

OVERVIEW

DURATION	45 mins
AGES	10 - 12
MILES RATING	2.63
STAGE(S) OF ATHLETIC DEVELOPMENT	Learn to Train (Age 9-12)
SKILL LEVEL	Intermediate
DEVELOPMENT FOCUS	Fundamental Movement Skills Object Control & Manipulation: Implements, Passing, Targeting
SPORT(S)	Field Hockey, Floor Hockey
EQUIPMENT	Balls, Cones, Hockey Sticks, Pucks
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 Consideration

- 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: "Rock, Paper, Scissors vs. Leader"
- Link: <https://vimeo.com/417839108> (Skip to 3:38)

WARM-UP

5 mins

■ Weave

Cones

5 mins



🔧 Setup

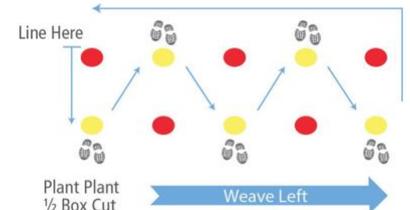
- Set up the field with 5 pairs of pylons (or 3 pairs for younger players).

- An odd number of cone pairs is used so that the movement flow of players is natural

- The distance between cones is based upon the height and ability of the athletes

- Separate the cones so that a few steps (4 – 8) are required when moving between them

- Set up one circuit for every ten athletes so that all athletes can run through the station without pausing



🛡️ Safety

📝 Safety

- Use pylons or markers that are not rigid and will collapse under weight of an athlete.
- Always slow down the activity at first when performing on a new surface and/or with new/different footwear.

Description

This activity improves ability to “cut” (change direction quickly). Athletes begin this activity at moderate speed, then progress.

- The foot plants about shoulder width apart. (Place pieces of tape on the ground as guides.)
- Cue the double-planting of the feet by saying “**plant plant**”
- To develop symmetry, both Weave Right and Weave Left must be performed
- Look for stutter steps as athletes approach cones—instruct them that this telegraphs change of direction.
- Encourage foot plants that look like the footprints in the diagram (not too wide or too narrow) to improve efficiency in changing directions

Instructions

- Weave through ten pylons set 1.2–2 meters apart (depending on the age group);
- Jog back along the outside
- To start, repeat 5 times starting on the right of the first pylon, and 5 times starting on the left of the first pylon.

Weave Right

- Coach stands at the cone where the first cut occurs
- The first athlete approaches the first cut, does a “plant plant”, and backpedals to the diagonal cone
- Make sure the player plants beyond the cone
- Targeting the plant foot is vitally important: look for targeting of the feet, and not just the “plant plant”
- Reinforce the “plant plant” by saying “plant plant” or clapping twice



PROGRESSION: Speed, direction, pressure, contact and avoidance, surface, footwear, competition or rivalry.

Weave Left

- Coach stands at the cone where the first cut occurs
- The first athlete approaches the first cut, does a “plant plant”, and backpedals to the diagonal cone
- Make sure the player plants beyond the cone
- Targeting the plant foot is vitally important: look for targeting of the feet, and not just the “plant plant”
- Reinforce the “plant plant” by saying “plant plant” or clapping twice



PROGRESSION: Speed, direction, pressure, contact and avoidance, surface, footwear, competition or rivalry.



Progression: Surface and Footwear

On different surfaces, cutting demands different neuro-mechanical characteristics according to both the surface and the footwear worn.

Surface Progression: Being able to cut on a gym floor does not adequately prepare for fluid and controlled movement on artificial turf or grass.

Footwear Progression: It takes many repetitions to learn to cut in runners. Similarly, an adequate number of repetitions should be performed with cleats on artificial or grass surfaces.

Once athletes become familiar with the drill, and they get the idea of “plant plant”, you can ask for increased speed.



Progression: Speed, Pressure and Contact Avoidance

Speed: Start at 50% of maximum speed and progress to 100% (game pace)

Pressure: Start by standing 2-3 feet from a pylon at medium pace and slowly encroach on the space. As you advance you will note the player's footwork change, stay in the same position until it normalizes and continue to encroach until the player is planting on your toes.

Contact and Avoidance: Once completely encroached in the athlete's space, introduce a number of variation that involve deliberate contact or contact avoidance:

- Hand to hand contact to cut
- Hand to hand push off
- Shoulder check
- Gentle push off
- Avoiding contact - in front, around
- etc...

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

■ 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.

■ Practice Shooting (field hockey)

 Balls, Hockey Sticks

 5 mins



- Leader demonstrates the shooting technique and participants try it in a safe space without a ball at first.
- If in a gym have them find a safe space approximately 15 feet back from the wall and practice the shooting technique with a ball against the wall.
- If outside, place them in pairs approximately 30 feet away from each in a safe place and have them practice shooting the ball back and forth to each other.
- Leader observes and offers feedback where needed.

■ Team Keep Away (field hockey)

 Balls, Hockey Sticks

 10 mins



Setup

- Split playing area in half and have two games going on depending on the number of students you have. If you have a large number split play area into quarters or more to maximize participation.
 - Leader divides the class into teams of approximately five. One team plays against another team.
 - Give one team the ball first.
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- The object of the game is to make five passes in a row but you cannot pass back to the same student who just passed it to you.
 - If a team completes five passes in a row they get one point and the other team gets the ball.
 - If a team steals it from a team they are now trying to get five passes in a row.
 - Defensive players can play shadow defence where they mirror a player's movements but no body contact or slashing of sticks allowed.
 - Game will go until time is up and whoever has the most points wins.
 - Pause the game and ask students what strategies they used to pass and receive the ball when someone was defending them?
 - Pause the game and ask students what strategies they used to pass the ball to their teammate when there are defenders in play.

COOL-DOWN

7 mins 30 secs

■ Rock, Paper, Scissors vs. Leader

🕒 5 mins

🔧 Setup

- All participants stand on the end line facing the leader who stands in middle of playing area.
- At the same time, everyone plays rock, paper, scissors against the leader.
- If you beat the leader you take one step forward. If you tie, you do not move. If you lose you take one step backwards.
- Who ever reaches the leader first is the winner and they may take the leader's place for 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.
- If you enjoyed the activities today you may enjoy joining an ice hockey, field hockey, or floor hockey club. You could also just play a recreational game with the people in your neighbourhood.