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Welcome

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

Hookin2Hockey Schools Guide – Philosophy

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

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

Here are the reasons why everyone loves hockey:

• Player’s love of hockey begins in a fun and welcoming environment.

• The basic skills (pushing, receiving, dribbling and stealing) that could take them to the Olympics are learned in this program, through playing modified games.

• Safe practice! None of the skills require the hockey stick to be raised above knee height. This means players are safe throughout the program.

• Skill demonstrations will assist students in copying the movement of each skill. This helps develop skills and enjoyment of the game.

• Hockey is a dynamic game. All the skills are introduced, practised and developed while moving, so there is no standing around!

• The more time and space players have to learn skills the faster they will learn them and the faster they will grow to love hockey.

• Maximise game play; this program is all about the fun that comes with playing small-sided and modified games of hockey.
Fundamental Rules of Hockey

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

• No feet: The ball is not permitted to come into contact with the players feet. If the ball does touch the players feet then a turn-over will be awarded to the opposition.

• Flat side of the stick: Only the flat side of the stick can be used in hockey. This can again be enforced or not enforced depending on the age of the participant. It is recommended that in younger participants (F-3) this rule is encouraged rather than enforced.

Australian Curriculum Glossary

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

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

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

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

AUSTRALIAN NATIONAL CURRICULUM CODES

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

<table>
<thead>
<tr>
<th>YEARS 1 &amp; 2</th>
<th>YEARS 3 &amp; 4</th>
<th>YEARS 5 &amp; 6</th>
</tr>
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<tbody>
<tr>
<td>MOVING OUR BODY</td>
<td>MOVING OUR BODY</td>
<td>MOVING OUR BODY</td>
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</table>

**YEARS 1 & 2**

**ACPMP 025:** Perform fundamental movement skills in a variety of movement sequences and situations

**ACPMP 027:** Create and participate in games with and without equipment

**UNDERSTANDING MOVEMENT**

**ACPMP 028:** Discuss the body’s reactions to participating in physical activities

**ACPMP 029:** Incorporate elements of effort, space, time, objects and people in performing simple movement sequences

**LEARNING THROUGH MOVEMENT**

**ACPMP 030:** Use strategies to work in group situations when participating in physical activities

**ACPMP 031:** Propose a range of alternatives and test their effectiveness when solving movement challenges

**ACPMP 032:** Identify rules and fair play when participating in physical activities

**ACPMP 043:** Practise and refine fundamental movement skills in a variety of movement sequences and situations

**ACPMP 045:** Practise and apply movement concepts and strategies with and without equipment

**UNDERSTANDING MOVEMENT**

**ACPMP 046:** Examine the benefits of physical activity to health and wellbeing

**ACPMP 047:** Combine elements of effort, space, time, objects and people when performing movement sequences

**LEARNING THROUGH MOVEMENT**

**ACPMP 048:** Adopt inclusive practices when participating in physical activities

**ACPMP 049:** Apply innovative and creative thinking in solving movement challenges

**ACPMP 050:** Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities

**ACPMP 061:** Practise specialised movement skills and apply them in a variety of movement sequences and situations

**ACPMP 063:** Propose and apply movement concepts and strategies with and without equipment

**UNDERSTANDING MOVEMENT**

**ACPMP 064:** Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing

**ACPMP 065:** Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences

**LEARNING THROUGH MOVEMENT**

**ACPMP 067:** Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities

**ACPMP 068:** Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges

**ACPMP 069:** Demonstrate ethical behavior and fair play that aligns with rules when participating in a range of physical activities

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

### Australian National Curriculum General Capabilities

#### Years 1 & 2
- **Personal and Social Capabilities**
  - **Self-awareness:**
    - Understand themselves as learners
    - Develop reflective practice
  - **Self-management:**
    - Work independently and show initiative
    - Become confident, resilient and adaptable
    - Develop self-discipline and set goals
    - Express emotions appropriately
- **Social Management:**
  - Communicate effectively
  - Make decisions
  - Negotiate and resolve conflict
  - Work collaboratively
- **Social Awareness:**
  - Understand relationships
  - Appreciate diverse perspectives

#### Years 3 & 4
- **Personal and Social Capabilities**
  - **Self-awareness:**
    - Understand themselves as learners
    - Develop reflective practice
    - Recognise personal qualities and achievements
  - **Self-management:**
    - Work independently and show initiative
    - Become confident, resilient and adaptable
    - Develop self-discipline and set goals
    - Express emotions appropriately
- **Social Management:**
  - Communicate effectively
  - Make decisions
  - Negotiate and resolve conflict
  - Work collaboratively
- **Social Awareness:**
  - Understand relationships

#### Years 5 & 6
- **Personal and Social Capabilities**
  - **Self-awareness:**
    - Understand themselves as learners
    - Develop reflective practice
    - Recognise personal qualities and achievements
  - **Self-management:**
    - Work independently and show initiative
    - Become confident, resilient and adaptable
    - Develop self-discipline and set goals
    - Express emotions appropriately
- **Social Management:**
  - Communicate effectively
  - Make decisions
  - Negotiate and resolve conflict
  - Work collaboratively
- **Social Awareness:**
  - Contribute to civil society

#### Critical and Creative Thinking
- **Inquiring:**
  - Identify and clarify information and ideas
  - Organise and process information
  - Pose questions
- **Reflecting on thinking and processes:**
  - Transfer knowledge into new context
  - Reflect on processes
- **Generating ideas, possibilities and actions:**
  - Imagine possibilities and connect ideas
  - Consider alternatives
  - Seek solutions and put ideas into action

#### Analysing, Synthesising and Evaluating Reasoning and Procedures
- **Analysing, synthesising and evaluating reasoning and procedures:**
  - Apply logic and reasoning

Reference: As per previous page
WHEN COACHING CHILDREN, ALWAYS REMEMBER:

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

CHILDREN’S CHARACTERISTICS

CHILDREN’S SOCIAL CHARACTERISTICS
- Concerned with themselves
- Learning social roles and skills
- Learning how to cooperate
- Different cultural and social backgrounds
- Learning how to cope with winning and losing

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

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

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

CHILDREN’S PERSONALITY CHARACTERISTICS
- Easily motivated
- Wide range of reasons for playing sport
- Sensitive to criticism and failure
- Short attention span

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

The ideal coaching session will last between 45 and 75 minutes, depending on the age of the children.

Note: these characteristics may vary among children.
INCLUSIVE COACHING

Good coaches adapt and modify aspects of their coaching to create an environment that caters for individual needs, allowing everyone to take part and experience success within the activity. The onus of inclusion rests with the coach. Many people think that you need special skills or knowledge to coach participants with a disability. This is not the case. The basic skills of good coaching, when applied with an inclusive philosophy, will ensure that all participants including people with disability can participate.

QUALITIES AND SKILLS OF AN INCLUSIVE COACH

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

PLANNING FOR INCLUSION

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

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

**Order of activity in this session:** 3

**Recommended Duration:** 10 mins

**Activity**

- The stick should stay on the ball during a push i.e. no backswing.
- The right hand should be 1/3 of the way down the stick.
- The pushing action is like an underarm throw.
- Walk around a large, open space pushing the ball in two’s or three’s. The stick face should be at 90 degrees to the direction of the ball when receiving/trapping.
- Receiving is ideally a “one touch” movement with the ball remaining on the stick face.
- The ball should be cradled when trapping, like catching an egg.
- Using common 1 v 1 concepts from games such as British Bulldog players try to move past their opponent with the ball.
- The ball carrier should move on angles to change the position of the opponent, then when the opponent begins to follow they should dribble the ball at 45 degrees the other way.

**Change It:**

- Pair’s change to groups of three.
- One player starts with the ball, the other player stands opposite them trying to steal the ball.
- Should be done at walking pace to allow players to understand the required movements.
- Can be done at stationary.

**ANC Code**

- ACPMP 045
- ACPMP 046
- ACPMP 047
- ACPMP 048
- ACPMP 049
- ACPMP 050
- ACPMP 051
- ACPMP 052

**Question:** How many players are on each team in field Hockey?

**Answer:** In indoor hockey there are 6.
Session 1: Learning the basic skills

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

**Warm Up**

**PIRATE SHIP**

**Order of activity in this session:** #1

**Recommended Duration:** 5 mins

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

**CHANGE IT:**

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**DIRECTIONS**

**Skill in action**

**DRIBBLING**

**Order of activity in this session:** #2

**Duration of activity:** 10 minutes

<table>
<thead>
<tr>
<th>ACTION</th>
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<tbody>
<tr>
<td>Players to move around an area while dribbling the ball.</td>
<td>ACPMP 045</td>
</tr>
<tr>
<td>Players can jog or run while dribbling.</td>
<td></td>
</tr>
<tr>
<td>Add stealers to try and take the ball from the dribbling players.</td>
<td>ACPMP 063</td>
</tr>
<tr>
<td>Players to move around an area while dribbling the ball.</td>
<td>ACPMP 029</td>
</tr>
</tbody>
</table>

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

Skill

PUSHING AND RECEIVING

Order of activity in this session: #3
Recommended Duration: 10 mins

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

ACTIVITY

• Players move in pairs passing the ball between them.

CHANGE IT:

- Pairs change to groups of three.
- Players can jog or run while passing and receiving.
- Can be done while stationary.

ANC CODE

ACPMP 045
ACPMP 063
ACPMP 029

BEATING AN OPPONENT 1v1

Order of activity in this session: #4
Recommended Duration: 5 mins

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

ACTIVITY

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

CHANGE IT:

- Allow running rather than walking.
- Add a goal for the ball carrier to dribble the ball through.
- Use cones for the ball carrier to dribble around, rather than another player stealing.
- Don’t use hockey equipment, practice by running or walking.

ANC CODE

ACPMP 045
ACPMP 061
ACPMP 027

Question: How many players are on each team in field Hockey? Answer: 11, in Indoor Hockey there are 6.
Players will learn how to steal the ball from an opponent. This is an important skill to learn so they can steal the ball without swinging the stick dangerously. The rules do not allow the opponent’s stick or the opponent to be touched when tackling.

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

There are two basic steals:
1. from the right side of the opponent
2. Takeover steal (from the left side of the opponent)

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

**ANC Code**
- ACPMF 046
- ACPMF 061
- ACPMF 031

**Fact:** The Australian Women's Hockey team first competed in the Olympic Games in 1984, finishing 4th.
• Set up four balls in a straight line facing the playing field.
• One player is the firer, with 4–5 players being the chasers. The firer pushes the balls into the field and begins to run around two cones that are set out to the side of the field.
• Once all four balls have been fired, the players from the safe zone must collect the balls and pass them into a goal.
• The firer’s score is how many times they run around the cones before all four balls are pushed into the goal.

<table>
<thead>
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<td>- Number of chasers can be increased.</td>
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<td>- Number of balls to be fired can be increased</td>
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<tr>
<td>- Number of balls to be fired can be decreased</td>
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<tr>
<td>- Number of chasers can be decreased.</td>
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</tbody>
</table>
Session 2: Dribbling

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

**Warm Up**

**Rob the Nest (No Sticks)**

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

**Order of activity in this session: #1**
**Duration of activity: 5 minutes**

**Dribbling**

- Left to right drag: Right hand 1/3 down the stick. Left hand at the top of the stick, with the hand held so the player can “tell the time” on their left wrist with the stick facing forward.
- With the ball in front and outside the right foot, the player drags the ball across their body at a 45-degree angle till it is outside their left foot. To stop the ball and begin to drag it back to outside their right foot, the player turns the stick head over the ball with their left hand while loosening the grip of their right hand. The player drags the ball at a 45-degree angle across their body till it is outside their right foot. To stop the ball the player returns the stick to the normal dribbling position.

**Order of activity in this session: #2**
**Duration of activity: 10 minutes**

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**Fact:** Hockey had offside (just like soccer) until 1992 where the rule was taken out of the game.
**SKILLS CHALLENGE**

Order of activity in this session: #3  
Duration of activity: 15 minutes

- Set up the skills challenge with cones and a place for a player at one end.
- Put players in groups of three.
- One player completes the challenge, one player plays the role of the passer and the third player times how long the challenge takes.

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

**FRUIT SALAD**

Order of activity in this session: #4  
Duration of activity: 15 minutes

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

**CHANGE IT:**

**ANC CODE**

**ANC CODE**

- Add or take away obstacles from the course.  
ACPMF 049

- N/A  
ACPMF 061

- Complete course without hockey equipment, the ball can be carried and then thrown between players.  
ACPMF 029

Fact: For a goal to be scored in Hockey a player from the attacking team must touch the ball inside the 16 yard circle.
Session 3: Passing and Stealing

- This session will further develop the skills learned in session 1. Passing (Pushing in Session 1) will be practised while moving in this session.

- Players will also learn how to steal the ball from an opponent. This is an important skill to learn so that they can take the ball without swinging the stick or hitting an opponent’s stick or body.
### Command

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

### Scrub The Decks

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

### Captains Coming

**Action**
- Children salute.

### Walk The Plank

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

### Boom Coming Over

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

### Hit The Deck

**Action**
- Children lie down on their stomachs as quickly as possible.

### Directions

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

### Peg Leg Jam

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

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### Change It:

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**Fact:** The Australia Men’s Hockey team first competed at the Olympic Games in 1956 where they finished 5th.
SESSION THREE

Skill
STEALING FROM AN OPPONENT

Order of activity in this session: #3
Duration of activity: 15 minutes

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

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

There are two basic steals:
1. from the right side of the opponent 2. Takeover steal (from the left side of the opponent)

Change It:
- Allow jogging rather than walking
  ANC Code: ACPMF 045
- Add resistance from the ball carrier
  ANC Code: ACPMF 061
- Only practice right side steals, not takeover steals
  ANC Code: ACPMF 031

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

Order of activity in this session: #5
Duration of activity: 15 minutes

Hocktopus

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

Game

Skill in action

Seaweed
Hocktopus

CHANGE IT:

- Make the area larger or smaller
  - ACPMF 050
- Add extra Hocktopus
  - ACPMF 063
- Take away Hocktopus
  - ACPMF 029
Session 4: Game Focus

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

**ROB THE NEST (STICKS & BALLS)**

Order of activity in this session: #1  
Duration of activity: 5 minutes

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

**CHANGE IT:**

- Include 2-3 protectors to make it harder for players to return their ball home.  
  - N/A
- Play the game without equipment.  
  - ACPMF 030

**PUSHING (COACH WITH RECEIVING)**

Order of activity in this session: #2  
Duration of activity: 10 minutes

- All participants get into pairs.
- Set up 5-6 cones spaced evenly over the width of a field.
- The pair must move from one side to the other passing between the cones

**ACTIVITY**

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

- The stick should stay on the ball during a push i.e. No backswing.
- Make the players stand further away from each other.
- Make the distance between the cones larger.

**FACT:** The Australian men’s hockey team first competed at the Olympics in 1956 where they finished 5th.
Session Four: Box Trap

Order of activity in this session: #3
Duration of activity: 15 minutes

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


Session Four: Game 4v4

Order of activity in this session: #4
Duration of activity: 15 minutes

- The field is set up with two goals at each end.
- Using the skills from the box trap, teams must score a goal by pushing the ball through the goal.

- Teams can be awarded two goals for successfully completing three passes without the other team touching the ball.
- N/A
- Have less players on each team.
Session 5: Dribbling

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

**SCARECROW TIGGY**

Order of activity in this session: #1
Duration of activity: 5 minutes

- **Skill in action**

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

<table>
<thead>
<tr>
<th>CHANGE IT:</th>
<th>ANC CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>- N/A</td>
<td>ACPMF 043</td>
</tr>
<tr>
<td>- N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>- N/A</td>
<td>ACPMF 025</td>
</tr>
</tbody>
</table>

**DRAG & PASS**

Order of activity in this session: #2
Duration of activity: 10 minutes

- **Skill in action**

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

<table>
<thead>
<tr>
<th>CHANGE IT:</th>
<th>ANC CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Put all the players on one field, where they have to dribble around and avoid all the other players.</td>
<td>ACPMF 045</td>
</tr>
<tr>
<td>- Put in players without a ball, their goal will be to steal the ball from as many players as possible.</td>
<td>ACPMF 063</td>
</tr>
<tr>
<td>- N/A</td>
<td>ACPMF 029</td>
</tr>
</tbody>
</table>

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

**NUMBER HOCKEY**

Order of activity in this session: #3
Duration of activity: 15 minutes

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

**CHANGE IT:**

- Multiple numbers called at one time, to make it a team game.
- N/A
- Add an extra ball, whichever team/player scores first gets the point.

**ANC CODE**

<table>
<thead>
<tr>
<th>Change</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple numbers called at one time, to make it a team game.</td>
<td>ACPMP 050</td>
</tr>
<tr>
<td>N/A</td>
<td>ACPMP 067</td>
</tr>
<tr>
<td>Add an extra ball, whichever team/player scores first gets the point.</td>
<td>ACPMP 027</td>
</tr>
</tbody>
</table>

**2v2 MATCH**

Order of activity in this session: #4
Duration of activity: 20 minutes

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

**CHANGE IT:**

- Award 1 goal for pushing the ball through the goal.
- Award 2 goals for executing a nominated skill i.e. Drag, 2 passes in a row, steal.
- Make the goals larger, to allow more scoring

**ANC CODE**

<table>
<thead>
<tr>
<th>Change</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award 1 goal for pushing the ball through the goal.</td>
<td>ACPMP 050</td>
</tr>
<tr>
<td>Award 2 goals for executing a nominated skill i.e. Drag, 2 passes in a row, steal.</td>
<td>N/A</td>
</tr>
<tr>
<td>Make the goals larger, to allow more scoring</td>
<td>ACPMP 032</td>
</tr>
</tbody>
</table>

**Question:** There are three ways to score a goal in Hockey what are they? **Answer:** Field Goal, Penalty Corner, Penalty Stroke
SESSION 6

Session 6: Passing

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

**UP DOWN, STOP GO**

*Order of activity in this session: #1*  
*Duration of activity: 5 minutes*

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

<table>
<thead>
<tr>
<th>STOP</th>
<th>Go</th>
<th>UP</th>
<th>DOWN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Players must begin to move around the warm-up area.</td>
<td></td>
<td>Players must jump in the air.</td>
</tr>
<tr>
<td></td>
<td>Players must stop where they are.</td>
<td></td>
<td>Players must touch the ground with both hands.</td>
</tr>
</tbody>
</table>

**CHANGE IT:**

<table>
<thead>
<tr>
<th>Change It</th>
<th>Anc Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>- N/A</td>
<td>ACPMF 043</td>
</tr>
<tr>
<td>- N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>- N/A</td>
<td>ACPMF 025</td>
</tr>
</tbody>
</table>

**SESSION SIX**

**PASSING**

*Order of activity in this session: #2*  
*Duration of activity: 10 minutes*

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

**ACTIVITY**

- In a small field (10x10) start with 4 attackers and 1 defender.
- The attackers must see how many passes they can complete before the defenders take possession of the ball.
- Once the players are comfortable in a 4 v 1 game a second defender can be added, making it a 4 v 2.

**CHANGE IT:**

<table>
<thead>
<tr>
<th>Change It</th>
<th>Anc Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Add goals for the attackers.</td>
<td>ACPMF 047</td>
</tr>
<tr>
<td>- Add an extra defender and allow each team to try and keep the ball from the other.</td>
<td>ACPMF 063</td>
</tr>
<tr>
<td>- Play with less or no defenders to allow improvement in passing and receiving.</td>
<td>ACPMF 029</td>
</tr>
</tbody>
</table>

**Question:** How many umpires are on the field during game? **Answer:** Two
- Set up a field the same size as for the passing skill.
- Every player has a ball. In this game, players are trying to steal balls from other players and pass it out of the field, while trying to keep their ball safe in the field.
- Once a player’s ball has been pushed out of the field they are eliminated.

**KNOCK OUT**

**3v3**

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

**Skill in Action**

**Anc Code**

**Change It:**

- Start the game with designated stealers who stay in for the duration of the game.
- N/A
- Make the field bigger.

**Anc Code**

- ACPMP 047
- ACPMP 065
- ACPMP 032

**Change It:**

- Award 1 goal for pushing the ball through the goal.
- Play 3v3 game with two hockey balls.
- Award 2 goals for executing a nominated skill i.e. Drag, 2 passes in a row, steal.

**Anc Code**

- ACPMP 050
- ACPMP 060
- ACPMP 032

**Fact:** A Hockey field is 91.4 metres long
Session 7: Stealing

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

**ROB THE NEST (STICKS & BALLS)**

Order of activity in this session: #1

Duration of activity: 5 minutes

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

**Warm Up**

**Fact:** At the 2012 London Olympic Games, field hockey was the third most spectated sport.

**Skill**

**STEALING FROM AN OPPONENT**

Order of activity in this session: #2

Duration of activity: 10 minutes

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

**Practice**

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

There are two basic steals:

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

**CHANGE IT:**

<table>
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<tbody>
<tr>
<td>ACPMF 047</td>
</tr>
<tr>
<td>ACPMF 065</td>
</tr>
<tr>
<td>ACPMF 032</td>
</tr>
</tbody>
</table>

**ANC CODE**

| - Start the game with designated stealers who stay in for the duration of the game. |
| - Make the field bigger |
| - Add resistance from the ball carrier |
| - N/A |

**ANC CODE**

| - ACPMF 047 |
| - N/A |
| - N/A |

**ANC CODE**

| ACPMF 032 |
SESSION SEVEN

NUMBER HOCKEY

Order of activity in this session: #3
Duration of activity: 15 minutes

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

GAME 4v4

Order of activity in this session: #4
Duration of activity: 20 minutes

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

**Fact:** Modern day hockey is derived from a popular stick game played over 4000 year ago in ancient Egypt.
Session 8: Game Focus

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

**PIRATE SHIP**

Order of activity in this session: #1  
Duration of activity: 5 minutes

<table>
<thead>
<tr>
<th>Command</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man the Lifeboats</td>
<td>Call out a number (eg. 4) and the children have to get into groups of four and row their lifeboat.</td>
</tr>
<tr>
<td>Scrub the Decks</td>
<td>Children crouch down and pretend to clean the floor with their hands.</td>
</tr>
<tr>
<td>Captains Coming</td>
<td>Children salute</td>
</tr>
<tr>
<td>Walk the Plank</td>
<td>Children walk in a perfectly straight line one foot exactly in front of the other with arms outstretched to the sides.</td>
</tr>
<tr>
<td>Boom Coming Over</td>
<td>Teacher makes action of boom moving across the deck. Children must duck down to avoid being hit.</td>
</tr>
<tr>
<td>Hit the Deck</td>
<td>Children lie down on their stomachs as quickly as possible.</td>
</tr>
<tr>
<td>Directions</td>
<td>Children all run in the direction that is called by the Captain.</td>
</tr>
<tr>
<td>Peg Leg Jam</td>
<td>The children all have to walk with one leg straight and the other normally.</td>
</tr>
</tbody>
</table>

**CHANGE IT:**  
**ANC CODE**

- N/A  
  - ACPMP 050

- N/A  
  - N/A

- N/A  
  - ACPMP 027

**SESSION EIGHT**

**Dribbling**

Order of activity in this session: #2  
Duration of activity: 10 minutes

**Skill in action**

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

- With the ball in front and outside the right foot, the player drags the ball across their body at a 45-degree angle till it is outside their left foot. To stop the ball and begin to drag it back to outside their right foot, the player turns the stick head over the ball with their left hand while loosening the grip of their right hand. The player drags the ball at a 45-degree angle across their body till it is outside their right foot. To stop the ball the player returns the stick to the normal dribbling position.

**CHANGE IT:**  
**ANC CODE**

- N/A  
  - ACPMP 050

- N/A  
  - ACPMP 068

- N/A  
  - ACPMP 032

**Question:** Who did the Hockeyroos play in the gold medal match at the Sydney 2000 Olympic Games?  
**Answer:** Argentina
**HOCKTOPUS**

**Session Eight**

**Order of activity in this session: #3**

**Duration of activity: 15 minutes**

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

**Box Trap**

**Session Eight**

**Order of activity in this session: #4**

**Duration of activity: 20 minutes**

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

**Question:** How many times can you sub players on and off during a match? **Answer:** Unlimited