



Australian Government

Australian Sports Commission

ACTIVE AFTER-SCHOOL COMMUNITIES

*playing for life*

# Hockey

COMPANION BOOK



## Acknowledgments

The Australian Sports Commission wishes to acknowledge the contribution of the following people and organisations to the production of this resource.

A significant number of the activities included within the Hockey Companion Book have been adapted from the Playing for Life Resource Kit, with the assistance of Hockey Australia. Hockey Australia also provided suggestions for the inclusion of new activities and the sport specific content.

Gayle Rogers (ACHERP/Schools Network), Sue Cormack (ACHERP/Schools Network), Bruce Knights (Keilor Downs Secondary College) and Les Bee developed the content for the introduction and principles for how and when to change activities.

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## Disclaimer

The Playing for Life companion books have been designed for use with students aged 4–12. Each book assumes that each student is healthy and has no medical condition, disability, illness, impairment or other reason that may impact, limit or restrict their involvement in sport or other physical activity. A student should not be allowed to participate in an activity if any medical, physical or other factor indicates that they are not suited to that activity. Where there are any queries or concerns about such matters, the consent of the student's parent or guardian should be obtained before allowing participation. While care has been taken in the preparation of these books, the publisher and authors do not accept any liability arising from the use of the books including, without limitation, from any activities described in the books.

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ISBN 978 1 74013 099 8

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Cover illustrations by Kathryn Wright Design

Content illustration by G.Robey Design

Design by Swell Design Group

Editorial consultants McLeod Marketing & Management

Printed by Paragon Printers

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# About this book



The Playing for Life companion books have been developed to complement the Active After-school Communities (AASC) Playing for Life resource kit. They are primarily designed for members of the local community who will be delivering programs to participating primary school-aged children.

More specifically, they are designed to help people with minimal experience in the sport to deliver activities in line with the Playing for Life philosophy. This places an emphasis on providing safe, fun, engaging activities that ensure maximum participation from all children, regardless of their level of ability.

# Playing for Life – what is it?

The Playing for Life philosophy adopts a ‘game sense’ approach to physical activity.

- » **THE GAME IS THE FOCUS** — Players develop skills through fun, game-like activities (by ‘playing the game’) rather than through traditional skills and drills.
- » **COACH IS A FACILITATOR** — Coaches play more of a facilitator role than a director’s role. Rather than instructing players how to perform a particular skill, coaches provide key coaching points for performing the skill then set the players a challenge that they must solve through activity. For example, they might ask:
  - » How many different jumps can you perform in 30 seconds?
  - » Where will you stand to field the ball?
  - » How can you work together to stop the opponents scoring?
  - » How can you include everyone?

This engages players in the activity at a level that suits their own ability, and players learn through self-discovery rather than coach direction.

- » **DISCRETE COACHING** — Coach instructions and demonstrations are kept to a minimum. Allow play to continue and support players to develop their skills on the side in an unobtrusive way during the course of the activity. This maximises player participation and allows players to receive one-on-one coach support where required.
- » **ROLE MODELS** — Use player role models during the activities to demonstrate and emphasise good technique or strategies. Be aware of cultural considerations when adopting this strategy.

## Remember!

The activity sets  
the challenge

The game asks the  
questions, and

The players' response  
is the answer

### » **ASK THE PLAYERS** —

The use of player questioning is a valuable strategy to engage the players themselves in changing the activity to increase participation and to make the activity more or less challenging.

- » **CHANGE IT** — Simple variations to activities are introduced to make the activities easier or harder in order to accommodate all player ability levels and backgrounds. Use the CHANGE IT acronym to assist you in modifying the activities, and remember to 'Ask the players':

**C**

**Coaching style** e.g. deciding when to direct activities and when to ask the players. Knowing when to provide discrete coaching and when to 'just let the kids play'

**H**

**How you score or win** e.g. introduce zones for batting or target games

**A**

**Area (playing area)** e.g. make the playing area smaller or larger; alter distances to targets or between players

**N**

**Number of players** e.g. consider different team sizes to keep all players active. Have several games of 2 v 2 or, if focusing on defence skills, change to 3 v 2 or 2 v 1 etc

**G**

**Game rules** e.g. allow 2 bounces before catching or stopping a ball, or introduce a no-go zone

**E**

**Equipment** e.g. use a larger or softer ball; rackets instead of bats; bins or markers for targets

**I**

**Inclusion** e.g. modify the game to maximise the involvement of all players. Ask the players how to change the game

**T**

**Time** e.g. reduce or extend the time to perform actions; change the number of passes within a time limit; vary the length of time a player can hold the ball

It is more important to follow the concept of **CHANGE IT** than to remember what each letter represents.

**If it is not working.... CHANGE IT!!**

# How do I know when to **CHANGE IT**?

The first step is to play the game and observe player involvement and responses.

When observing the game being played, and player involvement and responses, ask yourself the following questions:

- » Is the game safe?
- » Are all players having fun?
- » Are all players engaged in the game?
- » Is the game working?
- » Do all players understand the game?
- » Is the objective of the game being achieved?
- » Are all the players being included?
- » Is participation being maximised?
- » Is the game appropriate to the ability level of each player?
- » Are all players being challenged?

If the answer to any of the above questions is No, then **CHANGE IT**.

The diagram on the following page provides a step-by-step guide about when and how to apply the **CHANGE IT** principles.



# When and how to apply the CHANGE IT principles

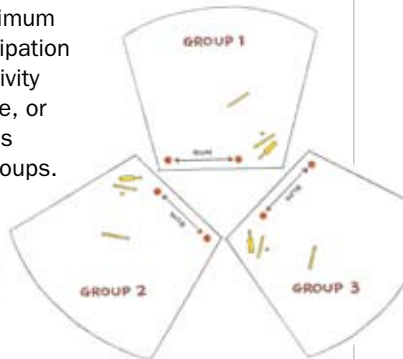
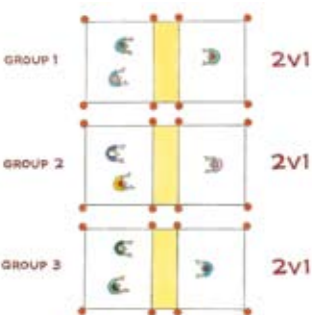


PLAY THE GAME AGAIN · OBSERVE RESPONSES · MAKE FURTHER VARIATIONS AS NECESSARY



# Tips for delivery

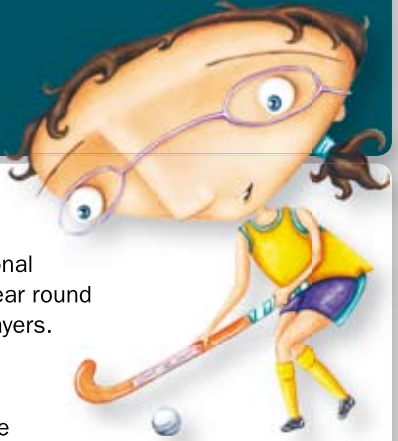
- » Do not limit yourself to the structure of the lesson plans provided. Be creative and add your own flair as you become more confident as a deliverer.
- » Use the Easier and Harder variations to modify the games to suit the ability levels of the players. Remember to use your own CHANGE IT variations and 'Ask the players'.
- » Use the Tips section to provide discrete coaching where needed to develop players' skill levels.
- » As the lessons progress, the games evolve to become more complex and similar to the sport itself. However, remember to match the game with the ability of the players and modify it as necessary.
- » On the other hand, if the players grasp the games quickly, you may find you complete them in a shorter timeframe than estimated. In these circumstances, introduce games that the children enjoyed from previous lessons, to fill in time.
- » Remember some games may not work with one group, whereas they could work really well with another. Don't be afraid to CHANGE IT to suit the needs of your group or even replace the game completely.
- » Keep group sizes to a minimum to ensure maximum participation of all children. Run the activity with several groups at once, or set up stations with various activities and rotate the groups.





HOCKEY

# Introduction to hockey



## What is hockey?

- » Hockey is an international field sport played all year round by two teams of 11 players.
- » The object is to score more goals than your opponent by playing the ball with the stick from inside the circle.
- » Both teams can have a goalkeeper on the field of play and the other 10 players are referred to as field players.
- » There are usually up to five substitute players who are allowed to interchange an unlimited number of times.
- » A hockey pitch is usually either synthetic or a grass playing field.
- » All hockey sticks are held right-handed, normally with the left hand at the top of the stick and the right hand below this. The head of a hockey stick has a rounded side (the right-hand or back side) and a flat side (the left-hand or front side).
- » The ball is small and spherical weighing 156–163 grams (less for junior balls) and it can only be played with the flat side of the stick, and its edges, and not with the rounded side or any part of a player's body.
- » Only goalkeepers are allowed to use their feet, and other parts of their body, to play the ball.
- » A game of hockey consists of two 35-minute halves, with shorter games played for juniors. Teams change ends at half-time.
- » In hockey there is no off-side, so players can go anywhere on the field, except goalkeepers who must not leave the defensive quarter of the pitch.

- » Players are usually given a position based on four main groups — a goalkeeper, defenders, midfielders or forwards.
- » An umpire, who makes decisions according to the rules, controls the game. Their aim is to make the game enjoyable, safe and as free-flowing as possible.

## Modified hockey rules

The modified hockey rules, used for the purposes of this book, are very simple and allow the game to be played on any surface, such as asphalt, grass or an indoor hall or court. Following is a summary of the key modified rules:

- » Players use a slightly lighter ball (approximately 110–115g).
- » The length of the game is shorter.
- » A slightly smaller field is used.
- » The field is divided into 3 zones — defence, midfield and forward — with goals at each end protected by a no-go area of 3 metres.
- » Each team has 6 players on the field, with 2 in each zone.
- » Players are limited to where they can move within the playing area.
  - » Defenders are only allowed in the defensive zone.
  - » Midfielders are allowed in all 3 zones.
  - » Forwards are only allowed in the forward zone.
- » The ball cannot be passed over more than 2 zones.
- » Goals can only be scored from within the forward zone.
- » Players should rotate positions regularly.
- » Sticks must be on the ground at all times.
- » No body contact is allowed.
- » Players cannot stop or kick the ball with their feet.
- » No goalkeepers are used.
- » Players must be 3 stick lengths away from the ball at 'free plays'.

## Tips for delivering hockey

**Following are some specific tips for delivering Playing for Life hockey:**

- » Where this book refers to hockey sticks, the preferred size is as detailed in the table below. However, any stick of a similar height may be used.

<b>Participant height (metres)</b>	<b>Suggested stick length (inches)</b>
Up to 1.30	30
1.30–1.37	32
1.37–1.52	34
1.52–1.60	35
160–170	36
170–180	37
1.80+	38

- » The preferred ball to use is a lightweight junior hockey ball. Similar sized balls may be used (e.g. a cricket ball or a tennis ball) but these balls may not be as suitable for some hockey-related activities.
- » Where this book refers to using a hockey field (or half a hockey field), a grassed/synthetic hockey field is preferred. However, since not many centres are likely to have such a facility, any similar sized area (such as a basketball, netball or tennis court) will be suitable.
- » Where reference in the book has been made to hockey goals, it is possible to substitute goals such as marker cones, targets on walls, ground markings etc to allow children to experience the concept of scoring goals.
- » For safety, hockey sticks should remain on the ground at all times during play, except when players are hitting the ball.
- » RollHockey is an introductory or warm up game used to introduce the sport of hockey. It is a game played without sticks where players simply roll the ball in an underarm manner along the ground. Players should be encouraged to use their right hand to roll the ball and take a forward step with their left foot when doing so. This body position will help with the transition to hockey games played with sticks after each RollHockey warm up game.

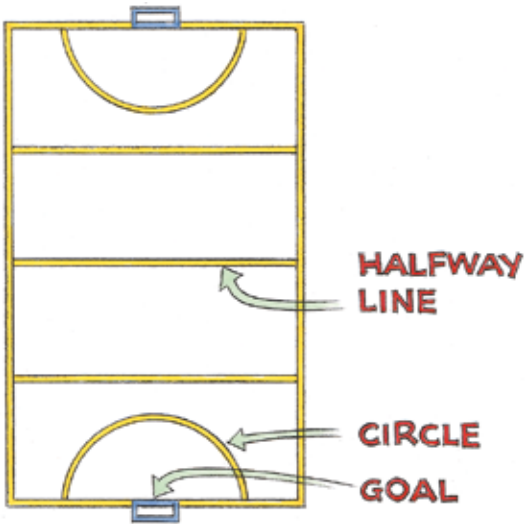
## Introduction to basic hockey terms and skills

### General

- » **CIRCLE** — a 'D' shaped arc marked inside the field by a solid line around the goals and opposite the centres of the back line.

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- » **GOALS** — the area on the end line where a goal is scored if the ball passes through. Generally, this is a metal framed structure with netting attached.



- » **FREE HIT OR FREE** — a penalty awarded only when a player or team has been disadvantaged by an opponent breaking the rules. They can only be awarded for offences outside the circle.

## Ball handling

- » **DRIBBLE** — the movement of a player while controlling the ball with the stick. The ball should generally stay close to the stick for better control. When running fast, the ball is tapped ahead slightly.

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- » **DRAG** — movement of the ball, often across the body, by a player keeping the stick head in contact with the ball.

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- » **TRAP OR STOP** — the action of gaining control of a moving ball with the stick. As a general rule, the stick needs to cushion the ball as they contact each other, so that the ball does not rebound off the stick and out of the player's control.

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- » **TACKLE** — an action by a defender using their stick to stop an opponent retaining possession of the ball.



## Passing

- » **GRIP** — the way the player holds the stick, ideally with the left hand at the top of the handle and the right hand below this. Young players should be told to keep a firm grip on the stick with their left hand and keep a softer grip with their right hand and allow the stick to move slightly in their right hand.



» **PASS** — action of attempting to play the ball to a team-mate with the flat side of the stick (e.g. a hit or a push). The stick must be turned over, hook down when passing from the left side.

» **HIT** — striking the ball using a swinging movement of the stick towards the ball. The hands are usually close together near the top of the handle of the stick, with the knees bent, and the head still throughout.



» **PUSH** — moving the ball along the ground using a pushing movement of the stick. Both the head of the stick and the ball are in contact with the ground. The hands are usually well apart on the handle of the stick, with the knees bent and the head still throughout.



» **LEADING** — sprinting strongly to the ball, either directly forward or diagonally.



» **FAKE/DUMMY** — pretending to pass the ball to confuse the defending player.





# What you need from the kit...



## START OUT

### WILDCARD

- START OUT WC 01A **Form a group**
- START OUT WC 03A **All-in-tag**
- START OUT WC 03B **Look out for others!**
- START OUT WC 04A **Throw, throw, throw**
- START OUT WC 04B **Fish in the net**
- START OUT WC 05A **Get the bean bag**
- START OUT WC 08A **Partner tag**
- START OUT WC 09B **Flip it**
- START OUT WC 10C **Loose carriage**

### COOPERATIVE PLAY

- START OUT CP 01B **Underarm return relay**
- START OUT CP 02A **Here, there, nowhere**
- START OUT CP 03 **Run the circle**
- START OUT CP 04B **Take a seat**
- START OUT CP 06A **Triangle roll**

### INVASION GAMES

- START OUT INV 02 **Names**
- START OUT INV 06 **Dribblers and robbers**

### TARGET GAMES

- START OUT TG 01 **Speed gate**
- START OUT TG 05 **Target relay**

## GET INTO IT

### INVASION GAMES

- GET INTO IT INV 02 **4 square**
- GET INTO IT INV 03 **Pass and run**
- GET INTO IT INV 04 **End to end**
- GET INTO IT INV 05 **Defenders on the line**
- GET INTO IT INV 06 **5-point player**
- GET INTO IT INV 08 **End ball**
- GET INTO IT INV 09 **Find the goal line**
- GET INTO IT INV 10 **Keep the ball**
- GET INTO IT INV 11 **Roll a ball**

### STRIKING & FIELDING

- GET INTO IT SF 07 **Hit 4 and go**

### NET & COURT

- GET INTO IT NC 06 **Newcombe ball**

### TARGET GAMES

- GET INTO IT TG 07 **Gorri**
- GET INTO IT TG 11 **Defend the zone**
- GET INTO IT TG 12 **D1 and D2**

## FINISH UP

### FINISH UP

- FINISH UP 01 **Put it away!  
Great work!  
Let's see it!  
What did you learn?**
- FINISH UP 04 **Puppeteer  
Freeze frame  
Four corners**



Remove or print each of the above cards from the Playing for Life resource kit and add to the ring-bound holder provided.




This companion book cross-references these cards throughout the 8-week lesson plan.

# Overview of lessons

LESSON	1	2	3	4	5	6	7	8
OBJECTIVE	Introductory skills of rolling, pushing and passing	Passing and dribbling, space awareness	Dribbling, passing and trapping, space awareness	Passing options, movement around the pitch.	Using teamwork, defending and marking	Hitting	Skills and rules of modified hockey	Skills and rules of modified hockey
START OUT	All-in tag START OUT WC0 3A Form a group START OUT WC 01A	Partner tag START OUT WC 08A	Gorri GET INTO IT TG 07	Fish in the net START OUT WC 04B	Look out for others! START OUT WC 03B	Take a seat START OUT CP 04B Flip it START OUT WC 09B	Run the circle START OUT CP 03	Loose carriage START OUT WC 10C Names START OUT INV 02
GET INTO IT	Throw, throw, throw START OUT WC 04A Roll a ball GET INTO IT INV 11	End ball GET INTO IT INV 08 Target relay START OUT TG 05 Get the bean bag START OUT WC 05A	Underarm return relay START OUT CP 01B Dribblers and robbers START OUT INV 06 D1 and D2 GET INTO IT TG 12	5-point player GET INTO IT INV 06 Pass and run GET INTO IT INV 03 Newcombe ball GET INTO IT NC 06	4 square GET INTO IT INV 02 5-point player GET INTO IT INV 06 Defenders on the line GET INTO IT INV 05	Triangle roll START OUT CP 06A Speed gate START OUT TG 01 Keep the ball GET INTO IT INV 10	Hit 4 and go GET INTO IT SF 07 Find the goal line GET INTO IT INV 09	Defend the zone GET INTO IT TG 11 End to end GET INTO IT INV 04
FINISH UP	Great work! FINISH UP 01 Put it away! FINISH UP 01	Here, there, nowhere START OUT CP 02A Put it away! FINISH UP 01	Puppeteer FINISH UP 04 Put it away! FINISH UP 01	Freeze frame FINISH UP 04 Put it away! FINISH UP 01	Four corners FINISH UP 04 Put it away! FINISH UP 01	Let's see it! FINISH UP 01 Put it away! FINISH UP 01	Let's see it! FINISH UP 01 Put it away! FINISH UP 01	What did you learn? FINISH UP 01 Put it away! FINISH UP 01

# How to use this book

- 1 Read the introductory pages to make sure you have an understanding of the Playing for Life philosophy and a basic understanding of the sport, including terms and skills, safety considerations and equipment requirements.
- 2 Read through each lesson plan to make sure you understand the objectives and requirements for each lesson.
- 3 Collect and review the required Playing for Life activity cards referred to in each of the lessons.
- 4 Add the loose-leaf activity cards to the ring-bound holder (shown). A companion book can sit alongside the activity cards — just slide the cover into the holder.
 
- 5 Before conducting each lesson, organise an appropriate and safe playing area and the necessary equipment (based on the number, ability levels and backgrounds of the players and the available area and equipment). A full equipment kit for this companion book has been prepared and is available through the Active After-school Communities preferred supplier. To order, visit our web site at [www.ausport.gov.au/aasc](http://www.ausport.gov.au/aasc).
- 6 Deliver the lesson, using the indicated Playing for Life activity cards and the instructions provided in the book. Remember to vary the activities, where required, to cater for the needs of different players. If the activity is not working, remember to CHANGE IT.
- 7 Review the lesson immediately afterwards so you can identify what worked well/what didn't, what level the players are at, and what you need to remember for next time. The outcome of this review will influence what you include in the next lesson and how you deliver it.

While this book is primarily designed to help people with minimal experience in the sport to deliver activities in line with the Playing for Life philosophy, we do encourage you to consider attending a coaching course to improve your knowledge and skills. Information about the relevant coaching courses can be found in the 'Where to from here' section of the book.

# Lesson 1

<b>OBJECTIVE</b>	Introductory skills of rolling, pushing and passing
<b>TIME</b>	60 minutes
<b>AREA</b>	Area similar in size to half a hockey field
<b>EQUIPMENT</b>	» Marker cones to define the playing area » 1 hockey stick per player » 1 tennis ball per player

## Card summary

- » **Start Out WC 03A**
- » **Start Out WC 01A**
- » **Start Out WC 04A**
- » **Get Into It INV 11**
- » **Finish Up 01**



Remember, if the game isn't working **CHANGE IT**

# 1

## All-in tag

**START OUT WC 03A**  
5 MINUTES

Everyone tries to tag everyone else. Players who are tagged continue to tag others from a crouched position. (Play with groups of 8–30.)

**SKILL FOCUS** *Warm up/energiser activity that develops player and space awareness*

**Refer to the activity card...**



## Form a group

**START OUT WC 01A**  
5 MINUTES

Players run around in random directions avoiding body contact with other players. The coach calls a number and players form groups of that size.

**SKILL FOCUS** *Improves running, movement and space awareness*

**Refer to the activity card...**



**TIPS** » Finish with 2 groups in preparation for the next activity.

# Throw, throw, throw

**START OUT WC 04A**  
15 MINUTES

Two groups of equal size face each other. Each player has a tennis ball. On a signal, players push their ball over a line in the direction of the opposite team. After a set period, balls are counted to see who has the fewest balls.

**SKILL FOCUS** *Practises rolling and pushing with a hockey stick*

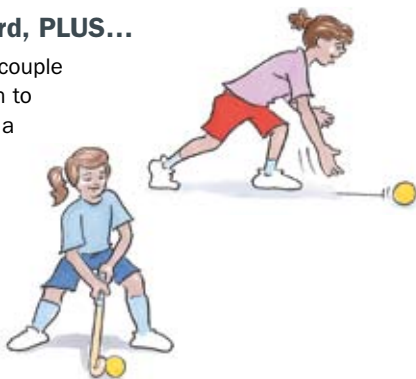
**ADDITIONAL EQUIPMENT** 1 hockey stick per player  
1 tennis ball per player

## Use the activity card, PLUS...

- » Roll the ball the first couple of times and move on to pushing the ball with a hockey stick.

### Harder:

- » Add one or more interceptors who trap the balls with a hockey stick.

**PUSH**

- TIPS**
- » Use players as role models to highlight effective pushing skills.
  - » Hands should be well apart on the stick when pushing.
  - » When pushing with a hockey stick, keep ball and stick together until the point of release.
  - » The size of stick needs to suit the size of player.

- ASK THE PLAYERS**
- » Is it easier to roll a ball or push with the hockey stick?
  - » What techniques help you roll or push faster/harder?

- SAFETY**
- » Keep a safe distance between players when using hockey sticks.
  - » The ball must stay on the ground at all times.
  - » Players must not raise their stick above waist height on the follow through.
  - » Players must push, not hit, the ball over the opposition line.

# Roll a ball

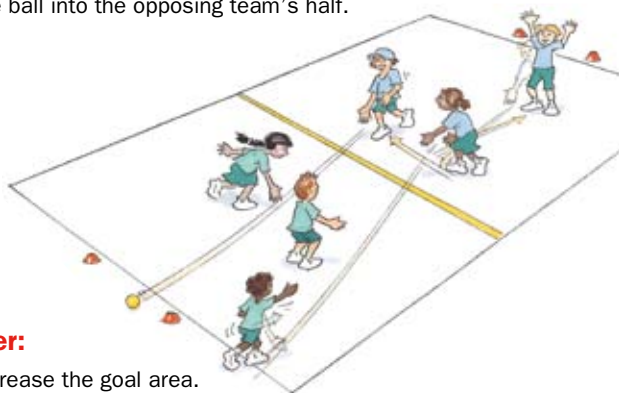
**GET INTO IT INV 11**  
25 MINUTES

Using a playing area with a goal at each end, attackers roll a ball to each other for 3 passes and then attempt to score a goal while defenders attempt to intercept. (Play with 2 teams of 3.)

**SKILL FOCUS** *Teaches push passing and an understanding of positioning*

## Use the activity card, PLUS...

- » Attackers and defenders stay in their own half.
- » No goalkeeper is allowed.
- » Play starts by serving (rolling) the ball from the baseline across the halfway line into the opposition's area.
- » Each team must have at least 3 passes before they can cross the ball into the opposing team's half.



### Easier:

- » Increase the goal area.

### Harder:

- » Players push the ball with their hockey stick.

- ASK THE PLAYERS**
- » What can you do to make yourself available to receive a pass and create a scoring option?
  - » How can you make it hard for your opponents to score?
  - » How can you work together to stop a pass getting through?

- SAFETY**
- » The ball must stay on the ground at all times.
  - » The opposition must be a safe distance from the roller to avoid being hit.
  - » When using sticks, only pushing is allowed.

## Great work!

**FINISH UP 01**  
5 MINUTES

Provide positive examples of feedback to the group.

Refer to the activity card...



## Put it away!

**FINISH UP 01**  
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...





# Lesson 2

<b>OBJECTIVE</b>	Passing and dribbling, space awareness
<b>TIME</b>	60 minutes
<b>AREA</b>	Area similar in size to half a hockey field
<b>EQUIPMENT</b>	<ul style="list-style-type: none"><li>» Marker cones to define the playing area</li><li>» Tape/chalk for ground markings</li><li>» 1 hockey stick per player</li><li>» 3 hockey balls (or similar) per player</li><li>» 1 stopwatch</li><li>» Bibs for each team</li><li>» 1 tennis ball per player</li></ul>

## Card summary

- » **Start Out WC 08A**
- » **Start Out CP 02A**
- » **Get Into It INV 08**
- » **Start Out TG 05**
- » **Start Out WC 05A**
- » **Finish Up 01**



# 2

Remember, if the game isn't working **CHANGE IT**

# Partner tag

**START OUT WC 08A**  
10 MINUTES

Players are paired off. On your signal, one player in each pair, the tagger, tries to tag their partner. Their partner uses different moves, such as leading and changing direction to avoid being tagged.

**SKILL FOCUS** *Warm up/energiser that develops attacking movements and evasion skills*

**ADDITIONAL EQUIPMENT** *Optional:*  
1 hockey stick per pair  
1 tennis ball per pair

**Refer to the activity card...**



## Easier:

- » Reduce the number of taggers (e.g. 1 per 2 attackers).

## Harder:

- » Attackers dribble a tennis ball with a hockey stick while avoiding being tagged.
- » Taggers must walk.
- » Reduce the size of the playing area.

**TIPS** » Rotate the player and tagger regularly.

**ASK THE PLAYERS** » Is it easier or harder for taggers to tag you if you are bunched together?  
» Why is it more difficult to get away from the tagger when you are dribbling?

**SAFETY** » When changing direction, attackers should be aware of other players.

# End ball

**GET INTO IT INV 08**  
15 MINUTES

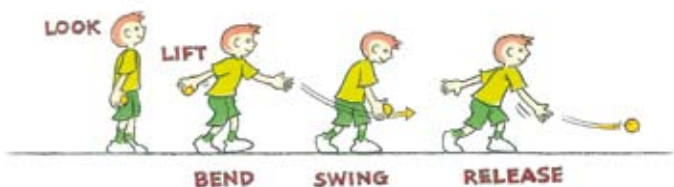
**One player starts with the ball on the baseline and rolls the ball to team-mates in each zone. The object is to get the ball to the end player. (Play with teams of 4–7.)**

**SKILL FOCUS** *Explores passing options*

**ADDITIONAL EQUIPMENT** *1 tennis ball (or similar) per field*  
*Optional: 1 hockey stick per player*

## Use the activity card, PLUS...

- » Each player has 3 seconds to roll the ball.
- » After a goal is scored, the ball is given to the opposition to restart the game.



### Easier:

- » Do not have a time limit on passing the ball.
- » Only roll the ball to the end player; all other passes can be in the air.

### Harder:

- » The end player cannot move to receive the ball.
- » Players use hockey sticks and push the ball.

- TIPS**
- » Swap the player in the end zone after each goal.
  - » To stop a rolling ball, bend down low and get your body behind the ball.

- ASK THE PLAYERS**
- » When should you pass to a team-mate or to the receiver?
  - » How can you stop your opponent from receiving the ball?

- SAFETY** » Players need to be careful not to trip on rolling balls.

# Target relay

**START OUT TG 05**  
10 MINUTES

Gates are set up over a course. Players in relay teams dribble a ball around the course, moving between each gate. (Play in teams of 3 or 4.)

**SKILL FOCUS** *Practises dribbling with accuracy and speed*

**ADDITIONAL EQUIPMENT** *1 tennis ball or soft ball per player  
1 hockey stick per player*

## Use the activity card, PLUS...

- » Using a hockey stick, players dribble the ball around the course.



### Easier:

- » Players walk through the course.

### Harder:

- » Players move through the course in pairs, passing to one another.
- » Players dribble around cones (to the left side of one cone and right of the next) that are laid out throughout the course.

- TIPS**
- » Control is more important than speed when dribbling.
  - » Players need to keep the ball close to the stick when dribbling.

- ASK THE PLAYERS**
- » What might happen if you run too quickly when dribbling?
  - » Why is it hard to change direction when dribbling?

# Get the bean bag

**START OUT WC 05A**  
15 MINUTES

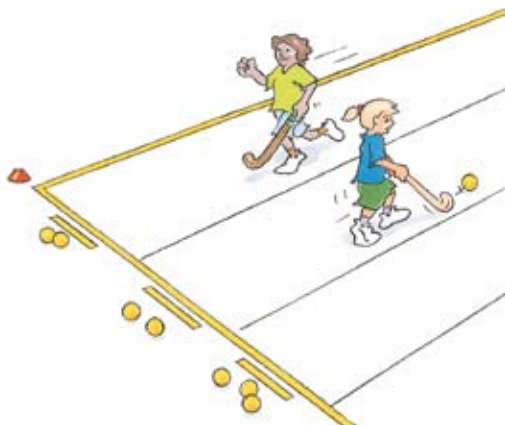
Players on opposite sides of a playing area each have 3 hockey balls. Players run to the other side and steal one ball at a time, dribbling it back to their home base. The winner is the first player to increase their total to 5. This can be an individual or team activity. (Play with 6 or more.)

**SKILL FOCUS** *Practises dribbling skills*

**ADDITIONAL EQUIPMENT** *1 hockey stick per player  
3 hockey balls per player  
Optional: extra cones for obstacles*

## Use the activity card, PLUS...

- » Players dribble the ball using a hockey stick.



## Harder:

- » Add obstacles for players to dribble around.

- TIPS**
- » Use players as role models to highlight effective dribbling skills.
  - » Players need to keep looking up when dribbling, to see where they are going.
  - » When dribbling, control is more important than speed.

- SAFETY**
- » Be aware of possible danger when a number of players are dribbling in the same area.

# Here, there, nowhere

**START OUT CP 02A**  
5 MINUTES

On a call from the coach, players run towards the coach (here), away from the coach (there), or do an activity on the spot (nowhere). (Play with 6 or more.)

**SKILL FOCUS** *Cool down activity that teaches how to run with a hockey stick*

**ADDITIONAL EQUIPMENT** *1 hockey stick per player*

## Use the activity card, PLUS...

- » Players run with a hockey stick in their hands to get used to it.



**TIPS** » Players should hold the stick with both hands, so they are always ready to receive the ball.

**ASK THE PLAYERS** » Why is it difficult to run when holding a stick?

**SAFETY** » Allow plenty of space between players.

# Put it away!

**FINISH UP 01**  
5 MINUTES

Gather up the equipment and store it properly.

## Refer to the activity card...



# Lesson 3

<b>OBJECTIVE</b>	Dribbling, passing and trapping, space awareness
<b>TIME</b>	60 minutes
<b>AREA</b>	Area similar in size to half a hockey field
<b>EQUIPMENT</b>	<ul style="list-style-type: none"> <li>» Marker cones to define the playing area</li> <li>» 2 skittles</li> <li>» 1 hockey stick per player</li> <li>» 1 or 2 tennis balls per player</li> <li>» 1 hockey ball per player</li> <li>» 1 large ball (e.g. beach ball or exercise ball)</li> <li>» Bibs for each team</li> </ul>

## Card summary

- » **Start Out CP 01B**
- » **Start Out INV 06**
- » **Get Into It TG 07**
- » **Get Into It TG 12**
- » **Finish Up 04**
- » **Finish Up 01**



# 3

Remember, if the game isn't working **CHANGE IT**

# Gorri

**GET INTO IT TG 07**  
10 MINUTES

**A large ball is rolled and players try to hit it by pushing a tennis ball with a hockey stick.**

**SKILL FOCUS** *Warm up/energiser*

**ADDITIONAL EQUIPMENT** *1 hockey stick per player*

## Use the activity card, PLUS...

» Players push the tennis ball using a hockey stick.



**SAFETY** » Players must not raise the stick above waist height on the follow through.



# Underarm return relay

**START OUT CP 01B**  
10 MINUTES

Players run to a point, return and on the way back (at the pick-up point) collect a ball and push it to the team-mate next in line. The pattern continues. (Play with 4 or more.)

**SKILL FOCUS** *Develops passing, trapping and pushing skills*

**ADDITIONAL EQUIPMENT** 1 hockey stick per player  
1 hockey ball per group

## Use the activity card, PLUS...

- » After running around the point, Player 1 pushes the ball to Player 2 from the pick-up point.
- » Player 2 traps the ball and pushes it back to Player 1, who is still at the pick-up point.
- » Player 1 traps the ball and leaves it on the line.
- » Player 1 returns to the end of the line while Player 2 continues the pattern.



### Easier:

- » Reduce the distance between the start line and the pick-up point.

### Harder:

- » Player 1 dribbles the ball instead of running around the point, then passes it to Player 2 who returns the pass. Player 1 returns the pass to Player 2, and play continues.



- TIPS**
- » Have players walk through the activity so they get used to holding a stick as they move through it.
  - » Players should practise pushing from both the left-hand and right-hand sides.
  - » When trapping, make sure players cushion the ball as they receive it so it does not rebound off the stick.

**ASK THE PLAYERS** » How can you keep control of the ball when trapping?

**SAFETY** » Players must keep the ball on the ground when pushing.

# Dribblers and robbers

**START OUT INV 06**  
15 MINUTES

Players (dribblers) move around the pitch dribbling with a hockey stick and ball. One or two players are robbers and they attempt to intercept the dribbler's balls without making body contact. (Play with one robber per 4 dribblers.)

**SKILL FOCUS** *Develops ball handling and dribbling skills while under pressure*

**ADDITIONAL EQUIPMENT** *1 hockey stick per player  
1 hockey ball (or similar) per player*

## Use the activity card, PLUS...

- » Players use a hockey stick to dribble the ball.



### Easier:

- » Remove the robbers for extended periods.

### Harder:

- » Increase the number of robbers.
- » Reduce the area to work in.
- » Have dribblers dribble through a number of gates.

- TIPS**
- » When tackling, players cannot make contact with the opponent's stick.
  - » When players are dribbling, it is easier to avoid being tackled if they have space.

- SAFETY** » Hockey sticks must be on the ground at all times.

# D1 and D2

**GET INTO IT TG 12**  
15 MINUTES

Form 2 teams, with a skittle in a goal circle at each end. The team with the ball passes it to team-mates until one is close enough to a skittle to knock it down. (Play in teams of 4.)

**SKILL FOCUS** *Explores passing options*

**ADDITIONAL EQUIPMENT** 1 hockey stick per player  
1 hockey ball (or similar) per field

## Use the activity card, PLUS...

- » Players use hockey sticks to push the ball between team-mates.
- » Remove D1 and D2 from defending the skittle.
- » After a goal is scored, the ball is given to the opposition to restart the game from their baseline.



### Easier:

- » Play with no defenders — all players are on the attacking team.
- » Change the skittle they are trying to knock over.

### Harder:

- » Every player must touch the ball before a goal can be scored.
- » Add D1 and D2 to defend the skittle.

- TIPS**
- » Players should lead into open space to receive the ball.
  - » Players can fake or dummy a pass to confuse the defence.

**ASK THE PLAYERS** » How can you stop your opponent from receiving the ball?

- SAFETY**
- » Passes must be along the ground.
  - » There must be no sticks in the air.

## Puppeteer

**FINISH UP 04**  
5 MINUTES

Players are puppets moving their body to the coach's calls (the coach is the puppeteer).

Refer to the activity card...



## Put it away!

**FINISH UP 01**  
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



# Lesson 4

<b>OBJECTIVE</b>	Passing options, movement around the pitch and developing skills under defensive pressure
<b>TIME</b>	60 minutes
<b>AREA</b>	Area similar in size to half a hockey field
<b>EQUIPMENT</b>	<ul style="list-style-type: none"><li>» Marker cones to define the playing area</li><li>» 1 hockey stick per player</li><li>» 1 hockey ball per pair</li><li>» 1 stopwatch</li><li>» Bibs for each team</li></ul>

## Card summary

- » **Start Out WC 04B**
- » **Get Into It INV 06**
- » **Get Into It INV 03**
- » **Get Into It NC 06**
- » **Finish Up 04**
- » **Finish Up 01**



# 4

Remember, if the game isn't working **CHANGE IT**

# Fish in the net

**START OUT WC 04B**  
5 MINUTES

Three players form a net by holding hands. They catch others by surrounding them. Caught players join the net and the game continues. (Play with 6 or more.)

**SKILL FOCUS** *Energiser activity***Refer to the activity card...**

# 5-point player

**GET INTO IT INV 06**  
15 MINUTES

Attackers score points by rolling the ball to each other for 30 seconds. For bonus points, the ball is rolled to a teammate in one of the 2 end zones. Defenders try to intercept the ball. (Play with 2 teams of 4 or more.)

**SKILL FOCUS** *Encourages inclusive passing and movement around the pitch, and helps defenders anticipate and read the play***ADDITIONAL EQUIPMENT** *1 hockey ball (or similar) per game*

## Use the activity card, PLUS...

- » Add an extra sideline attacking player (one on each side).
- » Sideline attackers may move up and down the line to receive the ball, but may not run with the ball.
- » Sideline attackers may not pass the ball into the end zone.
- » On-field attacking players should lead strongly to get free of defenders.

*continued overleaf*

## 5-point player *continued*

### **Easier:**

- » Increase the time limit.
- » Add more sideline attacking players.

### **Harder:**

- » Each player must touch the ball before scoring or before the time limit is up.
- » Players use hockey sticks.

### **TIPS**

- » Highlight the value in rolling/passing to sideline players.
- » Attackers must lead into space — they cannot stand still and expect to receive a pass.

### **ASK THE PLAYERS**

- » How does the sideline player's positioning affect the on-field player's options when in possession of the ball?

# Pass and run

**GET INTO IT INV 03**  
10 MINUTES

**Runners run in parallel down opposite sides of a pitch dribbling the ball and pushing/passing the ball to each other. Interceptors try to intercept the ball but are restricted in their movements. Interceptors can only run up and down their designated line. (Play with 8 or more.)**

**SKILL FOCUS** *Practises dribbling and passing skills while trying to avoid defenders*

**ADDITIONAL EQUIPMENT** *1 hockey stick per player  
1 hockey ball per pair*

## Use the activity card, PLUS...

- » Players push the ball to one another using a hockey stick.
- » If the ball is intercepted, players swap roles.



### Easier:

- » Reduce the number of interceptors.

### Harder:

- » Increase the distance players have to pass.

- TIPS**
- » Use players as role models to highlight effective passing and intercepting skills.
  - » Players should trap the ball (to a complete stop) before making the next pass, as it is easier to pass when steady.
  - » Introduce passing on the run to match the ability of players.

- ASK THE PLAYERS**
- » Is it easier to push away from the body or across the body when passing and running?
  - » How can you increase the distance of your pass?



# Newcombe ball

**GET INTO IT NC 06**  
20 MINUTES

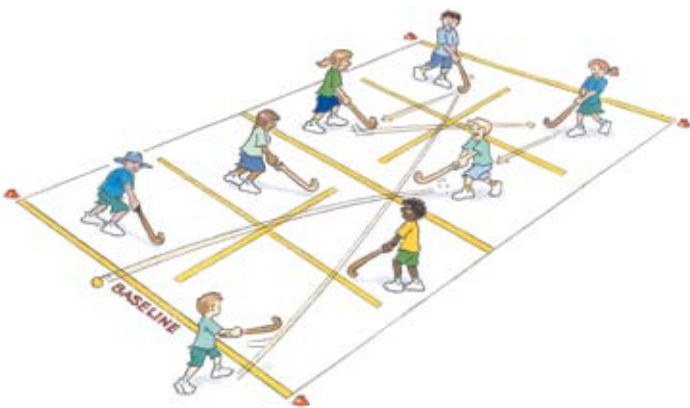
Play with two teams. The serving team pushes the ball into their opponent's half from behind the baseline. The opposing team has to trap the ball, pass it between team-mates and then return the ball. The object is for one team to push the ball over the other team's baseline to score one point. (Play with teams of 4.)

**SKILL FOCUS** *Teaches positioning in relation to other players and identifying space, and encourages teamwork when passing*

**ADDITIONAL EQUIPMENT** 1 hockey stick per player  
1 hockey ball (or similar) per court

## Use the activity card, PLUS...

- » Players serve the ball by pushing it into the opposing team's half, from behind the baseline,
- » Players may only move when they are not in possession of the ball (i.e. no dribbling).
- » If the ball is pushed over the sideline (in the player's own half or the opposing team's half), possession is turned over to the opposing team and they restart with a 'serve'.



continued overleaf

## Newcombe ball *continued*

### **Easier:**

- » Allow players to dribble the ball.

### **Harder:**

- » Limit the time the attacking players may keep possession before returning the ball e.g. 3–10 seconds.
- » Allow players to hit the ball as well as push it.

- TIPS** » Focus on how teams can work together with their passing to set up for a goal.

- ASK THE PLAYERS** » What can you do to make yourself available to receive a pass and create a scoring option?
- » How can you work together to stop a pass getting through?

- SAFETY** » The ball must stay on the ground.
- » Use a tennis ball or soft ball if players are allowed to hit the ball as well as push it.
  - » The back swing and follow through should never be above waist height.
  - » All players must be a safe distance from the hit to avoid contact from the ball or stick.

## Freeze frame

**FINISH UP 04**  
5 MINUTES

Players freeze (become statues) in certain positions.

Refer to the activity card...



## Put it away!

**FINISH UP 01**  
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



# Lesson 5

<b>OBJECTIVE</b>	Using teamwork, defending and marking
<b>TIME</b>	60 minutes
<b>AREA</b>	Area similar in size to half a hockey field
<b>EQUIPMENT</b>	<ul style="list-style-type: none"><li>» Marker cones to define the playing area</li><li>» 1 hockey stick per player</li><li>» 1 hockey ball per pair</li><li>» 1 stopwatch</li><li>» Bibs for each team</li></ul>

## Card summary

- » **Start Out WC 03B**
- » **Get Into It INV 02**
- » **Get Into It INV 06**
- » **Get Into It INV 05**
- » **Finish Up 04**
- » **Finish Up 01**



# 5

Remember, if the game isn't working **CHANGE IT**

# Look out for others!

**START OUT WC 03B**  
5 MINUTES

Players run in random directions in a defined area. Players are made aware of the fact that the activity is focused on learning to play safely in the presence of others.

**SKILL FOCUS** *Warm up/energiser that develops player and space awareness*

**Refer to the activity card...**

# 4 square

**GET INTO IT INV 02**  
15 MINUTES

A playing area is divided into 4 squares and a player from each team goes into a square. The team in possession of the ball rolls it to a team-mate in any of the 4 squares, trying to avoid interception. Players remain in that square. (Play in 2 teams of 4.)

**SKILL FOCUS** *Practises defending and interception skills*

**ADDITIONAL EQUIPMENT** *1 hockey stick per player  
1 hockey ball per group*

## Use the activity card, PLUS...

- » After 5 minutes of players rolling the ball, introduce hockey sticks and balls.

### Easier:

- » Allow dribbling.

### Harder:

- » Introduce a time limit in which players aim to score the highest number of consecutive passes.

**TIPS** » Once hockey sticks are introduced, increase the size of the playing area to match playing abilities.

**ASK THE PLAYERS** » How can you get yourself free to receive a pass?

**SAFETY** » Hockey sticks must remain on the ground at all times

## 5-point player

**GET INTO IT INV 06**  
15 MINUTES

**Attackers score points by passing the ball to each other for 30 seconds. For bonus points, the ball is passed to a teammate in one of the 2 end zones. Defenders try to intercept the ball. The game is readily adapted to a wide range of ability levels. (Play in teams of 4–6.)**

**SKILL FOCUS** *Encourages inclusive passing and movement around the pitch, and improves defenders' ability to anticipate and read the play*

**ADDITIONAL EQUIPMENT** *1 hockey stick per player  
1 hockey ball per game*

### Use the activity card, PLUS...

- » Players can dribble the ball for up to 5 seconds before passing.
- » Each time the ball is intercepted, defenders become attackers and the clock restarts.



### Easier:

- » Add an extra attacking player on each sideline.

### Harder:

- » Players are not allowed to dribble the ball.



- TIPS**
- » Highlight the value in passing to players near, or on, the sideline.
  - » Attackers should pass the ball rather than trying to dribble out of trouble.
  - » Encourage attackers to move into space near the sidelines to receive a pass.

- ASK THE PLAYERS**
- » How does the sideline player's positioning affect the infield player's options when in possession of the ball?
  - » How does the game change when players are not allowed to dribble?

# Defenders on the line

**GET INTO IT INV 05**  
15 MINUTES

The playing area has a goal zone at each end. The team with the ball aims to pass or dribble the ball into one of the goal zones. Teams are allowed 3 minutes' possession to score as many goals as possible. (Play with 2 teams of 4.)

**SKILL FOCUS** *Develops skills for attacking, defending and teamwork*

**ADDITIONAL EQUIPMENT** *1 hockey stick per player  
1 hockey ball per group*

## Use the activity card, PLUS...

- » Each attacking player must touch the ball before each shot at goal.



### Easier:

- » Have fewer defenders than attackers.

### Harder:

- » Teams cannot score in the same goal twice in a row.
- » No dribbling is allowed.
- » Teams swap possession when the ball is intercepted.

### TIPS

- » Use players as role models to highlight effective passing and intercepting/tackling skills.
- » Encourage players to dribble when they are passed the ball.
- » Players need to dribble with their heads up so they can see the play.
- » An alternative activity to use here is *Find the goal line* (Get Into It INV 05).

# Four corners

**FINISH UP 04**  
5 MINUTES

Players choose a corner to stand in and, as the game continues, must move to the middle.

Refer to the activity card...



# Put it away!

**FINISH UP 01**  
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...





# Lesson 6

<b>OBJECTIVE</b>	Hitting
<b>TIME</b>	60 minutes
<b>AREA</b>	Area similar in size to half a hockey field
<b>EQUIPMENT</b>	<ul style="list-style-type: none"><li>» Marker cones to define the playing area</li><li>» 1 hockey stick per player</li><li>» 1 hockey ball per player</li><li>» 1 tennis ball or soft ball per player</li><li>» 1 netball per pair</li><li>» Bibs for each team</li></ul>

## Card summary

- » **Start Out WC 09B**
- » **Start Out CP 04B**
- » **Start Out CP 06A**
- » **Start Out TG 01**
- » **Get Into It INV 10**
- » **Finish Up 01**



# 6

Remember, if the game isn't working **CHANGE IT**

# Take a seat

**START OUT CP 04B**  
10 MINUTES

Players lean against a wall in a seated position and do a variety of ball-handling activities.

**SKILL FOCUS** *Fun warm up activity that improves ball handling*

Refer to the activity card...



**BOUNCE L & R**  
**'UNDER'**



**THROW &**  
**CATCH**



**BOUNCE OFF**  
**THE KNEES**



**HORSE-RIDING**  
**MUSCLES**

# Flip it

**START OUT WC 09B**  
5 MINUTES

Form 2 groups. Each player has a marker. Half the players place their markers with the round side up and the other half with the round side down (i.e. dish up). On a signal, players run around trying to flip over the other group's markers to match their own.

**SKILL FOCUS** *Improves agility and vision*

Refer to the activity card...

# Triangle roll

**START OUT CP 06A**  
10 MINUTES

Players in groups of three stand on the points of a triangle and roll a ball to one another. (Play with 3 or more.)

**SKILL FOCUS** *Improves pushing with accuracy, and trapping at varying speeds*

**ADDITIONAL EQUIPMENT** *1 hockey stick per player  
1 hockey ball (or similar) per group*

## Use the activity card, PLUS...

- » Use a hockey stick to push a hockey ball, and vary the speed of the pass.



## Easier:

- » Roll the ball.

- TIPS**
- » When releasing the ball from the push, players should step forward with the opposite foot to provide better balance.
  - » The bigger the back swing, the faster the ball travels, but the harder it is to control.
  - » Players should angle the face of the stick down so the ball does not fly up the handle when trapping.

- ASK THE PLAYERS**
- » What changes do you have to make when stopping/trapping the ball at different speeds?

# Speed gate

**START OUT TG 01**  
15 MINUTES

Players in teams hit a ball through a gate to an end line. The first ball that passes through the gate and reaches the end line wins the point for that round. (Play with teams of 4.)

**SKILL FOCUS** *Promotes hitting with accuracy at speed*

**ADDITIONAL EQUIPMENT** *1 hockey stick per player  
1 tennis ball or soft ball per player*

## Use the activity card, PLUS...

- » Players try to hit the ball through the gate.



- TIPS**
- » Players should put their hands together at the top of the stick and use a back swing no higher than their waist to get power.
  - » Focus the players on accuracy before power when hitting.
  - » Use players as role models to highlight different skills when hitting (compared with pushing) the hockey ball.

**ASK THE PLAYERS** » How can you make sure you hit the ball between the gates?

- SAFETY**
- » Once all players have finished hitting, the balls may be collected.
  - » Players in line should provide enough space for the hitter, to avoid contact with the stick.

## Keep the ball

**GET INTO IT INV 10**  
10 MINUTES

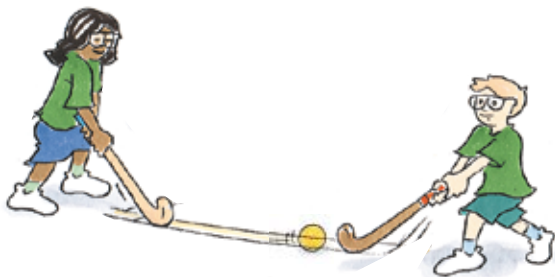
**One defender and 3 attackers are distributed over the pitch. The team with the ball aims to make 5 passes between teammates without the ball being intercepted.**

**SKILL FOCUS** *Develops a variety of skills, including passing, trapping and tackling*

**ADDITIONAL EQUIPMENT** *1 hockey stick per player  
1 hockey ball per group*

### Use the activity card, PLUS...

- » Players push the ball to one another using hockey sticks.
- » Players swap roles after each 30 seconds.



### Easier:

- » Players can dribble as well as pass.

### Harder:

- » Increase the playing area and have players hit the ball when passing.
- » Increase the number of defenders.

**TIPS** » An alternative activity to use here is *Interceptor* (Get Into It INV 1).

**ASK THE PLAYERS** » How would the activity change if more defenders were added?

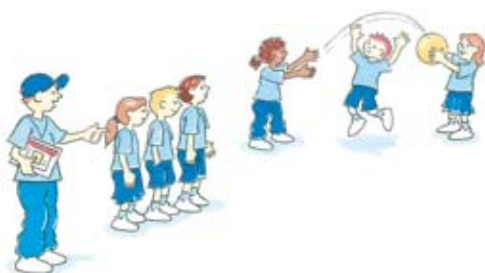
**SAFETY** » The ball must stay on the ground when passing.

## Let's see it!

**FINISH UP 01**  
10 MINUTES

Highlight a skill or tactical play.

Refer to the activity card...



## Put it away!

**FINISH UP 01**  
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



# Lesson 7

<b>OBJECTIVE</b>	Skills and rules of modified hockey
<b>TIME</b>	60 minutes
<b>AREA</b>	Area similar in size to half a hockey field
<b>EQUIPMENT</b>	» Marker cones to define the playing area » 1 hockey stick per player » 5 hockey balls » Bibs for each team

## Card summary

- » **Start Out CP 03**
- » **Get Into It INV 09**
- » **Get Into It SF 07**
- » **Finish Up 01**



Remember, if the game isn't working **CHANGE IT**

# 7

# Run the circle

**START OUT CP 03**  
10 MINUTES

**Cooperative passing.** Players form a circle and balls are pushed from player to player. The aim is for one ball to catch up to the other. (Play with 6 or more.)

**SKILL FOCUS** *Improves cooperative passing and trapping*

**ADDITIONAL EQUIPMENT** 1 hockey stick per player  
2 hockey balls (or similar) per group

## Use the activity card, PLUS...

- » Players push the ball to one another.



### Easier:

- » Start with one ball being passed around the circle.

### Harder:

- » Increase the distance to pass by making the circle larger.
- » Increase the number of balls being passed.

- TIPS**
- » Make sure there is enough space between players to allow passing.
  - » Call out the name of the player to receive the pass.
  - » Players must trap the ball before passing.

- SAFETY**
- » No hitting is allowed.
  - » Increase the space between players when using hockey sticks.
  - » Players must stay aware of where balls are coming from.



# Hit 4 and go

**GET INTO IT SF 07**  
20 MINUTES

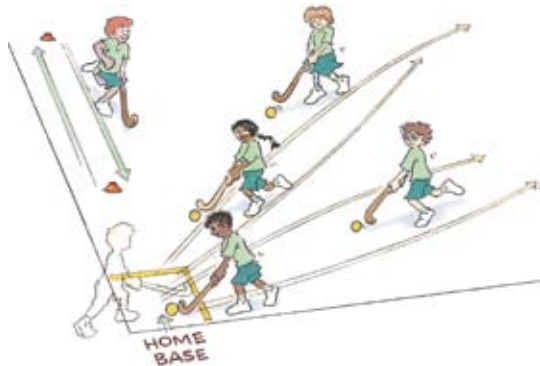
**A batter hits 4 consecutive balls into the field and then runs between marker cones as many times as possible. When the fielders have returned all 4 balls, they call out 'STOP!'.**  
(Play with 4 or 5 per group.)

**SKILL FOCUS** *Practises hitting and dribbling*

**ADDITIONAL EQUIPMENT** 1 hockey stick per player  
5 hockey balls

## Use the activity card, PLUS...

- » A batter hits 4 hockey balls into the playing area.
- » The fielding team must collect all balls by trapping and dribbling or passing them back to home base.



### Easier:

- » The batter hits one ball only.

### Harder:

- » The batter must dribble an extra ball between cones when running.

- TIPS**
- » Fielders should communicate with each other when deciding which ball to retrieve.
  - » Fielders should think about positioning when fielding and passing the ball.

- ASK THE PLAYERS**
- » Which movement is quicker getting balls back to home base — dribbling or passing?

- SAFETY**
- » Players must be aware of each other when dribbling balls back to home base.
  - » If playing in a limited space, restrict batters to pushing the ball rather than hitting it.

# Find the goal line

**GET INTO IT INV 09**  
20 MINUTES

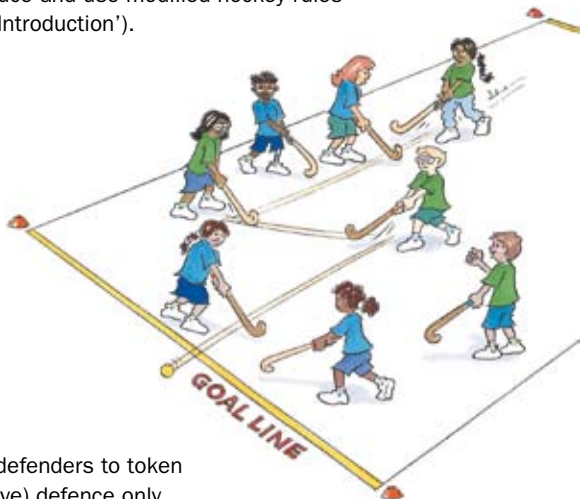
The team with the ball passes it among team-mates to try and get it over their goal line. All team-mates must touch the ball at least once before the team scores. Limited running with the ball is permitted. (Play with 2 teams of 6.)

**SKILL FOCUS** Uses modified hockey to develop a range of skills

**ADDITIONAL EQUIPMENT** 1 hockey stick per player  
1 hockey ball per group

## Use the activity card, PLUS...

- » Introduce and use modified hockey rules (see 'Introduction').



## Easier:

- » Limit defenders to token (passive) defence only.

- TIPS**
- » Adjust the rules to players' ability.
  - » Provide key coaching points during the activity, where necessary.
  - » Restrict the numbers per team if only limited space is available.
  - » The game is more controlled if pushing only is allowed.

- ASK THE PLAYERS**
- » What tactics could you use to stop a team from scoring?
  - » How could you improve the game to allow more scoring attempts?

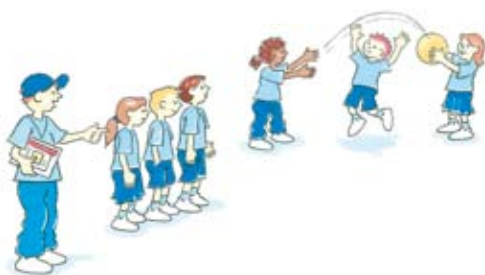
- SAFETY**
- » Allow one-on-one tackling only.

## Let's see it!

**FINISH UP 01**  
5 MINUTES

Highlight a skill or tactical play.

Refer to the activity card...



## Put it away!

**FINISH UP 01**  
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



# Lesson 8

<b>OBJECTIVE</b>	Skills and rules of modified hockey
<b>TIME</b>	60 minutes
<b>AREA</b>	Area similar in size to half a hockey field
<b>EQUIPMENT</b>	<ul style="list-style-type: none"><li>» Marker cones to define the playing area</li><li>» 2 hockey goals (or similar)</li><li>» 1 hockey stick per player</li><li>» 1 hockey ball per group</li><li>» Bibs for each team</li></ul>

## Card summary

- » **Start Out WC 10C**
- » **Start Out INV 02**
- » **Get Into It INV 04**
- » **Get Into It TG 11**
- » **Finish Up 01**



# 8

Remember, if the game isn't working **CHANGE IT**

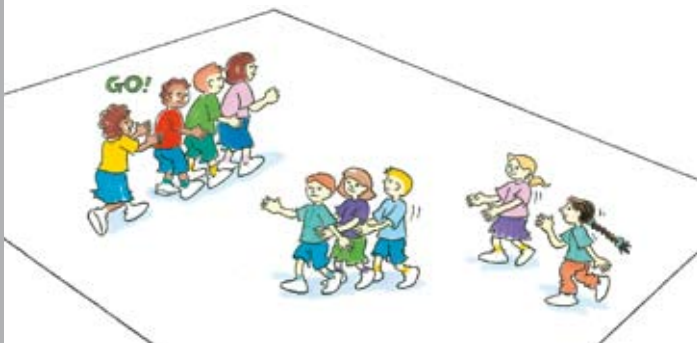
## Loose carriage

**START OUT WC 10C**  
5 MINUTES

Players in groups of 3 form a train (an engine and two carriages). A few 'loose carriages' (taggers) are dispersed and try to join the end of a train. If successful in joining, the loose carriage calls 'GO!' and the engine uncouples and becomes a loose carriage.

**SKILL FOCUS** Warm up/energiser activity

Refer to the activity card...



## Names

**START OUT INV 02**  
5 MINUTES

Players in a circle push a ball to other players in the circle. An interceptor inside the circle tries to intercept the ball. Only the interceptor can move. (Play with groups of 6–8.)

**SKILL FOCUS** Practises using names and talking during activities as well as passing, anticipation and interception

**ADDITIONAL EQUIPMENT** 1 hockey stick per player  
1 hockey ball per group

**Use the activity card, PLUS...**

- » Players push the ball to one another using a hockey stick.
- » Make sure the circle is large enough to allow for safe passing and trapping.

# Defend the zone

**GET INTO IT TG 11**  
20 MINUTES

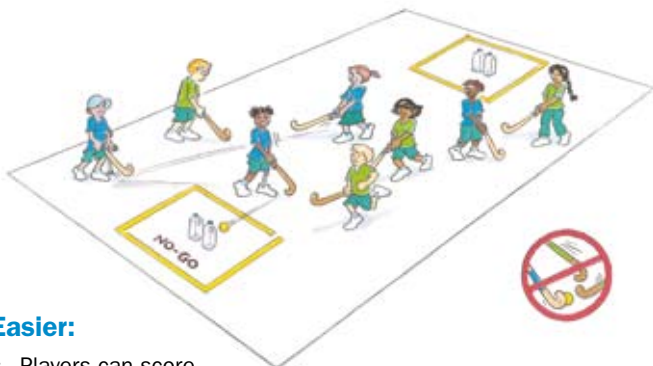
Runners start in the middle, move to one end and try to hit a target. After 4 steps they must pass the ball. Interceptors must prevent the ball from hitting the target. (Play in teams of 3 or more.)

**SKILL FOCUS** *Uses the skills, rules and tactics of modified hockey*

**ADDITIONAL EQUIPMENT** *1 hockey stick per player  
1 hockey ball (or similar) per field*

## Use the activity card, PLUS...

- » Players use hockey sticks to pass the ball to one another.
- » Players can only hit the target from in front.
- » Only one defender is allowed to tackle an attacker.
- » When the attacking team hits the target, the defending team takes a push pass from their baseline.



### Easier:

- » Players can score around the back of the target.

### Harder:

- » Each player must touch the ball before a shot for goal is allowed.

**TIPS** » Making players stay in designated positions may help the game flow.

**ASK THE PLAYERS** » Where will you run to be in a position to score?  
» How can you work together to get the team into a good scoring position?

**SAFETY** » No defenders are allowed to stand directly in front of the target area.

# End to end

**GET INTO IT INV 04**  
20 MINUTES

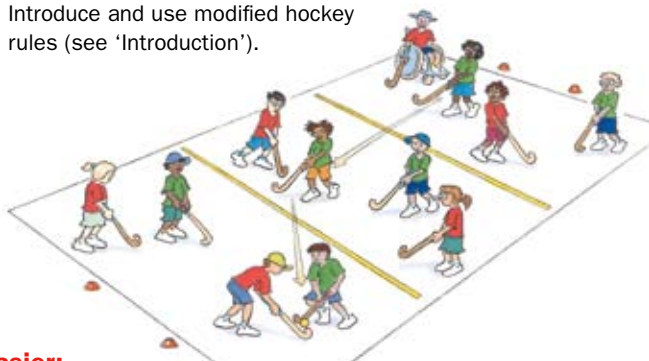
Players from 2 opposing teams are paired off and spread the length of the pitch. On your signal, the player with the ball at one end passes the ball to a team-mate in the next zone. This continues until a goal is scored at the other end. (Play in teams of 6 or more.)

**SKILL FOCUS** *Uses the skills, rules and tactics of modified hockey*

**ADDITIONAL EQUIPMENT** *Hockey goals (or similar) at each end  
1 hockey stick per player  
1 hockey ball per group*

## Use the activity card, PLUS...

- » The area is divided into 3 zones, with hockey goals at each end.
- » Introduce and use modified hockey rules (see 'Introduction').



### Easier:

- » Reduce the number of defenders.
- » Limit defenders to token (passive) defence only.

### Harder:

- » Introduce periods where no dribbling is allowed.
- » Add a goalkeeper.
- » Allow players to go in two zones or over the whole field.

**TIPS** » Rotate players during the game so they experience all positions.

**SAFETY** » All players must be 3 metres away from the ball when free hits are being taken.  
 » The one-on-one tackle rule applies.  
 » Hitting is allowed but stick heads must come no higher than waist height.  
 » The ball should not be lifted from the playing surface.

## What did you learn?

**FINISH UP 01**  
5 MINUTES

Reinforce skill points about hockey. Make participants aware of local opportunities to continue to participate in hockey outside of this program.

Refer to the activity card...



## Put it away!

**FINISH UP 01**  
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...





## Where to from here?

Hockey is played in every state and territory of Australia. There are a number of ways you can continue your positive experience with hockey. Through state and territory associations, Hockey Australia delivers a range of programs for junior participants, coaches and officials. Below is a brief outline of some of the programs available.

### Junior Hockey

Hockey Australia has two junior programs: Rookey, which is a school-based program, and Hook in2 Hockey, which is club-based.

### Rookey

Rookey is an exciting new game that has been developed as the perfect introduction to the game of hockey for primary school-aged children. It is currently being rolled out across the country as part of hockey's national participation program.

Rookey is a modified version of hockey using sticks with large, flat playing surfaces and soft inflatable balls. The combination of a larger stick and ball makes the game easy for students to pick up quickly and safely. The rules of Rookey are very simple and it can be played on any surface, such as asphalt, grass or an indoor hall or court.

### Hook in2 Hockey

Hook in2 Hockey is Hockey Australia's national recruitment program, which has been designed as a safe and fun introduction to hockey in a club environment.

At the start of their program, Hook in2 Hockey participants receive a Just Hockey Equipment Pack, consisting of a stick, shin pads and a ball, as well as a show bag. Parents of participants can become involved in hockey by becoming Hook in2 Hockey Leaders. Clubs and associations conducting Hook in2 Hockey programs also receive \$10 per participant from the registration fee.

## HockeyEd

HockeyEd is the name of Hockey Australia's new coaching and officiating training program, which will operate within the Australian Sports Commission's National Coaching Accreditation Scheme (NCAS) and National Officiating Accreditation Scheme (NOAS).

Hockey Australia recognises that quality coaching has a significant influence on participants and their hockey experience. Hockey Australia recommends that all coaches delivering programs using this book gain their Community coach accreditation by visiting **[www.hockey.org.au](http://www.hockey.org.au)**.

HockeyEd training programs are competency-based and are designed to reflect the modern game and the needs of hockey participants. These programs will see a shift in the focus towards developing practical skills and self-development, ensuring coaches and umpires are better prepared to meet the demands of the game. There are now five levels of coaching accreditation:

- » Community coach
- » Beginner coach
- » Development coach
- » Advanced coach, and
- » High performance coach.

The structure of the HockeyEd coaching programs is focused on delivering programs with quality presenters/ assessors, resources and ongoing professional development. The new programs will be delivered in a combination of formats, including online learning, practical sessions, self-development activities and workshop training.

For more information about HockeyEd, visit **[www.hockey.org.au](http://www.hockey.org.au)**.

## For more information

For more information about playing hockey in your area, visit the Hockey Australia web site at **[www.hockey.org.au](http://www.hockey.org.au)**.

The 'Contact us' section of the web site lists the contact details of all state and territory hockey associations.

### **HOCKEY ACT**

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### **HOCKEY QUEENSLAND**

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Fax: (07) 3399 6969  
[office@hockeyqld.com.au](mailto:office@hockeyqld.com.au)  
[www.hockeyqld.com.au](http://www.hockeyqld.com.au)

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[admin@hockeysa.com.au](mailto:admin@hockeysa.com.au)  
[www.hockeysa.com.au](http://www.hockeysa.com.au)

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Fax: (08) 8927 3855  
[wayne.king@nthockey.asn.au](mailto:wayne.king@nthockey.asn.au)  
[www.nthockey.asn.au](http://www.nthockey.asn.au)

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[www.hockeynsw.com.au](http://www.hockeynsw.com.au)

### **HOCKEY WA**

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Fax: (08) 9458 5524  
[admin@hockeywa.org.au](mailto:admin@hockeywa.org.au)  
[www.hockeywa.org.au](http://www.hockeywa.org.au)

### **HOCKEY VICTORIA**

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