 1 v 1 concepts from games such as British Bulldog players try to move past their opponent with the ball. - The ball carrier should move on angles to change the position of the opponent, then when the opponent begins to follow they should dribble the ball at 45 degrees the other way.</p> <p>ACTIVITY</p> <p>- One player starts with the ball, the other player stands opposite them trying to steal the ball. - Should be done at walking pace to allow players to understand the required movements.</p>			
<p>CHANGE IT:</p> <p>- Allow running rather than walking.</p>	<p>ACPMP 045</p>		
<p>- Add a goal for the ball carrier to dribble the ball through.</p>	<p>ACPMP 061</p>		
<p>- Use cones for the ball carrier to dribble around, rather than another player stealing. - Don't use hockey equipment, practice by running or walking.</p>	<p>ACPMP 027</p>		
<p>Question: How many players are on each team in field Hockey? Answer: 11, in Indoor Hockey there are 6.</p>			

Australian National Curriculum Code



SIS

HOOKING HOCKEY



SESSION 1

Session 1: Learning the basic skills

- The goal of the first session is to teach players the basic skills they require to play small sided games of hockey.
- They will be exposed to a number of skills this session which should be practised while the players are on the move. This session has a large amount of content; the games at the end are optional in this session as teaching the players the basic skills is important for the rest of the program.



Order of activity in this session: #1



Recommended Duration: 5 mins

COMMAND	ACTION
MAN THE LIFE BOATS	Call out a number (eg. 4) and the children have to get into groups of four and row their lifeboat.
SCRUB THE DECKS	Children crouch down and pretend to clean the floor with their hands.
CAPTAINS COMING	Children salute
WALK THE PLANK	Children walk in a perfectly straight line one foot exactly in front of the other with arms outstretched to the sides.
BOOM COMING OVER	Teacher makes action of boom moving across the deck. Children must duck down to avoid being hit.
HIT THE DECK	Children lie down on their stomachs as quickly as possible.
DIRECTIONS	Children all run in the direction that is called by the Captain.
PEG LEG JAM	The children all have to walk with one leg straight and the other normally.

CHANGE IT:

- N/A
- N/A
- N/A

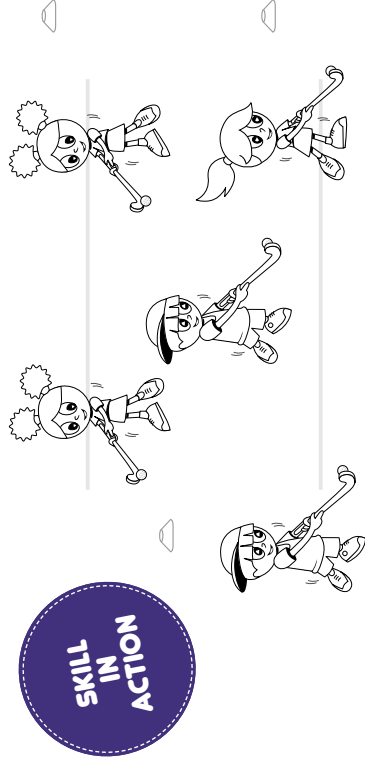
ANC CODE

ACPMP 043
N/A
N/A

Order of activity in this session: #2



Duration of activity: 10 minutes



- Left to right drag: Right hand 1/3 down the stick, left hand at top. Left hand should be held so player can tell the time with their left wrist behind the stick at the top.
- With the ball in front and outside the right foot of the player turns their wrist so that the stick rotates over the ball with the stick face pointing to the left side of the player. The player drags the ball at 45 degrees forward across their body towards the left. When the ball is slightly outside the left foot, rotate the stick back into the normal running position to stop the ball.

CHANGE IT:

- Players to move around an area while dribbling the ball.
· Players can jog or run while dribbling.
- Add stealers to try and take the ball from the dribbling players.
- Players to move around an area while dribbling the ball.

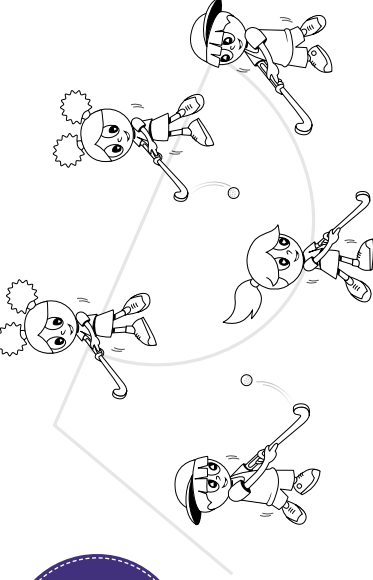
ANC CODE

ACPMP 045
ACPMP 063
ACPMP 029

Question: At which Olympic Games did Australia win its first Men's Hockey Gold medal?
Answer: Athens, 2004.

Order of activity in this session: #3

Recommended Duration: 10 mins

SKILL
IN
ACTION

- The stick should stay on the ball during a push i.e. no backswing.
- The right hand should be 1 / 3 of the way down the stick.
- The pushing action is like an underarm throw.
- Walk around a large, open space pushing the ball in two's or three's. The stick face should be at 90 degrees to the direction of the ball when receiving/trapping.
- Receiving is ideally a one touch movement with the ball remaining on the stick face.
- The ball should be cradled when trapping, like catching an egg.

ACTIVITY

- Players move in pairs passing the ball between them.

CHANGE IT:

- Pair's change to groups of three.

- Players can jog or run while passing and receiving.

- Can be done while stationary.

ANC CODE

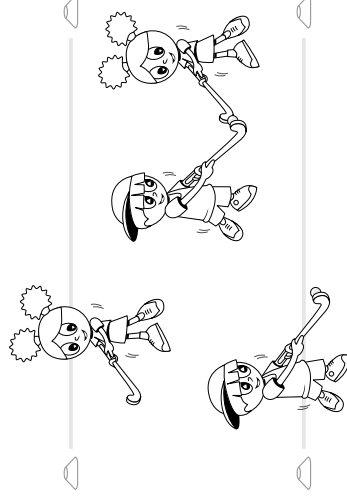
ACPMP 045

ACPMP 063

ACPMP 029

Order of activity in this session: #4

Recommended Duration: 5 mins

SKILL
IN
ACTION

Step 1

Step 2

- Using common 1 v 1 concepts from games such as British Bulldog players try to move past their opponent with the ball.
- The ball carrier should move on angles to change the position of the opponent, then when the opponent begins to follow they should dribble the ball at 45 degrees the other way.

ACTIVITY

- One player starts with the ball, the other player stands opposite them trying to steal the ball.
- Should be done at walking pace to allow players to understand the required movements.

CHANGE IT:

- Allow running rather than walking.

- Add a goal for the ball carrier to dribble the ball through.

- Use cones for the ball carrier to dribble around, rather than another player stealing.
- Don't use hockey equipment, practice by running or walking.

ANC CODE

ACPMP 045

ACPMP 061

ACPMP 027

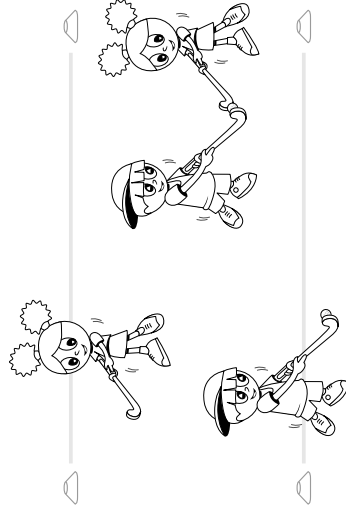
Order of activity in this session: #5

Duration of activity: 5 minutes

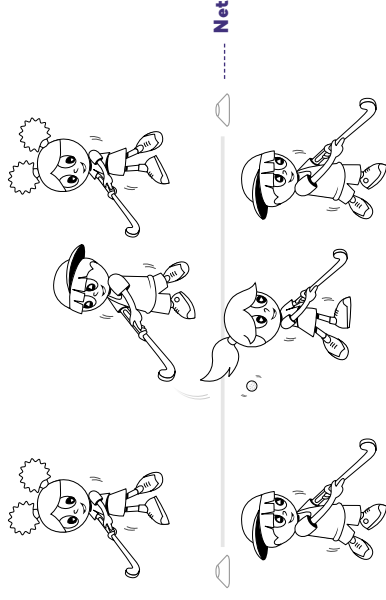


Duration of activity: 10 minutes

Order of activity in this session: #6



Step 1



Step 2

• Players will learn how to steal the ball from an opponent. This is an important skill to learn so they can steal the ball without swinging the stick dangerously. The rules do not allow the opponent's stick or the opponent to be touched when tackling.

PRACTICE

- While a player is dribbling forward with the ball an opponent steals it by keeping two hands on the stick and taking the ball by reaching in without hitting the opponents stick or body.
- This should be done at walking pace with no resistance from the player dribbling the ball at first.
- For this activity, both players should be moving in the same direction. The stealer will be coming from behind the ball carrier.

There are two basic steals;

1. from the right side of the opponent
2. Takeover steal (from the left side of the opponent)

CHANGE IT:

- Allow jogging rather than walking
- Add resistance from the ball carrier
- Only practice right side steals. not takeover steals.

ANC CODE

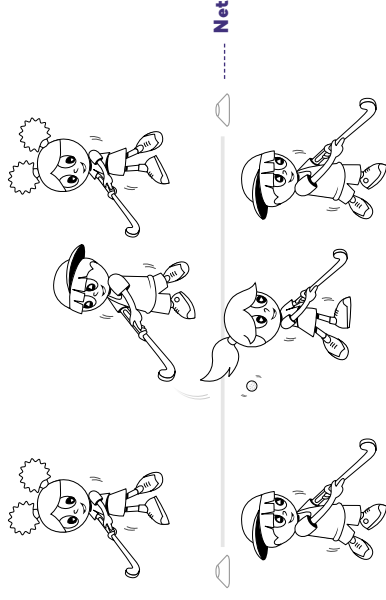
ACPMP 045

ACPMP 061

ACPMP 031

Order of activity in this session: #6

Duration of activity: 10 minutes



Step 2

• Set up a field that fits 3 players on each side of a line in the middle.

- One team starts with the ball on their side.
- Each team must try and push the ball over the other team's base line. If the ball goes over the sideline, the ball is taken from where it went over the line.
- The team who pushes the ball past the other team over the base line gets one point. the first team to 5 points wins the game.

CHANGE IT:

- Players can be put into zones to spread them out, making it harder/easier to score points
- There can be more players added to each team
- The field can be made bigger or smaller. To ensure there is enough room to receive the ball and for teams to score.

ANC CODE

ACPMP 050

ACPMP 065

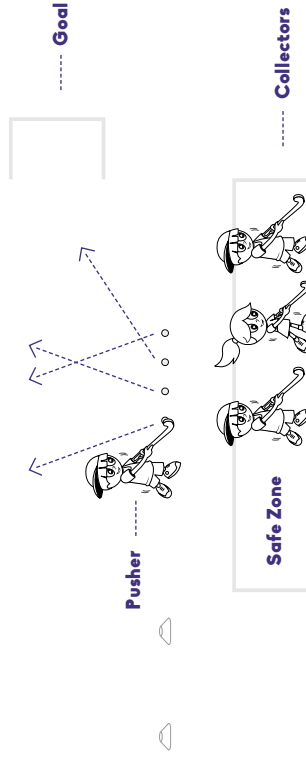
ACPMP 029

Order of activity in this session: #7



Duration of activity: 10 minutes

SKILL
IN
ACTION



- Set up four balls in a straight line facing the playing field.
- One player is the firer, with 4-5 players being the chasers. The firer pushes the balls into the field and begins to run around two cones that are set out to the side of the field.
- Once all four balls have been fired, the players from the safe zone must collect the balls and pass them into a goal.
- The firer's score is how many times they run around the cones before all four balls are pushed into the goal.

CHANGE IT:

• Number of chasers can be increased.

• Number of balls to be fired can be increased

• Number of balls to be fired can be decreased.

• Number of chasers can be decreased.

ANC CODE

ACPMP 050

ACPMP 067

ACPMP 030



HOOKEYS HOCKEY



SESSION 2

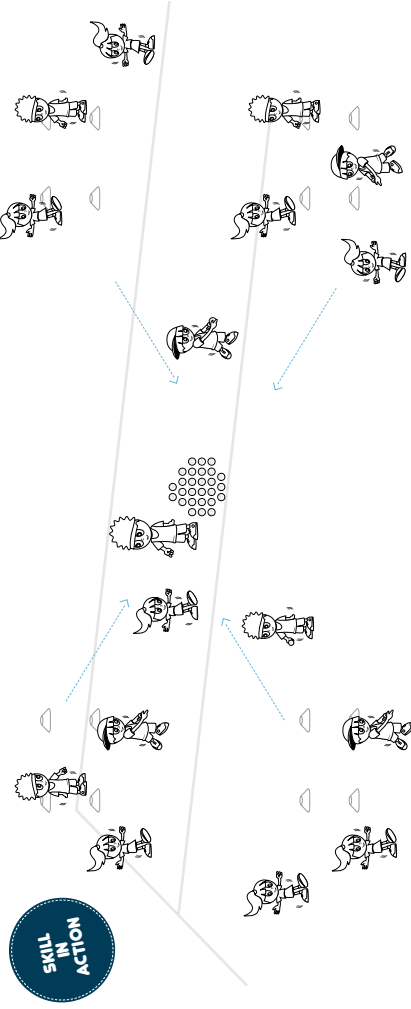
Session 2: Dribbling

- This session will further develop the skills that were learned in session 1.

Order of activity in this session: #1



Duration of activity: 5 minutes



- Set up a field with all the hockey balls in the middle, the balls start in the nest.
- On each corner of the field have a team of 3-4 players, have a small box made of cones that will be each team's home
- One at a time a player from each group runs to the nest to pick up a ball, returning it to their team's home.
- Once all the balls are gone, the team with the most balls in their home is the winner.
- In this activity there should be a minimum of 20 balls in the nest.

CHANGE IT:

- N/A
- N/A
- N/A

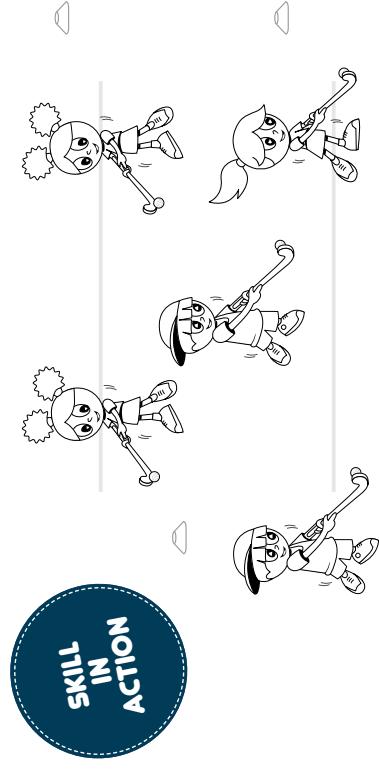
ANC CODE

ACPMP 043
ACPMP 063
N/A

Order of activity in this session: #2



Duration of activity: 10 minutes



- Left to right drag, Right hand 1/3 down the stick, left hand at top. Left hand should be held so player can tell the time with their left wrist behind the stick at the top.
- With the ball in front and outside the right foot of the player turns their wrist so that the stick rotates over the ball with the stick face pointing to the left side of the player. The player drags the ball at 45 degrees forward across their body towards the left. When the ball is slightly outside the left foot, rotate the stick back into the normal running position to stop the ball.

CHANGE IT:

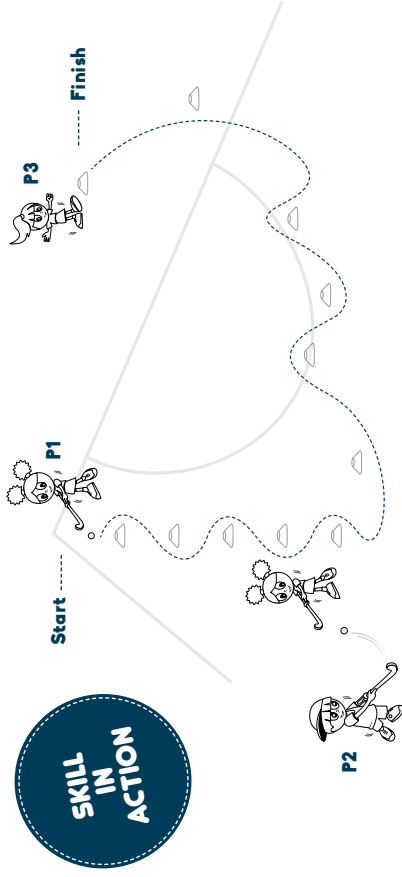
- Players to move around an area while dribbling the ball.
- Players can jog or run while dribbling.
- Add stealers to try and take the ball from the dribbling players.
- N/A

ANC CODE

ACPMP 045
ACPMP 063
ACPMP 029

Order of activity in this session: #3

Duration of activity: 15 minutes



- Set up the skills challenge with cones and a place for a player at one end.

- Put players in groups of three.
- One player completes the challenge, one player plays the role of the passer and the third player times how long the challenge takes.
- Once the first player completes the skills challenge, all three players change roles.

Skills Challenge explained: Player 1 dribbles the ball around the cones, pushes the ball to player 2, player 1 then receives the ball back from player 2 and continues to dribble around the remaining cones to the complete the challenge.

CHANGE IT:

- Add or take away obstacles from the course.

N/A

- Complete course without hockey equipment, the ball can be carried and then thrown between players.

ANC CODE

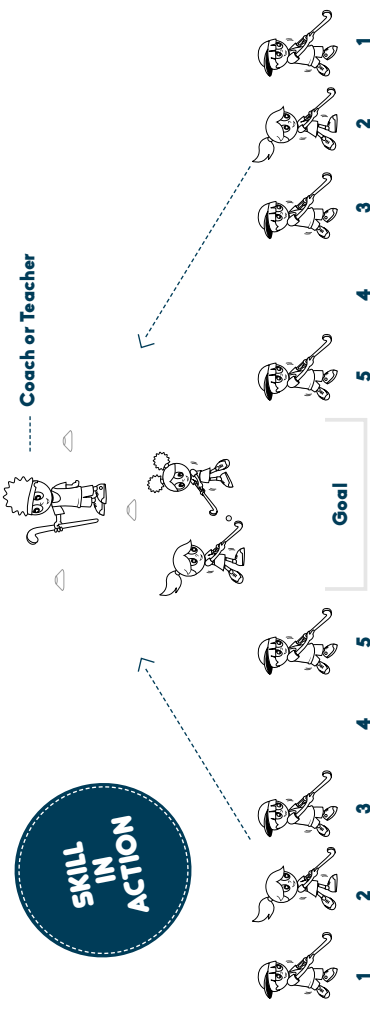
ACPMP 049

ACPMP 061

ACPMP 029

Order of activity in this session: #4

Duration of activity: 15 minutes



- Players are put into two teams of five. They line up either side of a goal, along the backline.
 - Each player is given a number from 1-5.
- The teacher calls out a number and rolls the ball between the two players.
- Once the ball has been rolled out, the players called run to get the ball.
- Both players must try and push the ball into the goal. One point is awarded to the player who pushes the ball into the goal.
 - The team who scores five goals first is the winner.

CHANGE IT:

- Multiple numbers called at one time, to make it a team game.

N/A

- Add an extra ball, whichever team/player scores first gets the point.

ANC CODE

ACPMP 050

ACPMP 067

ACPMP 027

HOCKEY HOCKEY



SESSION 3

Session 3: Passing and Stealing

- This session will further develop the skills learned in session 1. Passing (Pushing in Session 1) will be practised while moving in this session.
- Players will also learn how to steal the ball from an opponent. This is an important skill to learn so that they can take the ball without swinging the stick or hitting an opponent's stick or body.

Order of activity in this session: #1



Duration of activity: 5 minutes

COMMAND	ACTION
MAN THE LIFE BOATS	Call out a number (eg. 4) and the children have to get into groups of four and 'row' their lifeboat.
SCRUB THE DECKS	Children crouch down and pretend to clean the floor with their hands.
CAPTAINS COMING	Children salute.
WALK THE PLANK	Children walk in a perfectly straight line one foot exactly in front of the other with arms outstretched to the sides.
BOOM COMING OVER	Teacher makes action of boom moving across the deck. Children must duck down to avoid being hit.
HIT THE DECK	Children lie down on their stomachs as quickly as possible.
DIRECTIONS	Children all run in the direction that is called by the Captain.
PEG LEG JAM	The children all have to walk with one leg straight and the other normally.

CHANGE IT:

· N/A

· N/A

· N/A

ANC CODE

ACPMP 043

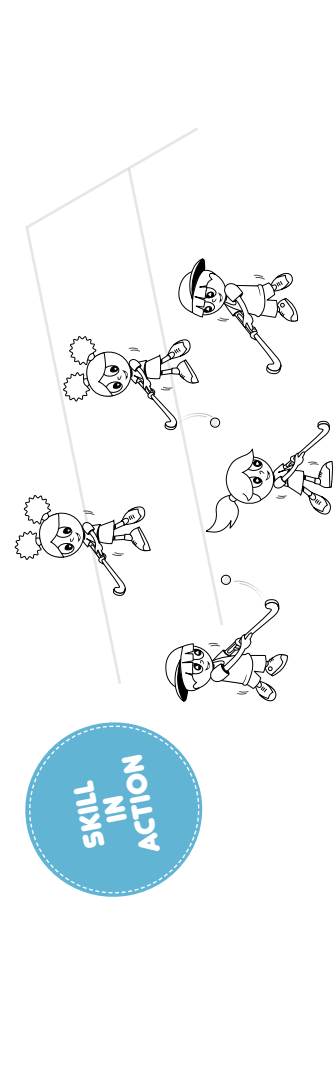
N/A

ACPMP 025

Order of activity in this session: #2



Duration of activity: 10 minutes



Pass: The stick should stay on the ball during a push i.e. no backswinging.

- The right hand should be 1/3 of the way down the stick.
- The pushing action is like an underarm throw.
- Walk around a large, open space pushing the ball in pairs or threes.

Dribbling:

- Left to right drag: Right hand 1/3 down the stick, left hand at top. Left hand should be held so player can tell the time with their left wrist behind the stick at the top.

- With the ball in front and outside the right foot of the player turns their wrist so that the stick rotates over the ball with the stick face pointing to the left side of the player. The player drags the ball at 45 degrees forward across their body towards the left. When the ball is slightly outside the left foot, rotate the stick back into the normal running position to stop the ball.

CHANGE IT:

· N/A

· N/A

· N/A

ANC CODE

ACPMP 047

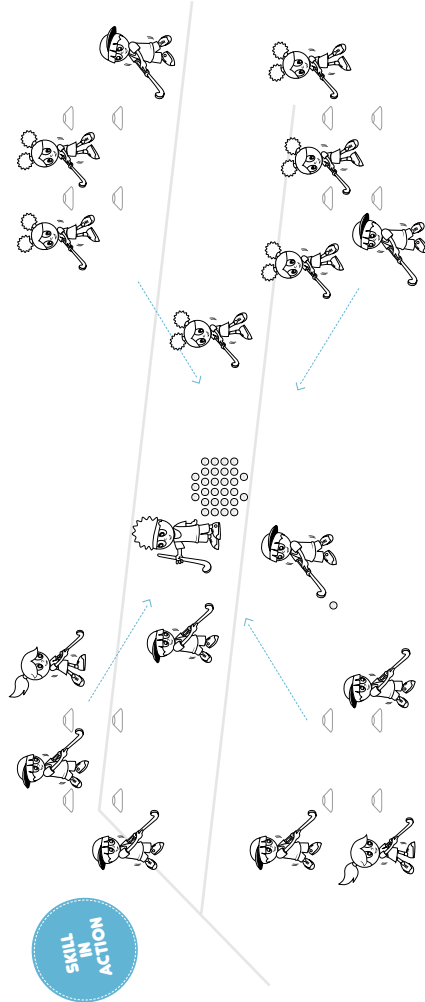
ACPMP 069

ACPMP 029

Order of activity in this session: #3



Duration of activity: 15 minutes



SKILL
IN
ACTION

- In the middle of the field set up a nest with the hockey balls in it.
- On each corner of the field have a team of 3-4 robbers. In the middle there should be 2 protectors.
- The robbers must run from their home to the nest and attempt to take 1 ball at a time.
- The protectors try and steal the ball from the robbers while they are on their way back to their home.
- If a robber successfully makes it back to their home they keep the ball.
- If a protector steals the ball it is returned to the nest and the robber returns home and swaps with the next member of their team.

CHANGE IT:

- Allow robbers to steal the ball from other nests once all the balls have been stolen from the middle.

- Add more protectors

- Remove protectors

ANC CODE

ACPMP 047

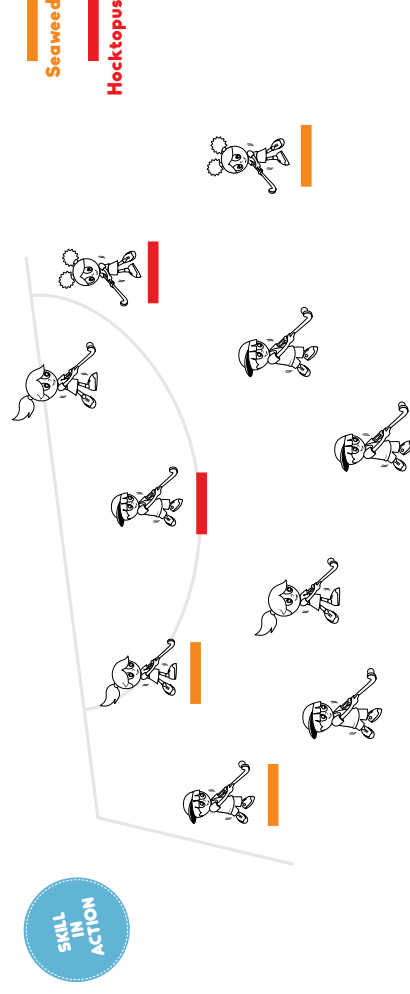
ACPMP 068

ACPMP 030

Order of activity in this session: #4



Duration of activity: 15 minutes



SKILL
IN
ACTION

Seaweed

Hocktopus

- Played on a narrow field, select 2 'Hocktopus' to be mobile stealers.
- The rest of the player's line up at one end of the field, each player has a ball.
- The players must dribble the ball to the other end of the field, while the Hocktopus try and steal the ball from them. Once a player has had their ball stolen they become seaweed.
- Seaweed are stationary stealers, they can try and steal the ball from the players but are not permitted to move while doing so.
- The last player to have their ball stolen by either the Hocktopus or seaweed is the winner.

CHANGE IT:

- Make the area larger or smaller

- Add extra Hocktopus

- Take away Hocktopus

ANC CODE

ACPMP 050

ACPMP 063

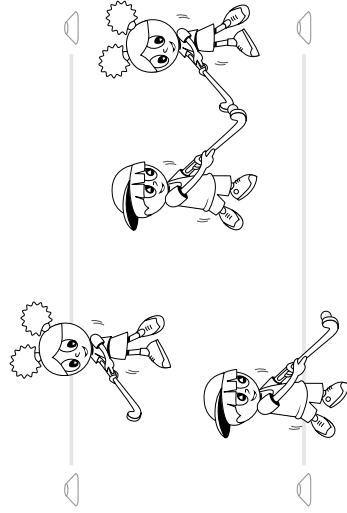
ACPMP 029

Question: What are the Men's and Women's Hockey teams called?
Answer: The Men's team is called the Kookaburras and the Women's team is called the Hockeyroos

Order of activity in this session: #5



Duration of activity: 15 minutes



Step 1

Step 2

• Players will learn how to steal the ball from an opponent. This is an important skill to learn so they can steal the ball without swinging the stick dangerously. The rules do not allow the opponent's stick or the opponent to be touched when tackling.

PRACTICE

- While a player is dribbling forward with the ball an opponent steals it by keeping two hands on the stick and taking the ball by reaching in without hitting the opponents stick or body.
- This should be done at walking pace with no resistance from the player dribbling the ball at first.
- For this activity, both players should be moving in the same direction. The stealer will be coming from behind the ball carrier.

There are two basic steals;

1. from the right side of the opponent
2. Takeover steal (from the left side of the opponent)

CHANGE IT:

- Allow jogging rather than walking
- Add resistance from the ball carrier
- Only practice tight side steals, not takeover steals

ANC CODE

ACPMP 045

ACPMP 061

ACPMP 031



SESSION 4

Session 4: Game Focus

- With many of the skills having been learned, sessions will become more focused on playing games which will help develop the skills further.

SESSION
FOUR

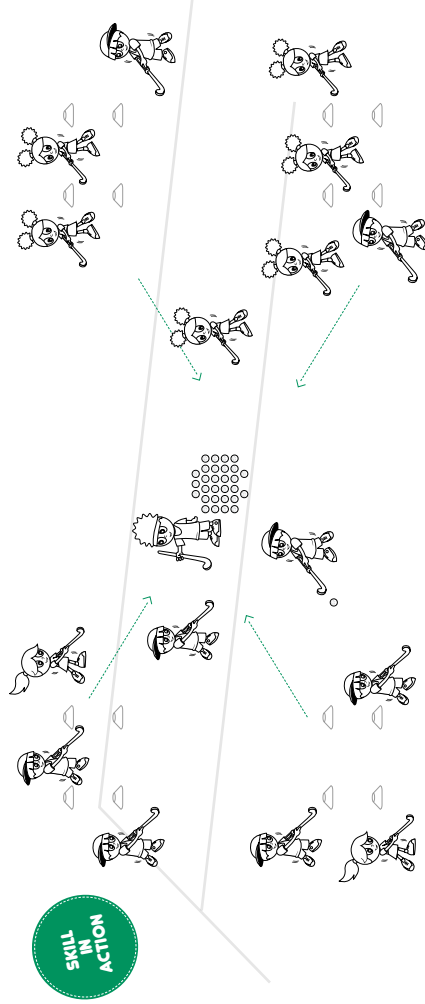
Warm
Up

ROB THE NEST [STICKS & BALLS]

Order of activity in this session: #1



Duration of activity: 5 minutes



- All the hockey balls start in the nest (a pile in the middle of the field)
- There are four teams of players on each corner of the designated field.
- One at a time a player from each group runs to the nest to collect a ball, they then dribble it back to their team's home before the next person from their team can go and collect a ball.
- Once all the balls are gone, the team with the most balls in their nest is the winner.

CHANGE IT:

- Include 2-3 protectors to make it harder for players to return their ball home.

• N/A

- Play the game without equipment.

ANC CODE

ACPMP 047

ACPMP 060

ACPMP 030

SESSION
FOUR

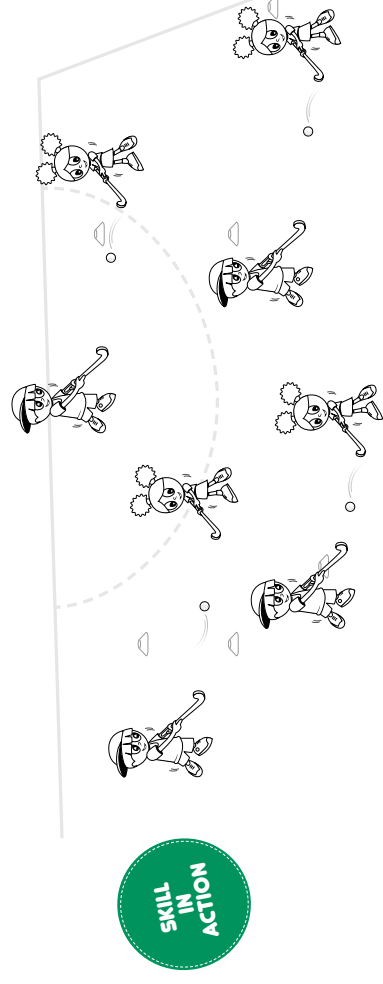
Skill

PUSHING [COACH WITH RECEIVING]

Order of activity in this session: #2



Duration of activity: 10 minutes



- The stick should stay on the ball during a push i.e. No backswinging.
- The right hand should be 1/3 of the way down the stick.
 - The pushing action is like an underarm throw.
- Drill: All participants get into pairs.
- Set up 5-6 cones spaced evenly over the width of a field.
- The pair must move from one side to the other passing between the cones

CHANGE IT:

- Make the players stand further away from each other.

• N/A

- Make the distance between the cones larger.

ANC CODE

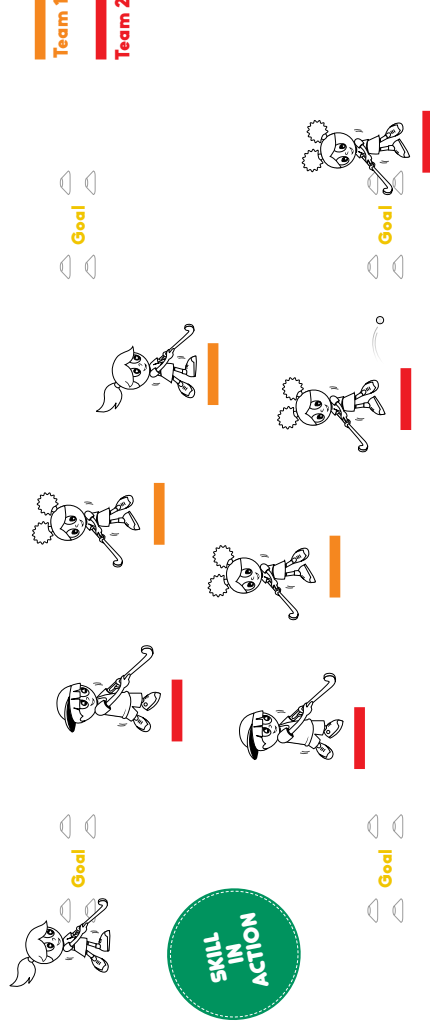
ACPMP 045

ACPMP 063

ACPMP 029

Order of activity in this session: #3

Duration of activity: 15 minutes



- The field is set up with four boxes made of cones, one near each corner of the field.

- The teams can consist of 3v3 or 4v4.

- A team scores a goal by passing the ball to a team mate who completes a trap in a box.

- A defender is not permitted to enter the box.

- Once a trap has been made in a box, that box is eliminated for that team, the first team to make a trap in all four boxes is the winner.

CHANGE IT:

- Vary the size of the boxes

- Change the number of players on each team, one team can have more players than the other for a period of time and then swap the numerical advantage.

- N/A

ANC CODE

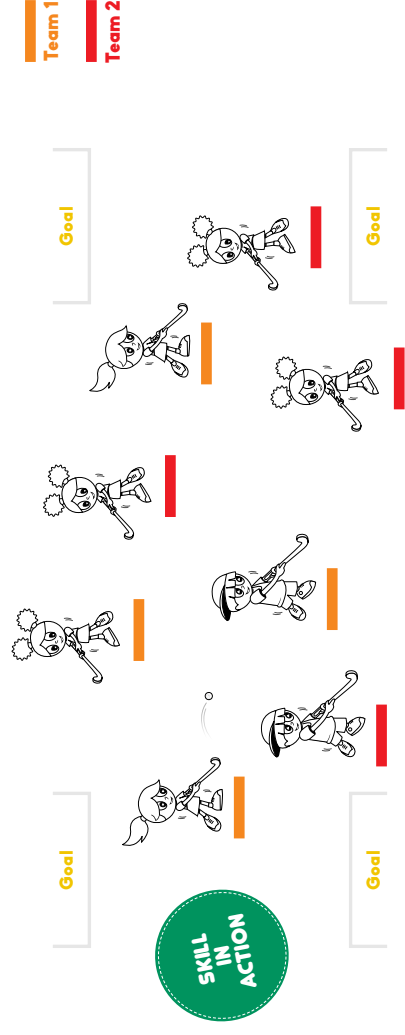
ACPMP 049

ACPMP 068

ACPMP 031

Order of activity in this session: #4

Duration of activity: 15 minutes



- The field is set up with two goals at each end.

- Using the skills from the box trap, teams must score a goal by pushing the ball through the goal.

CHANGE IT:

- Teams can be awarded two goals for successfully completing three passes without the other team touching the ball.

- N/A

- Have less players on each team.

ANC CODE

ACPMP 050

ACPMP 068

ACPMP 032

HOKING2 HOCKEY



SESSION 5

Session 5: Dribbling

- With a more focused session on dribbling, the time spent playing games should begin to increase to develop the skills further in a game environment.

SESSION
FIVE

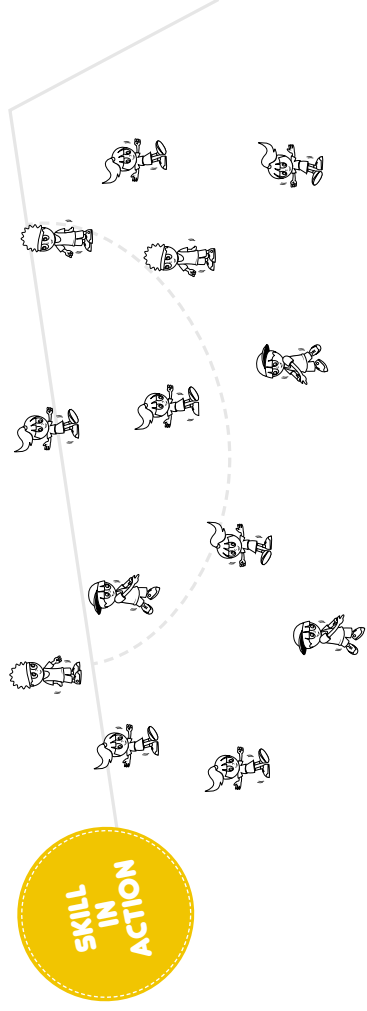
*Warm
up*

SCARECROW TIGGY

Order of activity in this session: #1



Duration of activity: 5 minutes



- Set up boundaries for a field that is big enough for all players to move around safely within.
 - There should be two people selected to be taggers.
 - When a tagger tags a player, by placing one hand on them, that player becomes a scarecrow and must stand still with their legs apart.
 - A player can clap between the legs of a scarecrow to bring them back into the game.

CHANGE IT:

- N/A
- N/A
- N/A

ANC CODE

ACPMP 043

N/A

ACPMP 025

SESSION
FIVE

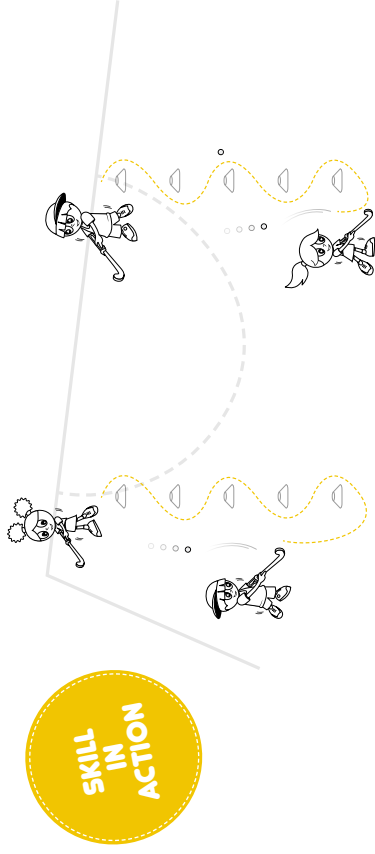
Skill

DRAG & PASS

Order of activity in this session: #2



Duration of activity: 10 minutes



- Set up 4 cones in a straight line and have players line up in pairs or threes on the end cone.
 - One player at a time drags the balls round each cone and once they have rounded the final cone they must pass the ball to the next person in the group.

CHANGE IT:

- Put all the players on one field, where they have to dribble around and avoid all the other players.
- Put in players without a ball, their goal will be to steal the ball from as many players as possible.
- N/A

ANC CODE

ACPMP 045

ACPMP 063

ACPMP 029

Question: Who scored the winning goal for the Kookaburras at the 2004 Olympic Games?
Answer: Jamie Dwyer.

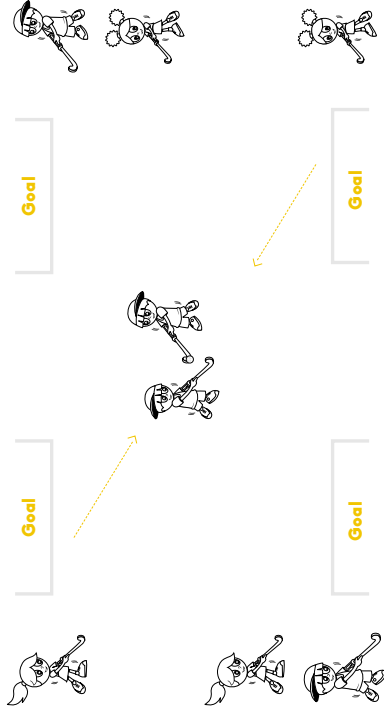
Order of activity in this session: #3

Duration of activity: 15 minutes



Order of activity in this session: #4

Duration of activity: 20 minutes



- Set up a field with 2 goals at each end (goals should be close to the corners of the field).
- Line a team of 3-4 players up on each sideline in their attacking half of the field.
- Each player has a number, when their number is called they run to get the ball and try to score by passing the ball through one of their goals.

CHANGE IT:

- Multiple numbers called at one time, to make it a team game.

• N/A

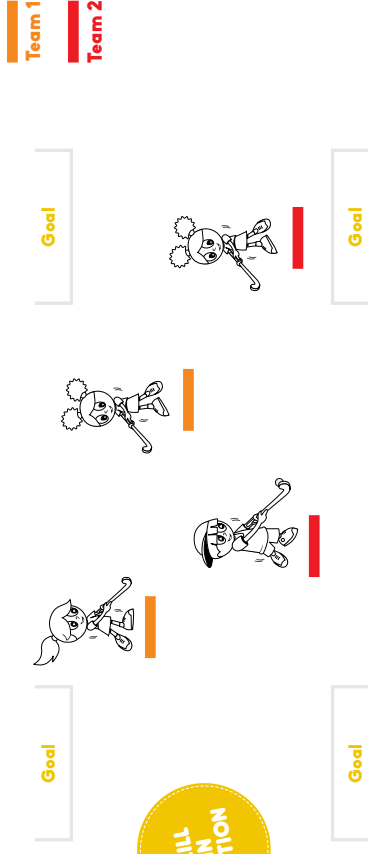
- Add an extra ball, whichever team/ player scores first gets the point.

ANC CODE

ACPMP 050

ACPMP 067

ACPMP 027



- Set up a field the same as number hockey (2 goals at each end)
- Set up as many fields as required to involve every player.
- Play games for 5 minutes and then swap teams with teams that won playing other teams that won, to create a fair game

CHANGE IT:

- Award 1 goal for pushing the ball through the goal.

• Award 2 goals for executing a nominated skill i.e. Drag, 2 passes in a row, steal.

- Make the goals larger, to allow more scoring

ANC CODE

ACPMP 050

N/A

ACPMP 032

Question: There are three ways to score a goal in Hockey what are they?
Answer: Field Goal, Penalty Corner, Penalty Stroke

HOOKING HOCKEY



SESSION 6

Session 6: Passing

- This session is focused around playing small games while developing all the skills that have been learned throughout the program.



UP DOWN, STOP GO

Order of activity in this session: #1



Duration of activity: 5 minutes

- When the coach (teacher) gives an instruction then players must do the opposite.

STOP

Players must begin to move around the warm-up area.

GO

Players must stop where they are.

UP

Players must touch the ground with both hands.

DOWN

Players must jump in the air.

CHANGE IT:

• N/A

ACPMP 043

• N/A

N/A

• N/A

ACPMP 025

ANC CODE



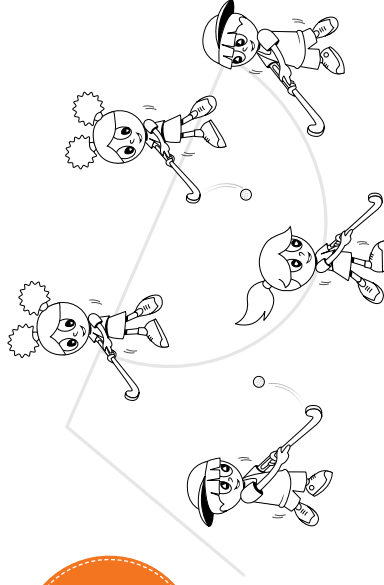
PASSING

Order of activity in this session: #2



Duration of activity: 10 minutes

SKILL IN ACTION



- The stick should stay on the ball during a push i.e. No backswing.
- The right hand should be 1/3 of the way down the stick.
- The pushing action is like an underarm throw.

Drills: In a small field (10x10) start with 4 attackers and 1 defender.

- The attackers must pass the ball around the field with the defenders trying to steal or intercept the ball.
- Attackers must see how many passes they can complete before the defenders take possession of the ball.
- Once the players are comfortable in a 4 v 1 game a second defender can be added, making it a 4 v 2.

CHANGE IT:

• Add goals for the attackers.

ACPMP 047

• Add an extra defender and allow each team to try and keep the ball from the other.

ACPMP 063

• Play with less or no defenders to allow improvement in passing and receiving.

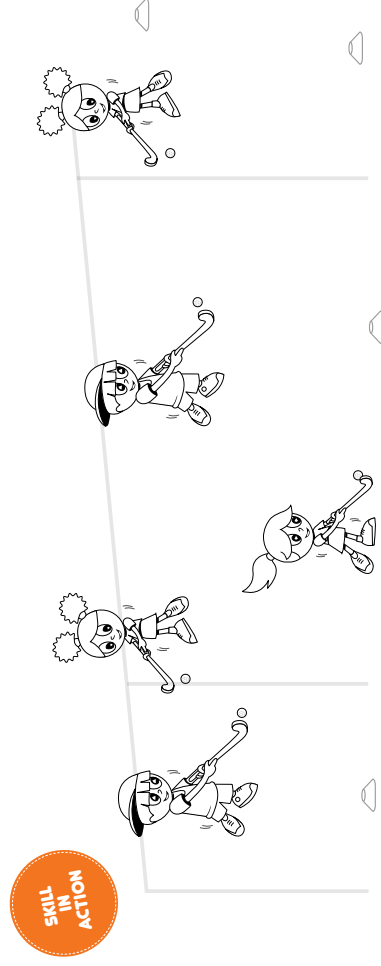
ACPMP 029

ANC CODE

Order of activity in this session: #3



Duration of activity: 15 minutes



- Set up a field the same size as for the passing skill.
- Every player has a ball. In this game, players are trying to steal balls from other players and pass it out of the field, while trying to keep their ball safe in the field.
- Once a player's ball has been pushed out of the field they are eliminated.

CHANGE IT:

- Start the game with designated stealers who stay in for the duration of the game.

• N/A

- Make it bigger.

ANC CODE

ACPMP 047

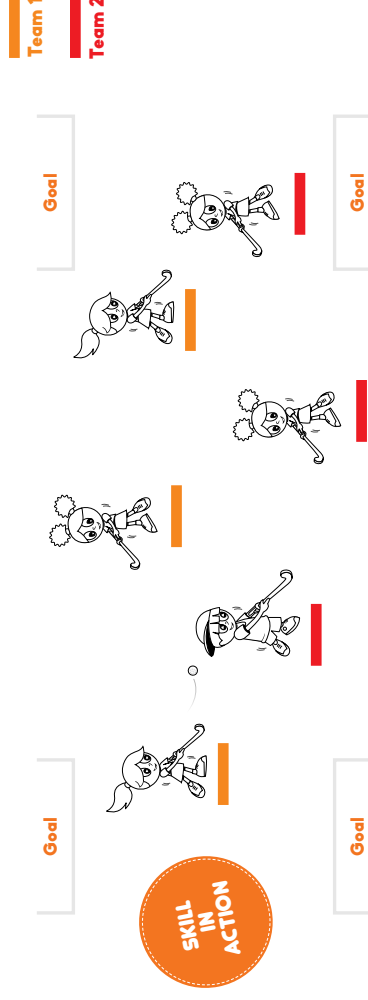
ACPMP 065

ACPMP 032

Order of activity in this session: #4



Duration of activity: 15 minutes



- Mark out a field that has one goal on all four sides.
- Each team will be given 2 goals to score in and 2 goals to defend.
- Using the learned skills, teams score goals by passing the ball through one of their goals.

CHANGE IT:

- Award 1 goal for pushing the ball through the goal.

• Play 3 v 3 game with two hockey balls.

- Award 2 goals for executing a nominated skill i.e. Drag, 2 passes in a row, steal.

ANC CODE

ACPMP 050

ACPMP 068

ACPMP 032

HOCKEY HOCKEY



SESSION 7

Session 7: Stealing

- This session will continue to develop the stealing skills that players have been using in small sided games over the past sessions.

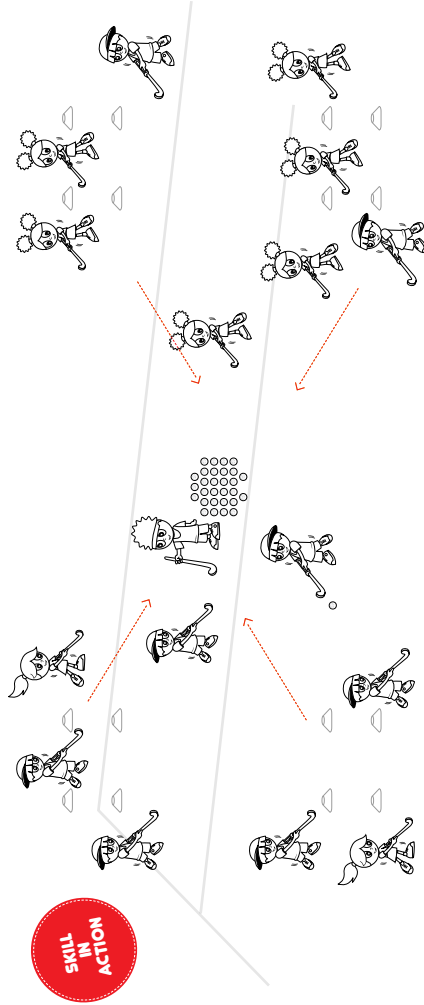


ROB THE NEST [STICKS & BALLS]

Order of activity in this session: #1



Duration of activity: 5 minutes



- All the hockey balls start in the nest (a pile in the middle of the field).
- There are four teams of players on each corner of the designated field.
- One at a time a player from each group runs to the nest to collect a ball, they then dribble it back to their team's home before the next person from their team can go and collect a ball.
- Once all the balls are gone, the team with the most balls in their nest is the winner.

CHANGE IT:

- Start the game with designated stealers who stay in for the duration of the game.

• N/A

- Make it bigger

ANC CODE

ACPMP 047

ACPMP 065

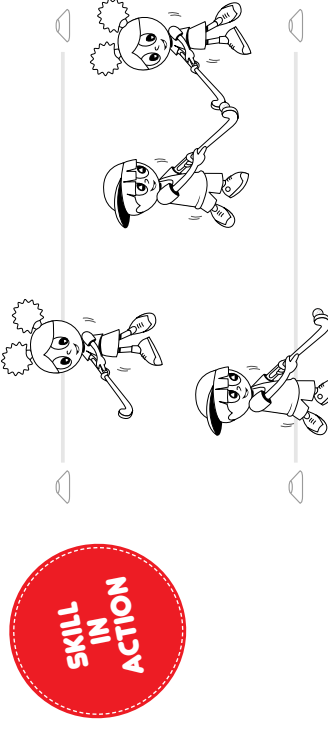
ACPMP 032

STEALING FROM AN OPPONENT

Order of activity in this session: #2



Duration of activity: 10 minutes



Step 1

Step 2

- Players will learn how to steal the ball from an opponent. This is an important skill to learn so they can steal the ball without swinging the stick dangerously. The rules do not allow the opponent's stick or the opponent to be touched when tackling.

PRACTICE

- While a player is dribbling forward with the ball an opponent steals it by keeping two hands on the stick and taking the ball by reaching in without hitting the opponents stick or body.
- This should be done at walking pace with no resistance from the player dribbling the ball at first.
- For this activity, both players should be moving in the same direction. The stealer will be coming from behind the ball carrier.

There are two basic steals;

1. from the right side of the opponent 2. Takeover steal (from the left side of the opponent)

CHANGE IT:

- Add resistance from the ball carrier

• N/A

- N/A

ANC CODE

ACPMP 047

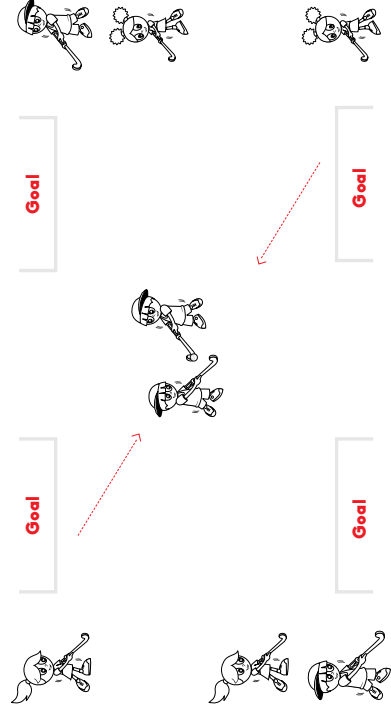
ACPMP 061

ACPMP 032

Order of activity in this session: #3



Duration of activity: 15 minutes



- Set up a field with 2 goals at each end (goals should be close to the corners of the field).
- Line a team of 3-4 players up on each sideline in their attacking half of the field.
- Each player has a number, when their number is called they run to get the ball and try to score by passing the ball through one of their goals.

CHANGE IT:

- Multiple numbers called at one time, to make it a team game.
- 2 goals for stealing the ball from an opposition player.
- Add an extra ball, whichever team/ player scores first gets the point.

ANC CODE

ACPMP 050

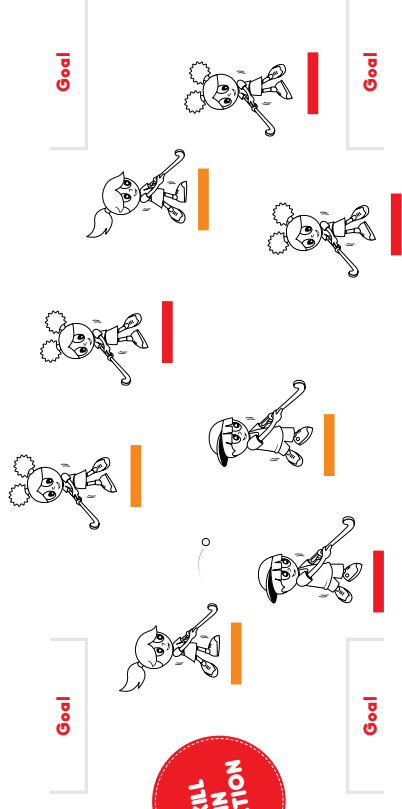
ACPMP 067

ACPMP 027

Order of activity in this session: #4



Duration of activity: 20 minutes



- Set up fields that are big enough to have a 4v4 (15x15m)
- Have 2 goals at each end of the field.

CHANGE IT:

- Teams get 1 goal for passing it through the goal
- 2 goals for stealing the ball from an opposition player.
- Play the game with less players per team.

ANC CODE

ACPMP 050

ACPMP 068

ACPMP 032

HOKINZ HOCKEY



SESSION 8

Session 8: Game Focus

- While the initial skills that will be used is passing, this session should be all about playing games and utilising the skills that have been taught and learned through the program.

Order of activity in this session: #1



Duration of activity: 5 minutes

COMMAND

ACTION

MAN THE LIFE BOATS

Call out a number (eg. 4) and the children have to get into groups of four and row their lifeboat.

SCRUB THE DECKS

Children crouch down and pretend to clean the floor with their hands.

CAPTAINS COMING

Children salute

WALK THE PLANK

Children walk in a perfectly straight line one foot exactly in front of the other with arms outstretched to the sides.

BOOM COMING OVER

Teacher makes action of boom moving across the deck. Children must duck down to avoid being hit.

HIT THE DECK

Children lie down on their stomachs as quickly as possible.

DIRECTIONS

Children all run in the direction that is called by the Captain.

PEG LEG JAM

The children all have to walk with one leg straight and the other normally.

CHANGE IT:

• N/A

ANC CODE

ACPMP 050

• N/A

N/A

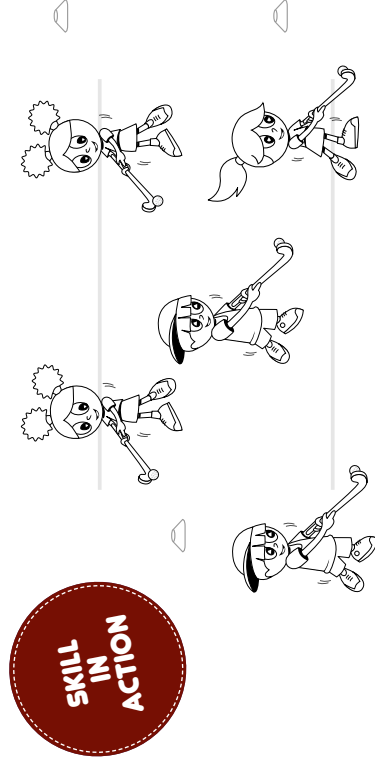
• N/A

ACPMP 027

Order of activity in this session: #2



Duration of activity: 10 minutes

SKILL
IN
ACTION

- Left to right drag: Right hand 1/3 down the stick, left hand at top. Left hand should be held so player can tell the time with their left wrist behind the stick at the top.
- With the ball in front and outside the right foot of the player turns their wrist so that the stick rotates over the ball with the stick face pointing to the left side of the player. The player drags the ball at 45 degrees forward across their body towards the left. When the ball is slightly outside the left foot, rotate the stick back into the normal running position to stop the ball.

Drill: Mark a field that is big enough to have all players on it.

- All players should have a ball each, they will move around the field avoiding other players and practice dragging from one side to the other.

CHANGE IT:

- Players to move around an area while dribbling the ball.
- Players can jog or run while dribbling.

ANC CODE

ACPMP 050

• N/A

ACPMP 068

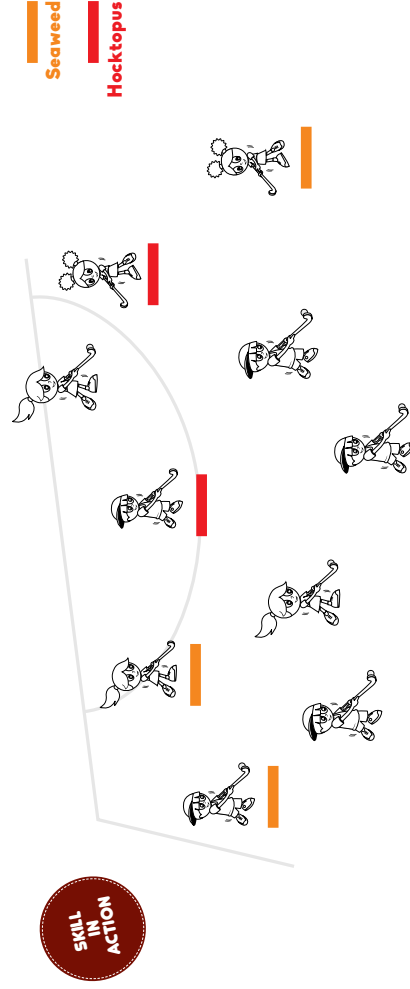
- Have less players on each team.

ACPMP 032

Order of activity in this session: #3



Duration of activity: 15 minutes



- Played on a narrow field, select 2 'Hocktopus' to be mobile stealers.
- The rest of the players line up at one end of the field, each player has a ball.
- The players must dribble the ball to the other end of the field, while the Hocktopus try and steal the ball from them. Once a player has had their ball stolen they become seaweed.
- Seaweed are stationary stealers, they can try and steal the ball from the players but are not permitted to move while doing so.
- The last player to have their ball stolen by either the Hocktopus or seaweed is the winner.

CHANGE IT:

- Make the area larger or smaller
- Add extra Hocktopus
- Take away Hocktopus

ANC CODE

ACPMP 050

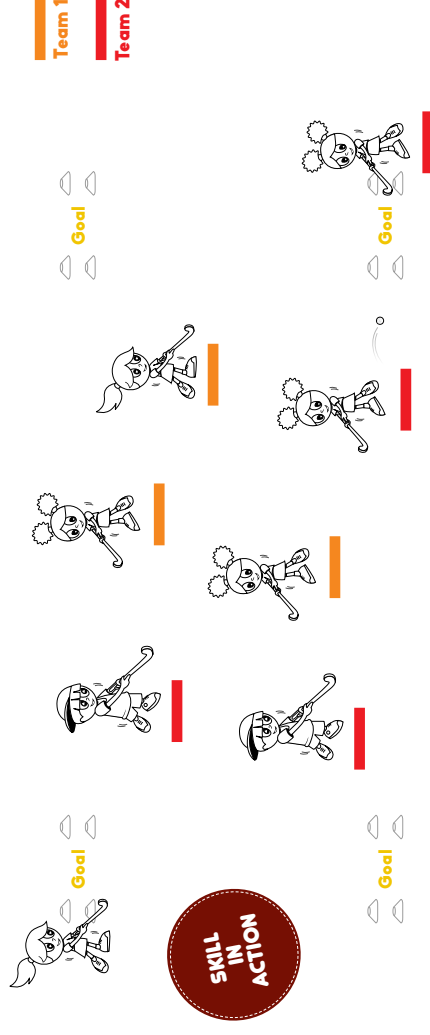
ACPMP 063

ACPMP 029

Order of activity in this session: #4



Duration of activity: 20 minutes



- The field is set up with four boxes made of cones, one near each corner of the field.
- The teams can consist of 3v3 or 4v4.
- A team scores a goal by passing the ball to a team mate who completes a trap in a box.
- A defender is not permitted to enter the box.
- Once a trap has been made in a box, that box is eliminated for that team, the first team to make a trap in all four boxes is the winner.

CHANGE IT:

- Vary the size of the boxes
- Change the number of players on each team, one team can have more players than the other for a period of time and then swap the numerical advantage.

• N/A

ANC CODE

ACPMP 049

ACPMP 068

ACPMP 031

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