

OVERVIEW

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| DURATION | 45 mins |
| AGES | 6 - 9 |
| MILES RATING | 0.78 |
| STAGE(S) OF ATHLETIC DEVELOPMENT | FUNdamentals (Age 6-9) |
| SKILL LEVEL | Intermediate |
| DEVELOPMENT FOCUS | Fundamental Movement Skills Object Control & Manipulation: Implements, Passing, Receiving, Targeting |
| SPORT(S) | Field Hockey, Floor Hockey |
| EQUIPMENT | Balls, Blocks, Cones, Hockey Sticks, Paddles, Pucks, Rackets |
| ENVIRONMENT | Field, Gym |

These resources have been taken from (Sport for Life - Playbuilder), and with the support of the Commonwealth Secretariat have been adapted so that they can continue to be used in contexts where isolation or public hygiene conditions must be observed, or in contexts where health and safety regulations require modification.

- Activities can be facilitated in multiple environments. E.g. Home, backyards, gym, field, track, parks, etc.
- Equipment need not be specialized. Be creative with what you have. E.g. Use water bottles or empty boxes for targets, use rolled up socks or paper for throwing and catching, for lines use tape, chalk, or draw on the ground using a stick.
- These activities were created for simplicity, fun, and skill development. You need not be specifically trained to be a facilitator. Anyone with a passion for fun and play can lead.

SAFEGUARDING CHILDREN AND CHILD PROTECTION

Setting up and following good safeguarding policies and procedures means children are safe from adults and other children who might pose a risk.

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:

- Protecting children from abuse and maltreatment;
- Preventing harm to children's health or development;
- Ensuring children grow up with the provision of safe and effective care; and
- Taking action to enable all children and young people to have the best outcomes.

This may be the first time you are engaging with children and young people online, and it can be very easy to unintentionally blur the boundaries between your personal and professional digital presence.

Here are some quick tips:

- **Never share personal contact information.** For example, only use work mobiles and social media accounts linked to your professional organisation.
- **Do not accept friend requests on personal accounts from children and young people you are engaging with in a professional setting.** Consider the privacy setting on any personal accounts you have, to reduce the likelihood of this happening.
- **When representing your organisation as part of an online event, be sure to check your organisation's policy** if you would like to promote the event online.

Children have the right to participate in sport in a safe and enjoyable environment. These safeguards are already being piloted by organisations all over the world and are set to be adopted more widely.

For more information please visit UNICEF's keeping children [safe](#) online guidelines and NSPCC's resource page on safeguarding and child [protection](#).

PARTNERS

This program delivered in partnership with:



COMMONWEALTH MOVES SAFETY GUIDELINES

Equipment

1. Equipment should be checked on a regular basis to ensure quality and safety.
2. Inspect all equipment prior to use and remove or repair any equipment as deemed necessary. i.e. remove sharp edges, cracks, splinters, etc.
3. Ensure equipment is developmentally appropriate. i.e. proper weight, size, height, etc.
4. Participants must use equipment in the way it is intended so as not to harm themselves, another individual, or the facility. For example, if using implements such as sticks or racquets participants must not swing them aimlessly as they may hit the walls and cause damage or harm another individual.
5. If extra safety equipment is required, i.e. helmets, safety goggles, etc, be sure they are worn in the proper way intended for use. For example, goggles on the face not head, chin straps secured, etc.
6. Ensure all balls are properly inflated.

Attire

1. Appropriate athletic footwear, i.e. running shoes, must be worn at all times and shoelaces tied and secure.
2. Appropriate athletic clothing, i.e. t-shirts, shorts, or sweat pants, must be worn at all times. When religious requirements create a safety concern the activity must be modified.
3. Jewelry must be removed for any activity where incidental contact may occur and covered for all other activities.
4. Long hair should be tied back to avoid blocking of vision.

Environment

1. Easy access to a fully stocked first aid kit must be available.
2. Ensure facility is free from debris and all safety hazards are removed.
3. Participants are to avoid the walls of the facility. Supervisors should place cone(s) to mark a finish line or turning point to avoid running into the walls or stage.
4. If participants are in an outdoor environment be sure the surface is free from holes, glass, rocks, and any other hazards.
5. If activity is taking place outside, supervisors must take into consideration the temperature, UV index, accessibility to water, etc and ensure safety measures are put into place.
6. When participating outside safety procedures must be communicated and followed in case of the threat of lightning.
7. Be aware of fire exits and protocols for evacuating the building in case of emergency.
8. Water must be accessible during all sessions.

Activity

1. Be aware of any medical conditions your participants may have and the protocols in place to deal with any situations that may arise.
2. Supervisors should always be facing the participants so all activity can be seen and safety hazards addressed in a timely manner.
3. Ensure all activities are developmentally appropriate. i.e. a 6 year old should not be shooting free throws at a 10 foot high net with an adult sized ball.
4. Teach proper progressions of skills from basic to more advanced.
5. A participant should be challenged by choice. If they do not feel comfortable performing a certain skill give them alternatives so they can still participate but at their own comfort level.
6. Be aware of the safety issues of all activities and verbalize these to the students beforehand.
7. Be sure to provide a proper warm – up before activity takes place and cool – down at the end of each session.
8. Participants are not permitted in the area of play unless a supervisor is present.
9. Participants must be aware of their general and personal space at all times, and look where they are moving to ensure the safety of themselves, others and the facility.
10. Supervisors must establish and communicate behavior routines and rules with their group and remind and enforce these when necessary. A participant cannot be allowed to participate if they pose a safety risk to themselves, others and the facility.

INTRODUCTION

2 mins 30 secs

Health and Safety Considerations

- Keep a distance of 2 meters.
- Avoid sharing equipment.
- Disinfect equipment before and after use.
- Wash hands with soap and water before and after play.
- Use visual guides for spacing such as tape, ropes, signs, etc.

■ Sustainable Development Goals



Goal #3: Ensure healthy lives and promote for all at all ages.

- SDG 3.4 - Inactivity is the fourth leading risk factor for global mortality. The importance of healthy lifestyles is prioritized in the Sustainable Development Agenda. Participating in physical education and sport can motivate people to be more active, contributing to the reduction of “premature mortality from non-communicable diseases” and associated healthcare costs.
- SDG 3.5 - Evidence shows that participating in physical education, physical activity and sport, including traditional sport and games, is associated with improved psychological and social health, as well as the prevention and treatment of substance abuse.
- SDG 3.3 and 3.7 - Regular participation supports the healthy development of children and adolescents, including their cognitive and psychosocial development. Sport events and large-scale physical activity programmes can also provide a platform for community health messaging and empowerment, engaging a diverse range of people who might otherwise not be reached through conventional health delivery. This supports efforts to address communicable diseases and improve access to health-care services.

Goal #4: Ensure inclusive and equitable quality education and promote lifelong learning

opportunities for all.

- SDG 4.1 - Physical education, physical activity and sport are “fundamental rights for all” and, as such, constitute important components of equitable and quality education.
- SDG 8.7 - Physical literacy provides the basis for lifelong participation in physical activity and the associated health benefits, making it essential for young people’s development and an important learning outcome across educational settings. High quality physical education, sport values education, skills development, physical activity and sport learning environments can also contribute to broader education outcomes.
- SDG 4.5 and 5.1 - they promote transferable soft-skills such as team-building, leadership and increased discipline, empathy and respect that assist with the transitioning from youth to adulthood and help to improve school attendance. They can also provide experiential and empowering education that can promote the engagement of a diverse range of students, irrespective of their background, including those less suited to formal education settings.
- SDG 4.5 - The inclusive and equitable delivery of physical education, sport values education, physical activity and sport at all levels of education will contribute to eliminating gender disparities.
- SDG 4.7 - It can also promote holistic development and lifelong learning, providing a platform well-suited to developing the knowledge and leadership skills needed to promote sustainable development.

Goal #5: Achieve gender equality and empower all women and girls.

- SDG 5.1, 5.5, and 5.c - Physical education, physical activity and sport reflect societal gender norms. Women are less likely to participate in physical activity than men and are significantly under-represented in leadership roles across sport. Proactive investment, policies and strategies can help address inequalities in sport participation and leadership.
- SDG 5.5 - Evidence suggests that the strong and active participation of women in decision-making processes has a potent impact on social development. In many communities, targeted sport-based programmes, especially at grassroots levels, as well as sport values education have made important contributions to the empowerment of women, girls and other vulnerable gender groups. Well-designed and effectively delivered initiatives can provide safe spaces to engage and support women and girls, promote female leadership and encourage respectful attitudes towards women and girls.

- SDG 5.2 and 5.3 - Eliminating all forms of violence and harmful practices against women and girls in sport will also contribute to wider sustainable development goals.

Learning Focus

🕒 2 mins 30 secs

- Today we will focus on passing and shooting with a stick.
- Questions: What are some safety tips we need to keep in mind today?
- Answers will vary. Keep stick on the ground, keep head up and look where you are going, stay a safe distance away from others, etc.
- Question: What are some things you can do to be a good teammate?
- Answers will vary. Encourage others, cheer other on, help others when they need it, stay positive, etc.

Video Links

- Activity: "Target Golf"
- Link: <https://vimeo.com/420564481> (Skip to 0:07)

WARM-UP

5 mins

■ Would you Rather

🕒 5 mins

- Ask participants “would you rather” questions and have them move to one end of the room or the other based in their answer. Incorporate different ways of moving such as hopping on one foot, skipping, bear crawl, etc. Question examples:
- Would you rather:
- Dance or sing
- Play basketball or soccer
- Eat cake or ice cream
- Be a wizard or a superhero
- Brush your teeth with soap or drink sour milk
- It be warm and raining or cold and snowing
- Be able to see things really far away like binoculars or really close up like a microscope
- Be a super fast swimmer or a super fast runner
- Read a book or watch a movie
- Live in a forest with lots of trees or live by the ocean

SKILL LESSONS & ACTIVITIES

30 mins

■ Striking with a Stick Cues



Hand Position Cues


- Less dominant hand about 3 inches below top of the stick
- Dominant hand just below other hand

Striking Cues

- Arms back – both hands on the stick
- Eyes on the ball
- Knees bent
- Sweep low to make contact with ball

■ Partner Wall Passes Balls, Hockey Sticks, Pucks 5 mins **Setup**

- Place participants into pairs. Spread out the pairs around the periphery of the playing area and they stand several feet in front of the wall and a few feet away from each other. Give each pair 2 hockey sticks and a ball/puck. If you don't have a ball and stick try using rolled up socks and a broom stick or other alternative objects in your environment.
- The partner with the ball/puck shoots the ball/puck to the wall and the partner without the ball/puck must receive it and then shoot it back. Partners can try to challenge themselves and see how many they can pass and receive in a row and then try to beat their record each time. Tell the receivers they must try and read where the ball is going to go so they can move to it and receive it successfully.

■ Rubber Band (Hockey) Balls, Hockey Sticks, Pucks 5 mins **Setup**

- Place participants into pairs. Give each pair two sticks and a ball/puck. If you don't have a ball and stick try using rolled up socks and a broom stick or other alternative objects in your environment.
- Have them find a safe place in the playing area to play and face each other at about one meter away from each other.
- The participant with the ball/puck places it on the floor in front of them and strikes it to their partner using the hockey stick. If the ball/puck reaches their partner and they receive it on their blade, the striker takes one step further back. If the ball does not go to them or the receiver misses the ball, they return to the starting position.
- The goal is to see how far they can get and still strike the ball/puck back and forth to each other.

Practice Passing (field hockey)



 Balls, Hockey Sticks 10 mins

Setup

- Participants get into pairs and stand approximately 20 feet apart depending on their skill level.

- Leader introduces the pass in field hockey.
- Participants practice passing and receiving back and forth and move back a few feet if it is too easy.
- When they are ready the leader will ask the pairs to move freely in the open space passing back and forth being careful not to collide with others.
- Next, group them into eight and have them form a square with two people in each corner one behind the other about 15 ' by 15 '.
- One participant in front of the line will start with the ball.
- The person with the ball will pass diagonally and follow his/her pass and line up behind the person in the line they passed to.
- The receiver will pass to the person adjacent to them and follow behind that line.
- This receiver will pass diagonally and follow the pass.
- This receiver will pass adjacent to him/her and follow the pass. It should look something like a figure eight.
- Leader observes performance and offers feedback where needed.

■ Target Golf

 Balls, Hockey Sticks 5 mins


Setup

- Participants set up their target(s) and get a striking implement (hockey stick, broom stick, paper towel roll, etc) and an object (ball, rolled up socks, rolled up paper ball, etc) to strike.
- Participants strike their object to try and knock over their target.
- Pick it back up and try again.

Variations

- Set up multiple targets close together.
- Set up multiple targets spaced apart.
- Set up a "golf course" with various stations.
- Stand closer or further apart.
- Use bigger or smaller targets.

■ Knock Downs

 Balls, Blocks, Cones, Paddles, Rackets 5 mins

Setup

- Spread out several floor targets (e.g. foam blocks, cones, bowling pins, empty boxes/water bottles, etc.) randomly on one side of the playing area. Participants stand on the center line facing the objects. Give each participant a stick and a ball. If you don't have a ball and stick try using rolled up socks and a broom stick or other alternative objects in your environment.
- On the cue, "Strike", the participants strike their ball trying to knock over the targets. Once all are finished, they run and pick up their ball and place it back on the center line and try not to get in the way of the other balls rolling around. When all participants have their ball on the center line, you will give the cue to strike.
- Participants strike at the same time to avoid anyone striking the ball while someone is going to retrieve their ball. The goal is to see how many rounds it takes to knock over all of the objects as a team.

COOL-DOWN

7 mins 30 secs

■ **Rock, Paper, Scissors Evolution**

🕒 5 mins

Instructions

- All participants start as an egg (squat down into a ball).
- You must look for another egg and play rock, paper, scissors. Whoever wins evolves into a chicken (Stand up and flap your wings making chicken sounds). Whoever loses stay as an egg.
- You must find another player who is the same as you.
- If a chicken beats another chicken, they evolve into an eagle (arms straight out to the side soaring around).
- If an eagle beats another eagle, they evolve into a Giant (arms above head and stomp around).
- Giants must play the leader. If they beat the leader, they are the winner. If they lose, they devolve back into an egg. Anytime you lose you devolve back into an egg.
- Once a winner is declared play a new round.

💬 **Debrief**

🕒 2 mins 30 secs

- Question: What was your favourite activity today?
- Answers will vary.
- Question: What are some things you can do to be a good hockey player?
- Answers will vary. See cues above.
- Question: What is your favourite thing about playing sports or physical activities? Why?
- Answers will vary.