



Australian Government
Australian Sports Commission



Hockey
Australia



Hockey lesson plans

Eight curriculum-aligned lesson plans to help primary school teachers deliver an engaging physical education program.

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OVERVIEW

The Australian Sports Commission (ASC) has partnered with Hockey Australia to develop 8 curriculum-aligned lesson plans for primary school teachers. These lessons are appropriate for students in Years 3 and 4. Some games may require teacher modification to ensure they are accessible for all students.

The lesson plans aim to build students' confidence and competence to participate in hockey over the 8-week game-based program. As the activities become more challenging, students will learn the rules and skills needed to understand, play and enjoy the sport of hockey.

This resource is based on the Playing for Life and Game Sense concepts. These contemporary approaches to teaching and coaching use a game-centred approach to develop fundamental movement skills for games and sports. The use of skilled questioning will enable students to reflect on and refine their movement skills as they progress.

For each lesson, the following is included:

- Learning intentions – outcomes of each lesson
- Skill focus – skills to develop
- Duration, area, equipment – information to assist with the preparation and successful delivery for each lesson
- Activities – a range of developmentally appropriate, engaging activities that will make up each lesson
- CHANGE IT – simple ideas to ensure activities are engaging and adaptable for students of all abilities
- Links to curriculum – alignment to the Australian Curriculum 9.0, achievement standards and content descriptors
- Assessment ideas – a range of easy to use and adaptable assessment ideas

Assessment

A range of tools are available for teachers to assess student achievement against AC:HPE achievement standards.

- Student self-reflection assessment
- Student peer assessment
- Teacher assessment rubric
- Teacher formative assessment – ‘What did you learn?’ questions at the end of each lesson link to the learning intentions.

Teachers can select the tool/s that best suit their environment, adapt existing tools, or create alternative assessment tools to meet the needs of their students.

Tips for delivery

The lessons aim to make hockey accessible and engaging for all students. Adjust activities where possible to ensure they meet the individual needs of everyone. For example:

- Keep instructions brief to hold students' attention.
- Keep group sizes to a minimum to ensure maximum participation of all students.
- Run activities with several groups at once or set up stations with different activities and rotate the groups as shown below.
- Rotate students during the game so they experience all positions.
- Be creative and add your own flair to the lesson plans provided.

Safety considerations

- Your duty of care to your students extends to lesson delivery. Always prioritise student safety and supervise play directly.
- At the start of every lesson, confirm that the surface of the playing area is appropriate for the activities outlined. Clear a safe distance from hazards, walls and other fixed objects.
- Use good quality, well-maintained equipment. Always check equipment for faults before use.
- Always give clear instructions for activities and the use of equipment.
- Set a safe distance between groups of students and keep a safe distance between students when using hockey sticks.
- Encourage students to be aware of the space and others around them – i.e. keep an eye on the ball while looking around.
- For running activities, start with slow running.
- For more controlled games and activities, allow walking or pushing techniques only.
- Hockey sticks and balls should always remain on the ground during play, except when students are hitting the ball.
- For hitting activities, spread students evenly along a line with enough space to avoid contact with sticks. Stick heads must come no higher than waist height.
- When free hits are taken, all students must be 3m away from the ball.
- Always use a throw and a retrieve signal or command for throwing activities.
- When collecting thrown balls, encourage students to carry objects back to the playing area. If using eyeshades, they should be removed when collecting balls.
- Only one-on-one tackling is allowed.
- Body contact is not permitted.



Playing for Life

Playing for Life is based on the Game Sense approach, with the objective to develop a love of movement and physical activity in students that will empower them to play for life. All Playing for Life activities are game-based and generate a safe, inclusive and challenging environment.

The Game Sense approach

The Game Sense approach is a way of teaching where:

- Students develop tactical and movement skills together to promote problem solving and decision-making.
- The learning environment typically involves games and match simulations [but can also include other skill-building activities].
- Students are guided using instructions and questioning from the teacher, as well as reflection and group discussion prompts.

The Game Sense approach – how to use it

The typical Game Sense approach uses the following structure:

- **Gameplay:** use of games or match simulations that represent a tactical and movement skill of match-play with a specific outcome guiding the gameplay.
- **Question:** teacher asks the students questions about a tactical concept, movement skill or aspect of personal and social development from the gameplay to guide learners to solve problems they have experienced.
- **Play practise:** use of activities [i.e. games, scenarios, or drills] that guide students to achieve the tactical or movement skill objective.
- **Question:** teacher again asks students about a tactical concept, movement skill or aspect of personal and social development from the play practise they have just completed to guide students to solve problems they have experienced and identify how they have solved these problems.

- **Gameplay:** students are placed into a game or match simulation to try and achieve the original objective [or a potentially slightly more challenging one] to use the tactical and movement skills they have learned from previous gameplay and play practises.
- **Conclusion:** the teacher and the students discuss or think about what has taken place, whether the lesson outcomes have been achieved and what can be done in the future.

The Game Sense approach – key points

- Plan each session around developing a particular tactical concept and movement skill.
- Teachers provide an environment for students to successfully solve the challenges that gameplay provides, rather than instructing students how to perform a particular skill.
- Minimise teacher instructions and demonstrations to allow play to continue and support students in developing their skills.

CHANGE IT

CHANGE IT – Vary one or more of the following game elements to maximise participation and meet student needs and game objectives.

How you score/win

Increase opportunities to score, e.g. allow passing to a student to score or pass into an end zone, instead of shooting at a goal; vary the size of/distance to a target.

Numbers

Consider using different team sizes or varying the number of turns, e.g. decreasing team sizes can increase student involvement by maximising participation. When introducing defence into a game, 3 v 1 or 4 v 2 gives attackers more options to deal with an added defender. Increasing the number of turns helps students learn new skills.

Equipment

Vary the size and type of the equipment used, e.g. change to a larger and/or softer ball if the student is having difficulty catching, or to a smaller ball if they are having problems throwing; introduce a batting tee (a stationary ball) if a student is having difficulty hitting a moving ball.

Time

Reduce or extend the time to perform actions, e.g. see how many passes students can complete in 5 or 30 seconds. Increase possession time to allow students more time to decide what to do next.

C

Coaching style

Use questions to set challenges for specific aspects of a game, e.g. 'When should you move to receive a pass?'. Provide discrete coaching, without interrupting the game, where required. Use student role models to highlight skilful play. Vary how you communicate (simple or more complex language; visual, auditory, or kinaesthetic cues) according to student needs (such as age, cultural background, intellectual and sensory ability).

H

A

Area

Increase or decrease game difficulty by changing the shape and/or size of the playing area, e.g. long and narrow, short and wide, smaller/larger.

N

G

Game rules

Change the rules slightly, e.g. introduce a no-tackling rule to give students more time to play the ball; allow 2 bounces before catching or stopping the ball; specify that 3 team members must touch the ball before scoring a point; allow a student to roll rather than throw the ball, or walk rather than run.

E

I

Inclusion

Engage students to modify the activities using any of the outlined game elements (or others) to maximise their involvement. Ask students individually how the game could be improved for them and/or how their involvement could be increased; or provide options they could choose from to encourage agency.

T



IF IT'S NOT WORKING... CHANGE IT!

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

CURRICULUM LINKS

These lesson plans are aligned to the Australian Curriculum: Health and Physical Education (AC: HPE) Version 9.0 strand of Movement and Physical Activity (MPA) and aspects of related achievement standards.

Content descriptions

Each lesson identifies one or more content descriptions, which indicate how the lesson is aligned to the AC:HPE.

Each lesson provides a series of games the teacher can deliver to help students learn the important skills of hockey. For each lesson, Years 3 and 4 have been identified and colour coded green.

Years 3 and 4

At any year level, students are likely to demonstrate considerable differences in the fundamental movement skills proficiency.

Links to the [Australian curriculum](#), content descriptions and detail on relevant sections of the achievement standards.

Links to the [NSW curriculum](#) and [Victorian curriculum](#).

Specific curriculum linkages for these lessons:

Lessons 1-8:

Australian Curriculum-relevant content descriptions

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4P04

YEARS 3 AND 4

Curriculum links:

Relevant sections of the achievement standard

Students apply fundamental movement skills and demonstrate movement concepts across a range of situations.

They adapt movement strategies to enhance movement outcomes.

They demonstrate fair play and inclusion through a range of roles in movement contexts.

Relevant content descriptions

[AC9HP4M01](#)

Refine and apply fundamental movement skills in new movement situations

[AC9HP4M02](#)

Apply and adapt movement strategies to achieve movement outcomes

[AC9HP4P04](#)

Select, use and refine personal and social skills to establish, manage and strengthen relationships

INTRODUCTION TO HOCKEY

RULES

Summary

- The aim is for students to score more goals than their opponent by playing the ball with the stick from inside the circle.
- All hockey sticks are held in the right hand, 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 used is small and round and can only be played with the flat side of the stick – not with the rounded side or any part of a student's body!
- Players are usually given a position based on four main groups – a goalkeeper, defenders, midfielders or forwards.
- 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.
- The game is usually controlled by an umpire, who makes the game as enjoyable, safe and smooth as possible.

Modified hockey rules

Modified hockey is a game suitable for primary school-aged children. The game is played by the following rules:

- Students play on a small field with a ball of approximately 110 to 115g.

- The field is divided into 3 zones: defence, midfield and forward.
- Goals at each end are protected by a no-go area of 3m.
- Each team has 6 players on the field, with 2 students starting in each zone.
- Defenders are only allowed in the defensive zone.
- Forwards are only allowed in the forward zone.
- Midfielders are allowed in all 3 zones.
- The ball cannot be passed over more than 2 zones.
- Goals can only be scored from within the forward zone.
- Students rotate positions regularly.
- Sticks must be kept low during play.
- No body contact is allowed.
- Students cannot stop or kick the ball with their feet.
- No goalkeepers are used

PLAYING FIELD

Hockey field

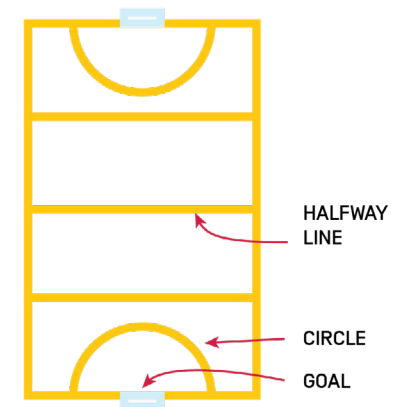
Where this guide refers to using a hockey field or half a hockey field, a grassed or synthetic area is preferred. However, any similar sized area such as a basketball, netball or tennis court will be suitable.

Hockey goal

Generally, the hockey goal is a metal framed structure with netting attached. A goal is scored when the ball passes through. Marker cones, targets or ground markings can be used instead to allow students to experience the concept of scoring goals.

Circle

The circle is a solid line that marks a 'D' shaped arc inside the field around the goals.



GETTING STARTED

EQUIPMENT

Equipment used in this program includes:

- marker cones
- stopwatch
- hockey sticks
- throwing objects
 - hockey balls
 - tennis balls
 - soft balls
- large target balls
 - beach balls
 - exercise balls
- skittles
- hockey goals (or similar)
- bibs.

BASIC SKILLS

GRIP

When students hold a hockey stick, they should place their left hand at the top of the handle and the right hand below this.

Teach students through the following techniques:

- Keep a firm grip on the stick with the left hand and a softer grip with the right hand.
- Allow the stick to move slightly in the right hand.



LEADING

Leading in hockey involves sprinting strongly to the ball, either directly or diagonally.



BALL HANDLING

Ball handling in hockey involves: dribbling, dragging, trapping or stopping, tackling and fake/dummy.

Teach your students through the following movements:

- When dribbling, keep the ball close to the stick for better control.
- When dribbling and running fast, tap the ball slightly ahead.
- When dragging, move the ball across the body, while keeping the stick head in contact with the ball.
- When trapping or stopping - gaining control of the ball with the stick - cushion the ball with the stick as they contact each other and angle the face of the stick down. This keeps the ball from rebounding off the stick and out of control.
- To tackle, students use their sticks to stop an opponent from taking possession of the ball.
- To perform a fake/dummy, students pretend to pass the ball to confuse the other team.

Dribbling



Trapping and stopping



Tackling



Fake/dummy



PASSING

Passing in hockey involves: hitting and pushing.

Teach your students through the following movements:

- When passing the ball, turn the stick over with the hook down and use the flat side of the stick to hit or pass.
- Trap the ball before passing.
- When releasing the ball, step forward with the opposite foot to provide better balance.
- Keep knees bent and keep the head still throughout all passes.
- To perform a hit, pass the ball to a team mate using a swinging movement of the stick towards the ball.
 - Keep hands close together at the top of the stick.
 - Use a back swing no higher than their waist to get power.
 - The bigger the back swing, the faster the ball travels, but the harder it is to control.
 - Have students focus on accuracy before power.
- To perform a push, pass the ball to a team mate by pushing it along the ground.
 - Keep hands well apart on the handle of the stick.
 - Keep the ball and stick together until the point of release.
 - Keep the head of the stick and the ball in contact with the ground.



LESSON 1

LESSON 1

LEARNING INTENTIONS

To introduce how to roll, push and pass the ball with a hockey stick.

To introduce game positioning through play.

Skill focus

- Grip
- Ball handling
- Passing

Duration

60 minutes

Area

Similar in size to half a hockey field.

Equipment

- Marker cones
- Stopwatch
- One hockey stick per student
- One tennis ball per student
- Bibs for each team

Activities

ALL-IN TAG

FORM A GROUP

THROW, THROW, THROW

ROLL A BALL BULLSEYE

GREAT WORK

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4

AC9HP4M01

AC9HP4M02

AC9HP4P04

NSW curriculum

VIC curriculum

ALL-IN TAG

SUMMARY

Students run around and tag whoever is nearest. Students who are tagged continue to tag others from a crouched position. Play with groups of 8 to 30.

Skill focus

- Running

Details

Warm-up
5 minutes

Equipment

- Marker cones

What to do

- Define the playing field using marker cones.
- Students tag whoever is nearest.
- Students use their hands to gently tag others between the shoulder and hip.
- Tagged students can continue to tag others from their crouched position.



CHANGE IT

- A student with limited mobility may be tagged twice.
- Use a buddy pairing system for all students. Both students in a pair must be tagged within 5 seconds.
- Students can only move by:
 - walking
 - shuffling
 - skipping
 - jumping.
- On your call, students that have not been tagged must freeze in a one-legged statue position for 5 seconds.
- On your call, all crouchers become runners and runners become crouchers.

FORM A GROUP

SUMMARY

Students run around in random directions avoiding body contact with other students. When you call out a number, students form groups of that size.

Skill focus

- Running

Details

Warm-up
5 minutes

Equipment

- Marker cones

CHANGE IT

- Students must run to the nearest boundary and touch it with their feet before forming a group.
- Students run across 2 large zones. When you call 'STOP!', students must form a group with students in the same zone.
- When you call 'FREEZE!', students freeze on the spot.
- Play with music. While the music plays, students move around. When the music stops, students form a group.

What to do

- Define the playing field using marker cones.
- On your call, students move around in different directions using only the movements set by you, such as:
 - running
 - hopping
 - fast walking
 - other.
- Each round, direct students to form groups of various sizes.



THROW, THROW, THROW

SUMMARY

Two teams of equal size face each other. Students push their tennis balls with their hockey sticks 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

- Grip
- Ball handling

Details

Skill development
15 minutes

Equipment

- Marker cones
- One hockey stick per student
- One tennis ball per student

CHANGE IT

- Add one or more interceptors who trap the balls with their hockey sticks.

What to do

- Define the playing field using marker cones.
- Divide students into 2 teams of equal size for a set period.
- Start with students rolling their balls in the direction of the opposite team.
- Students progress to pushing the ball with hockey sticks.
- After a set period, balls are counted to see who has the fewest balls.



ROLL A BALL

SUMMARY

Set up the playing area with a goal at each end and divide students into teams of 3. The attacking team rolls a ball to each other for 3 passes and then attempts to score a goal while the defending team attempts to intercept.

Skill focus

- Grip
- Ball handling
- Passing

Details

Skill development
25 minutes

Equipment

- Marker cones
- One hockey stick per student
- One tennis ball per student
- 2 hockey goals (or similar)

What to do

- Define the playing field using marker cones with a goal at each end as shown.
- Divide students into teams of 3.
- The attacking team and defending team must stay in their own halves.
- No goalkeepers are necessary.
- Play starts with one student serving the ball from the baseline by rolling it across the halfway line into the opposition's area.
- Each team must make at least 3 passes before they can roll the ball into the opposing team's half.



CHANGE IT

- Change the size of goal area.
- Students push the ball with their hockey stick.

GREAT WORK

SUMMARY

Provide positive examples of feedback to the group.

Details

Finishing up
5 minutes

What to do

- Give pat-on-the-back feedback and encouragement to students as a team.
- Give examples of where you saw students demonstrating hockey skills successfully.
- Give individual feedback when appropriate.
- Ask students to give themselves some positive feedback.
- Emphasise improvement rather than best all-ound performance.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- When would you use a push pass in hockey?
- How did you improve your accuracy when passing the ball?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



LESSON 2

LESSON 2

LEARNING INTENTIONS

To introduce dribbling and passing with a hockey stick.

To develop spatial awareness.

Skill focus

- Grip
- Ball handling
- Passing
- Leading

Duration

60 minutes

Area

Area similar in size to half a hockey field.

Equipment

- Marker cones
- Stopwatch
- One hockey stick per student
- One tennis ball per student
- 3 hockey balls (or similar) per student
- Bibs for each team

Activities

PARTNER TAG

END BALL

TARGET RELAY

GET THE BEAN BAG

HERE, THERE, NOWHERE

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4

AC9HP4M01

AC9HP4M02

AC9HP4P04

NSW curriculum

VIC curriculum

PARTNER TAG

SUMMARY

Students play in pairs. One student in each pair is the tagger and, on your call, tries to tag their partner. Their partner uses leading and changing direction to avoid being tagged.

Skill focus

- Leading

Details

Warm-up
10 minutes

Equipment

- Marker cones
- One hockey stick per pair [optional]
- One tennis ball per pair [optional]

CHANGE IT

- Change partners.
- The student being chased must run to each boundary line before being tagged.
- Students move by taking long walking steps followed by knee to chest taps.

What to do

- Define the playing field using marker cones.
- Divide students into pairs and allow pairs to decide which one is the tagger.
- On your call, the tagger counts to 5 to give their partner time to get away.
- When a student is tagged, students in the pair swap roles – don't forget the count to 5!



END BALL

SUMMARY

One student 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 student. Play with teams of 4 to 7.

Skill focus

- Passing

Details

Skill development
15 minutes

Equipment

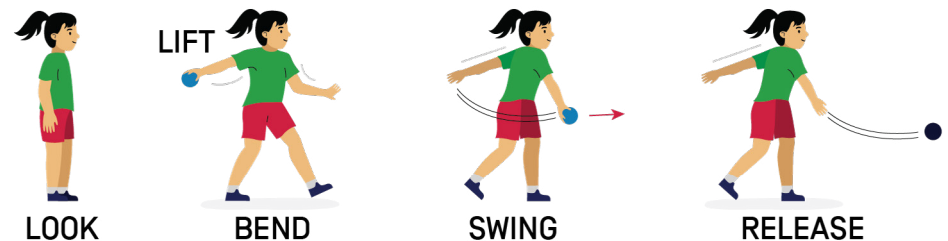
- Marker cones
- One hockey stick per student
- One tennis ball (or similar) per field

What to do

- Define the playing field with 3 zones using marker cones.
- Divide students into 2 teams.
- Students are paired off in each zone.
- Each team sends a student to patrol the opposite end line (behind the line).
- One student starts in the centre zone with the ball.
- On your call, the student rolls the ball to their team mates in each zone.
- All passes must be by rolling.
- After each goal, swap the student in the end zone.

CHANGE IT

- Do not have a time limit on passing the ball.
- Only roll the ball to the end student; all other passes can be in the air.
- The end student cannot move to receive the ball.
- Students use hockey sticks and push the ball.



TARGET RELAY

SUMMARY

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

Skill focus

- Grip
- Ball handling

Details

Skill development
10 minutes

Equipment

- Marker cones
- One hockey stick per student
- One tennis ball or soft ball per student

What to do

- Define the playing field using marker cones.
- On your call, students start dribbling the ball with their hockey sticks around the course.
- Students can choose their own starting gate.
- Play for a set period.



CHANGE IT

- Students walk through the course.
- Students move through the course in pairs, passing to one another.
- Students dribble around cones, from the left side of one cone to the right of the next.

GET THE BEAN BAG

SUMMARY

Divide students into groups of equal size on opposite sides of the playing field. Students run to the other side to steal one hockey ball at a time, dribbling it back to their home base.

Skill focus

- Ball handling

Details

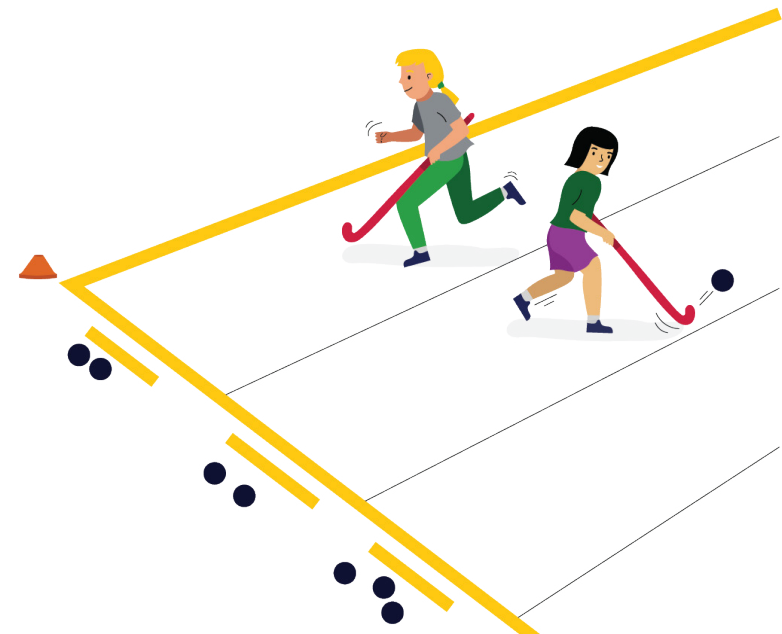
Skill development
15 minutes

Equipment

- Marker cones
- One hockey stick per student
- 3 hockey balls per student
- Extra cones for obstacles [optional]

What to do

- Define the playing field using marker cones.
- Students start on one end of the playing field with 3 hockey balls each.
- On your call, students run to the opposite side of the playing field to steal one hockey ball at a time, dribbling it back to their home base.
- The first student to accumulate 5 hockey balls wins.
- This can be played in teams with all the students on one end as a team.
 - When any one student collects 5 hockey balls, the game stops.
 - All the hockey balls on that side are tallied and the side with the most is the winner.



CHANGE IT

- Set a time limit.
- Give a bonus point to the team that scores the first individual 5 points.
- Change the size of the playing area.
- Freeze-frame the activity to provide students the opportunity to discuss strategies for stealing the balls.
- Add obstacles for students to dribble around.

HERE, THERE, NOWHERE

SUMMARY

On your call, students perform an action. Play with 6 or more.

Skill focus

- Grip
- Leading

Details

Finishing up
5 minutes

Equipment

- Marker cones
- One hockey stick per student

CHANGE IT

- Play for a set time.
- Give a bonus point to the team that scores the first 5 points.
- Change the size of the playing area.
- Freeze-frame the activity for students to discuss strategies for stealing the balls.

What to do

- Define the playing field with marker cones.
- Choose an activity each round, such as dribbling.
- When you call 'HERE!', students run towards you with their hockey stick.
- When you call 'THERE!', students run away from you with their hockey stick.
- When you call 'NOWHERE', students do an activity on the spot.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- How did you control the ball when dribbling?
- Did you make any good passes today?
Why do you think this was?
- How did you show respect today?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



LESSON 3

LESSON 3

LEARNING INTENTIONS

To improve ball handling and dribbling skills.

To explore passing options under pressure.

Skill focus

- Grip
- Ball handling
- Passing
- Leading

Duration

60 minutes

Area

Area similar in size to half a hockey field.

Equipment

- Marker cones
- Stopwatch
- 2 skittles
- One hockey stick per student
- One or 2 tennis balls per student
- One large ball
- Bibs for each team

Activities

GORRI

UNDERARM RETURN RELAY

DRIBBLERS AND ROBBERS

D1 AND D2

PUPPETEER

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4

AC9HP4M01

AC9HP4M02

AC9HP4P04

NSW curriculum

VIC curriculum

GORRI

SUMMARY

Gorri is a bowling-ball or disc game played by Aboriginal boys and men across Australia. A piece of rounded bark was rolled by one of the students for the other boys to use as a target for their short spears. A version of this activity is still played in the Kimberley area and Northern Territory (and perhaps elsewhere) using flattened tin lids as targets and stones or other missiles.

In this game, students stand in a line and aim to hit a moving target.

Skill focus

- Ball handling

Details

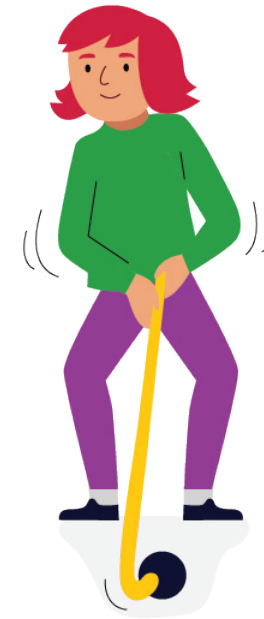
Warm-up
10 minutes

Equipment

- Marker cones
- One hockey stick per student
- One tennis ball per student
- One large target ball

What to do

- Define the playing field using marker cones.
- One student is the roller and calls out 'GOOL-GOOL!' (going-going) and they roll the target ball in front of the other students.
- The other students attempt to hit the target ball with their tennis balls by pushing them with a hockey stick.



CHANGE IT

- Change the size of the target ball.
- Change the type of target ball used.
- Roll more than one target ball.
- Change the speed the ball is rolled.

UNDERARM RETURN RELAY

SUMMARY

Students run to a point, return and on the way back pick up a ball and push it, using their hockey stick, to the team mate next in line. Play with 4 or more.

Skill focus

- Grip
- Ball handling
- Passing

Details

Skill development
10 minutes

Equipment

- Marker cones
- One hockey stick per student
- One hockey ball per student

What to do

- Define a starting line, a midway line and a turning point with marker cones.
- Form teams of 4 to 6 and have students line up behind the starting line.
- Place the a ball on the midway line for each team.
- The first student in each team runs around the turning point and back towards the team, picking up the ball on the midway line.
- The student pushes the ball from the pick-up point to the next student in line.
- The next student traps the ball and pushes it back to the first student, who is still at the pick-up point.
- The first student traps the ball, leaves it at the pick-up point, and runs back to the end of the line.
- The student next in line continues the pattern.
- Students should practise pushing from both the left-hand and right-hand sides.
- The game continues.



CHANGE IT

- Change the distance between the starting point and the pick-up point.
- The first student dribbles the ball instead of running around the turning point, then passes it to the next student in line, who returns the pass. Play continues.

DRIBBLERS AND ROBBERS

SUMMARY

Students dribble a ball with a hockey stick around the playing field. One or 2 students are robbers and attempt to intercept the dribblers' balls without making body contact. Play with one robber for every 4 dribblers.

Skill focus

- Grip
- Ball handling
- Leading

Details

Skill development
15 minutes

Equipment

- Marker cones
- One hockey stick per student
- One hockey ball (or similar) per student

CHANGE IT

- Change the number of robbers.
- Change the size of the playing area.
- Challenge dribblers to move through a number of gates.

What to do

- Define the playing field using marker cones.
- Choose one student to be a robber for every 4 dribblers.
- On your call, dribblers start dribbling their balls with their sticks around the playing field.
- Dribblers keep possession of their balls by tackling.
- When tackling, students must not make contact with the robber's stick.
- Robbers try to win possession of the balls through intercepting.
- Dribblers who lose possession become robbers and try to gain possession of another dribbler's ball – but not the ball they have just lost!



D1 AND D2

SUMMARY

Teams of students try to knock down their opponents' skittles.
Play with 3 teams of up to 4 students.

Skill focus

- Ball handling
- Passing
- Leading

Details

Skill development
15 minutes

Equipment

- Marker cones
- One hockey stick per student
- One hockey ball [or similar] per field
- Bibs for each team

CHANGE IT

- Play with no defenders — all students are on the attacking team.
- Change the skittles once they are knocked over.
- Every student must touch the ball before a goal can be scored.
- Add D1 and D2 to defend the skittle.

What to do

- Define the playing field using marker cones.
- Divide students into teams of 4.
- Play with 3 teams: one team as the attackers and 2 teams as the defenders.

Attackers

- Attackers start with possession in the middle of the playing field.
- Attackers move the ball around by pushing with their hockey sticks and passing to team mates.
- Attackers must attack from outside the goal circle.
- Attackers can only hold the ball for up to 5 seconds.

- Encourage attackers to lead into open spaces to receive the ball.
- Encourage attackers to fake or dummy a pass to confuse defenders.

Defenders

- The 2 defending teams each have one defender - D1 and D2 - inside their goal circle, who guards their skittle.
- Defenders are not allowed to touch the skittles.
- The other defenders try to intercept the ball.
- After a goal is scored, the ball is given to the opposition to restart the game from their baseline.



PUPPETEER

SUMMARY

Students become your puppets to demonstrate their learning.

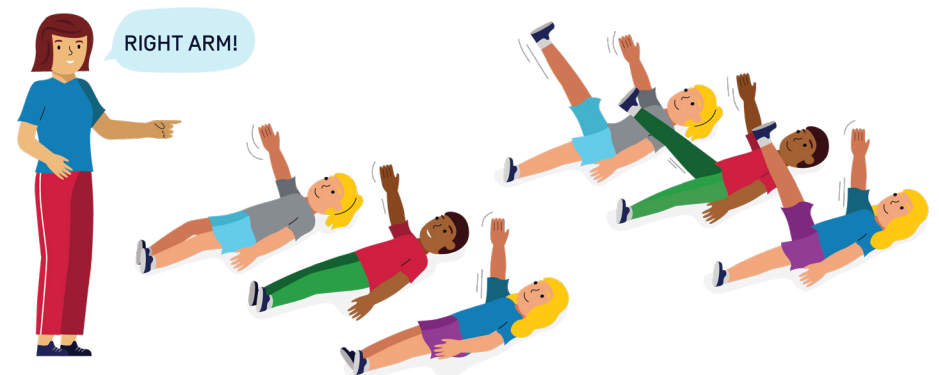
Details

Finishing up

5 minutes

What to do

- Students lie down on the ground.
- You pretend to be the puppeteer.
- Give clear directions for the puppets to follow.
For example:
 - when you pull the string to students' right arm, students raise their right arm
 - when you lower the string to students' right arm, students lower their right arm.
- Gradually slow down the activity.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- When do you use a close dribble?
- How were you respectful to your team mates?
- Where is the best place to lead?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



LESSON 4

LESSON

LEARNING INTENTIONS

To decide when to carry, pass or shoot for goal.

To practise hockey skills when being defended.

For students to self assess their ball striking and ball handling skills, tactical skills and personal and social skills [see the printable student self assessment on page 45].

Skill focus

- Grip
- Ball handling
- Passing
- Leading

Duration

60 minutes

Area

Area similar in size to half a hockey field.

Equipment

- Marker cones
- Stopwatch
- One hockey stick per student
- One hockey ball per pair
- Bibs for each team

Activities

FISH IN THE NET

5-POINT PLAYER

PASS AND RUN

NEWCOMBE BALL

FREEZE FRAME

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4

AC9HP4M01

AC9HP4M02

AC9HP4P04

NSW curriculum

VIC curriculum

FISH IN THE NET

SUMMARY

A group of 3 students join hands to form a net. The net traps fish by surrounding them. Caught fish join the net and the game continues. Play with 6 or more.

Details

Warm-up
5 minutes

Equipment

- Marker cones

CHANGE IT

- Change the size of the playing area.
- Challenge students to move only by jumping, hopping or skipping.
- Play with multiple nets.
- Fish form pairs and continue to avoid the net.
- For larger groups, play with multiple nets.

What to do

- Define the playing field using marker cones.
- Choose 3 students to form the net.
- Remaining students are the fish.
- Fish spread out across the playing area and avoid being caught by the net.



5-POINT PLAYER

SUMMARY

Teams score points for every 5 successful passes between team mates. For bonus points, the ball is passed to the team mate in end zones on the fifth pass. Play with 2 teams.

Skill focus

- Ball handling
- Passing

Details

Skill development
15 minutes

Equipment

- Marker cones
- One hockey ball (or similar) per field
- One hockey stick per student (optional)

CHANGE IT

- Set a time limit.
- Play with no restriction on the number of defenders in the end zone.
- Play with more attackers than defenders.
- Change the size of the end-zone.
- If the defenders intercept the ball, they may also score 5 bonus points by dribbling the ball to an end zone before an attacker tags them.
- Remove the end zones. Play with a 5-point player that can move around the playing area freely.
- Remove the end zones and choose a student from each team to be the scoring players. Points are only scored when the ball is passed to one of these students.
- Each student must touch the ball before scoring or before the time limit is up.
- The end-zone can be used to include students with limited mobility.
- A bigger endzone with fewer defenders permitted in it allows more 5-point scores.
- Students use hockey sticks to pass the ball.

What to do

- Define the playing field and end zones with marker cones.
- Divide students into 2 teams.
- One student from each team stands in their team's end zone.
- Teams score a point for every 5 successful consecutive passes.
- A bonus point is scored if the fifth pass is received by the student in their end zone.
- Students on the defending team stand 1m away from students on the attacking team and try to intercept the ball.
- Students should use leading and changing direction to receive a pass.
- After scoring, the last student to pass the ball swaps places with their team mate in the end-zone.
- There is no restriction on the number of defenders allowed in their opponents' end zone.
- Keep a running score for each side.



PASS AND RUN

SUMMARY

Attackers run down opposite sides of the field, dribbling the ball and passing to one another. Defenders try to intercept the ball but can only run up and down their designated line. Play with 8 or more.

Skill focus

- Grip
- Ball handling
- Passing

Details

Skill development
10 minutes

Equipment

- Marker cones
- One hockey stick per student
- One hockey ball per pair

CHANGE IT

- Change the number of defenders.
- Change the size of the playing area.

What to do

- Define the playing field using marker cones.
- Play for a set period or a set number of points before rotating roles.
- All students push the ball to one another using a hockey stick.

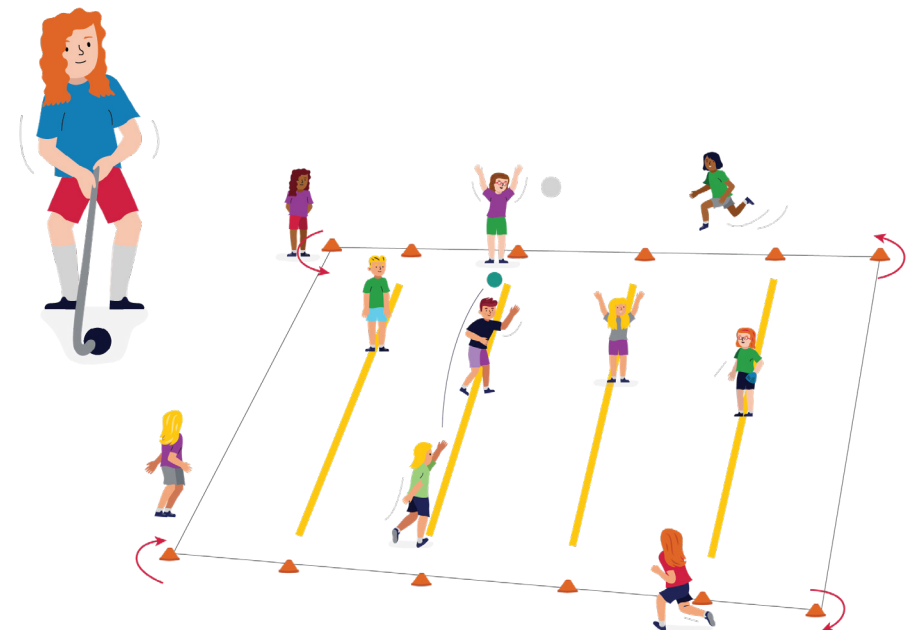
Attackers

- Attackers pass, catch and run with the ball as they try to get to the other end of the field.
- Once at the other end, attackers jog around the outside of the field and back to the start.

- Start the second pair of attackers as the first pair approaches the end of the court.

Defenders

- Defenders try to intercept the ball without contact or tagging.
- Students can only move sideways along their line as shown.
- If the ball is intercepted, students swap roles.
- Defenders return ball to the nearest attacker after intercepting.



NEWCOMBE BALL

SUMMARY

Teams try to push the ball over the other team's baseline to score a point. Play with teams of 4. [See the printable student self assessment on page 45].

Skill focus

- Ball handling
- Passing

Details

Skill development
20 minutes

Equipment

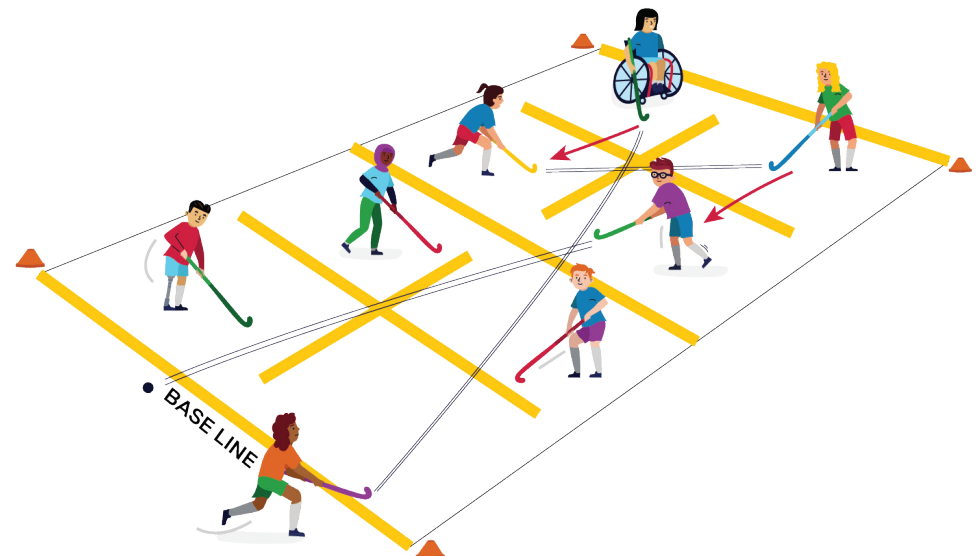
- Marker cones
- One hockey stick per student
- One hockey ball [or similar] per field

CHANGE IT

- Allow students to dribble the ball.
- Allow students to hit the ball as well as push it.
- Limit the time the attacking students may keep possession before returning the ball.

What to do

- Define the playing field using marker cones.
- Divide students into 2 teams of equal size.
- Attackers serve the ball by pushing it into the defending team's half, from behind the baseline.
- If students are allowed to hit, use a tennis ball or soft ball.
- Students may only move when they are not in possession of the ball – no dribbling!
- If the ball is pushed over the sideline possession is turned over to the opposing team and they restart with a serve.



FREEZE FRAME

SUMMARY

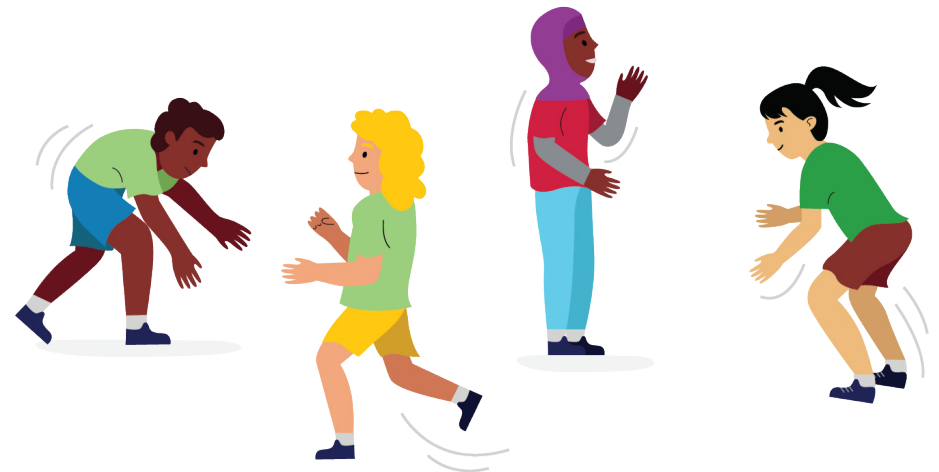
Students freeze in certain positions to demonstrate key skills.

Details

Finishing up
5 minutes

What to do

- Ask students to act out a particular hockey skill (e.g. leading).
- Students perform the action until you call 'FREEZE!'.
- Students become statues.
- Provide feedback on their technique.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- What do you look for when you are passing to a team mate?
- Where is the best place to stand when defending?
- What challenged you today?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



SELF ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Circle the face that matches how you feel about each of the statements below



Always












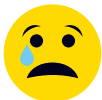


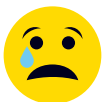


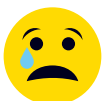


Sometimes



Rarely

Lesson 4 - Ball handling and passing – Newcombe ball with dribbling

Movement skills	I can push the ball along the ground to my team mate with accuracy.			
	I can hit the ball to my team mate with accuracy.			
	I can dribble the ball and then pass to my team mate with accuracy.			
Strategy and tactics	I can move into space to receive a pass from my team mate.			
	I can decide when it is best to dribble the ball, or to pass the ball to a team mate.			
Personal and social responsibility	I make positive and respectful comments to my team mates.			

LESSON 5

LESSON 5

LEARNING INTENTIONS

To develop defending and marking skills.

To defend by guarding a position or space.

To develop spatial awareness and use it in play.

Skill focus

- Grip
- Ball handling
- Passing
- Leading

Duration

60 minutes

Area

Area similar in size to half a hockey field.

Equipment

- Marker cones
- Stopwatch
- One hockey stick per student
- One hockey ball per pair
- Bibs for each team

Activities

LOOK OUT FOR OTHERS

4 SQUARE

5-POINT PLAYER

DEFENDERS ON THE LINE

FOUR CORNERS

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4

AC9HP4M01

AC9HP4M02

AC9HP4P04

NSW curriculum

VIC curriculum

LOOK OUT FOR OTHERS

SUMMARY

Students run in random directions in a defined area. This activity builds spatial awareness.

Skill focus

- Running
- Jumping

Details

Warm-up
5 minutes

Equipment

- Marker cones

CHANGE IT

- Change the movement to dribbling.
- When you call 'FREEZE!', students stop on the spot.
- When you call a number, students quickly form groups of that size.
- When you call a number and body part, for example '5 HANDS!', students come together with that part touching.

What to do

- Define the playing area with marker cones.
- Students spread out across the playing area.
- Students move around, mindful of other students, the boundaries and the surface.
- Students avoid others by using change of direction footwork.
- When you call 'GO!', students start running again.



4 SQUARE

SUMMARY

The playing field is divided into 4 squares, with a student from each team inside. The team in possession of the ball rolls it to a team mate in any of the 4 squares, trying to avoid interception. Students remain in that square. Play in 2 teams of 4.

Skill focus

- Ball handling
- Passing

Details

Skill development
15 minutes

Equipment

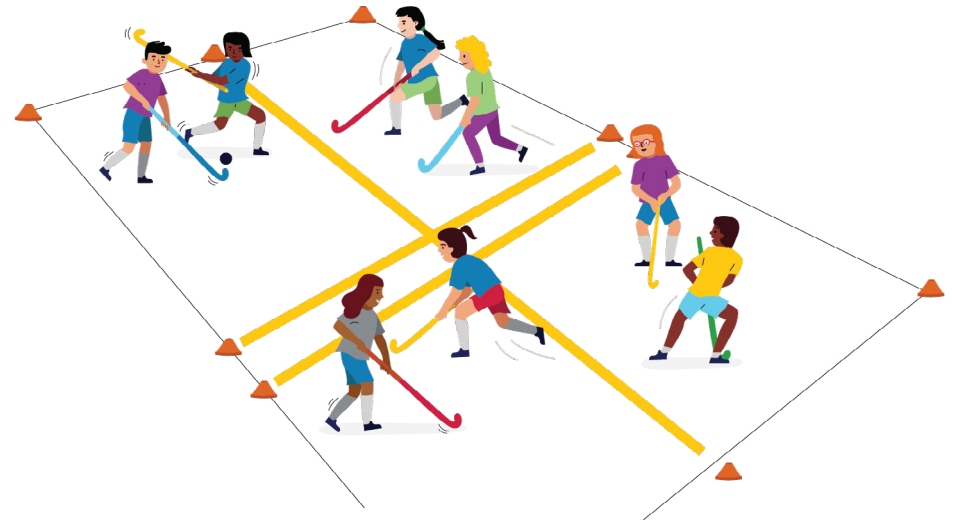
- Marker cones
- Stopwatch
- One hockey stick per student
- One hockey ball per team

CHANGE IT

- Allow dribbling.
- Play for a set period.

What to do

- Define the playing field into 4 squares using marker cones.
- Divide students into 2 teams of 4, with one student from each team in each square.
- On your call, the team in possession start rolling the ball between each other, trying to make as many passes as possible.
- Students cannot run with the ball.
- If the interceptors catch the ball or knock it out of play, they take possession.
- After 5 minutes, introduce hockey sticks and balls.
- Once hockey sticks are introduced, change the size of the playing area to match playing abilities.



5-POINT PLAYER

SUMMARY

Teams score points for every 5 successful passes between team mates. For bonus points, the ball is passed to the team mate in end zones on the fifth pass. Play with 2 teams.

Skill focus

- Ball handling
- Passing

Details

Skill development
15 minutes

Equipment

- Marker cones
- One hockey ball [or similar] per field
- One hockey stick per student [optional]

What to do

- Define the playing field and end zones with marker cones.
- Divide students into 2 teams.
- One student from each team stands in their team's end zone.
- Teams score a point for every 5 successful consecutive passes.
- A bonus point is scored if the fifth pass is received by the student in their end zone.
- Students on the defending team stand 1m away from students on the attacking team and try to intercept the ball.
- Students should use leading and changing direction to receive a pass.
- After scoring, the last student to pass the ball swaps places with their team mate in the end-zone.
- There is no restriction on the number of defenders allowed in their opponents' end zone.
- Keep a running score for each side.

CHANGE IT

- Set a time limit.
- Play with no restriction on the number of defenders in the end zone.
- Play with more attackers than defenders.
- Change the size of the end-zone.
- If the defenders intercept the ball, they may also score 5 bonus points by dribbling the ball to an end zone before an attacker tags them.
- Remove the end zones. Play with a 5-point player that can move around the playing area freely.
- Remove the end zones and choose a student from each team to be the scoring players. Points are only scored when the ball is passed to one of these students.
- Each student must touch the ball before scoring or before the time limit is up.
- The end zone can be used to include students with limited mobility.
- A bigger end zone with fewer defenders permitted in it allows more 5-point scores.
- Students use hockey sticks to pass the ball.



DEFENDERS ON THE LINE

SUMMARY

The playing field 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

- Grip
- Ball handling
- Passing
- Leading

Details

Skill development
15 minutes

Equipment

- Marker cones
- One hockey stick per student
- One hockey ball [or similar] per field

CHANGE IT

- Have fewer defenders than attackers.
- Teams cannot score in the same goal zone twice in a row.
- No dribbling is allowed.
- Teams swap possession when the ball is intercepted.

What to do

- Define the playing field using marker cones with a goal zone at each end.
- Divide students in teams of 4.
- On your call, the team in possession will try to cross their goal zone as many times as possible in 3 minutes by dribbling and passing.
- Each attacking student must touch the ball before each shot at the goal.
- After scoring, the ball is thrown from the goal zone to a team mate.
- Defenders must stay back 3m until the ball is in play.
- Defenders try to intercept the ball or tag a student with the ball.



FOUR CORNERS

SUMMARY

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

Details

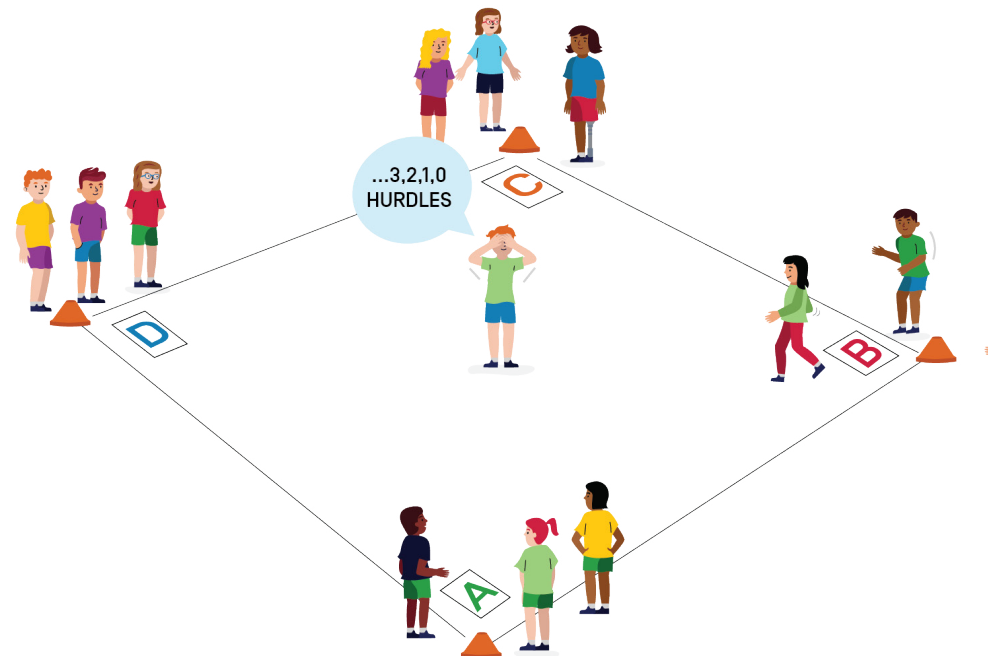
Finishing up
5 minutes

Equipment

- Marker cones

What to do

- Define the playing field using marker cones.
- Give names to each corner: 'BLUE!', 'RED!', 'PINK!', 'GREEN!'.
- One student stands in the middle of the square with their eyes shut, counting down from 10.
- While the student is counting, all other students move to a corner in a movement that you choose, such as:
 - walking
 - hopping
 - skipping
 - other.
- When the counter gets to zero, they name one of the corners.
- All students in that corner come into the middle and join in the counting.
- Continue until all students are in the middle.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- How did you try to pressure the player with the ball?
- How did you successfully intercept the ball?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



LESSON 6

LESSON 6

LEARNING INTENTIONS

To practise hitting the ball with accuracy and speed.

To develop ball handling skills under pressure in small-sided games.

For students to peer assess ball handling and hitting skills while being defended [see the printable peer assessment on page 63].

Skill focus

- Grip
- Ball handling
- Passing
- Leading

Duration

60 minutes

Area

Area similar in size to half a hockey field.

Equipment

- Marker cones
- Stopwatch
- One hockey stick per student
- One hockey ball per student
- One tennis ball or soft ball per student
- One medium-sized ball per pair
- Bibs for each team

Activities

TAKE A SEAT

FLIP IT

TRIANGLE ROLL

SPEED GATE

KEEP THE BALL

LET'S SEE IT

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4

[AC9HP4M01](#)

[AC9HP4M02](#)

[AC9HP4P04](#)

[NSW curriculum](#)

[VIC curriculum](#)

TAKE A SEAT

SUMMARY

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

Skill focus

- Ball handling

Details

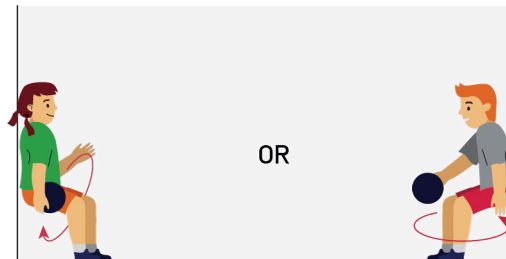
Warm-up
10 minutes

Equipment

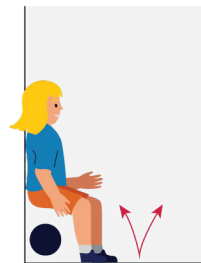
- Marker cones
- One medium-sized ball per student
- One ball per pair
- One ball per group

What to do

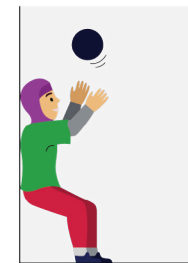
- Define the playing field using marker cones.
- In a seated position, leaning against a wall, have students practise these movements, as shown:
 - Around the world
 - Bounce L & R 'under'
 - Throw and catch
 - Bounce off the knees
 - Horse-riding muscles.
- Start with 15 to 20 second bursts.
- Mix up individual, pair and group activities to provide rest breaks.
- Students can play individually, in pairs or in teams of 3 to 4.



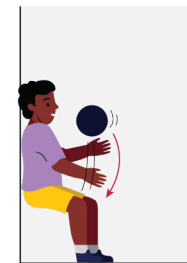
AROUND THE WORLD



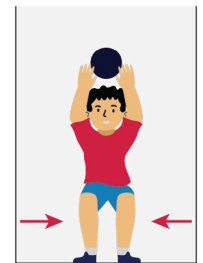
BOUNCE L & R
'UNDER'



THROW &
CATCH



BOUNCE OFF
THE KNEES



HORSE-RIDING
MUSCLES

CHANGE IT

- Students can use a chair if required.
- Holding a second ball between the knees works the horse-riding muscles.
- Change the type of ball, distance between students and type of passes used.
- In a pairs activity, after one throw and catch, have students quickly change places.

FLIP IT

SUMMARY

Teams race to flip their opponents' cones to match their own.

Skill focus

- Running

Details

Warm-up
5 minutes

Equipment

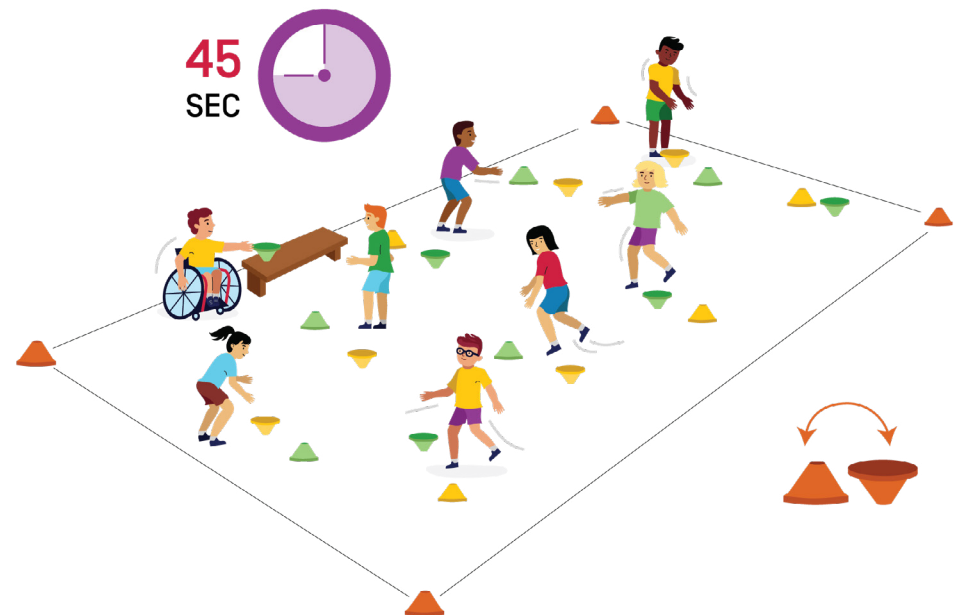
- Marker cones

CHANGE IT

- Change the size of the playing area.
- Change the distance between markers.
- Play with smaller teams.
- Play with uneven teams.
- Students run to a corner and back after flipping each marker cone.
- Students change the movement used:
 - jumping
 - hopping
 - skipping.

What to do

- Define the playing field with marker cones.
- Divide the students into 2 groups.
- Each student has a marker cone.
- Students on one team place their markers right side up while the other team place their cones upside down.
- On your call, students run around trying to flip over the other group's markers to match their own.
- Play for a set time.
- The team with the most cones standing at the end wins.



TRIANGLE ROLL

SUMMARY

In teams of 3, students stand on the points of a triangle and pass a ball to one another to practise pushing with accuracy and trapping at varying speeds. Play with 3 or more.

Skill focus

- Grip
- Ball handling
- Passing

Details

Skill development
10 minutes

Equipment

- Marker cones
- One hockey stick per student
- One hockey ball [or similar] per team

CHANGE IT

- Students roll the ball.
- Two markers are used to make a gate to push the ball through. The gate may be placed closer to one student depending on ability.
- Change the size of the triangle.
- Change the speed of ball.
- Change the size of ball.
- Change the scoring method.

What to do

- Define the playing field using marker cones.
- Divide students into teams of 3.
- Students stand on the points of a triangle.
- On your call, the first student releases the ball from the push to the second student, and so on.
- Students practise trapping and passing the ball to one another.



SPEED GATE

SUMMARY

In teams of 4, students 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.

Skill focus

- Passing

Details

Skill development
15 minutes

Equipment

- Marker cones
- One hockey stick per student
- One tennis ball or soft ball per student

What to do

- Define the playing field using marker cones.
- Divide students into teams of 4.
- On your call, students try to hit the ball through the gate.



KEEP THE BALL

SUMMARY

In 2 teams, the attackers aim to make 5 passes between team mates without being intercepted by the defenders. Play with one defender and 3 attackers for each game. [see the printable student peer assessment on page 63].

Skill focus

- Ball handling
- Passing

Details

Skill development
10 minutes

Equipment

- Marker cones
- One hockey stick per student
- One hockey ball per team

CHANGE IT

- Students can dribble as well as pass.
- Students can hit the ball when passing.
- Change the size of the playing area.
- Change the number of defenders.

What to do

- Define the playing field using marker cones.
- Divide students into 2 teams.
- There is one defender and 3 attackers distributed on the playing field.
- Students swap roles after each 30 seconds.

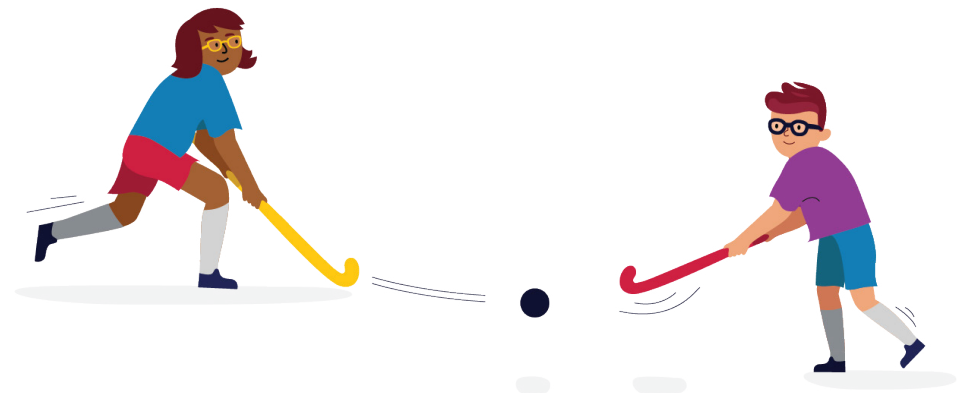
Attackers

- On your call, the attackers push the ball to one another using hockey sticks.

- Attackers try to make 5 passes between team mates – then change possession.
- Students can take 2 steps with the ball.

Defenders

- If the defenders prevent 5 passes being made, they score one point and become the attacking team.



LET'S SEE IT

SUMMARY

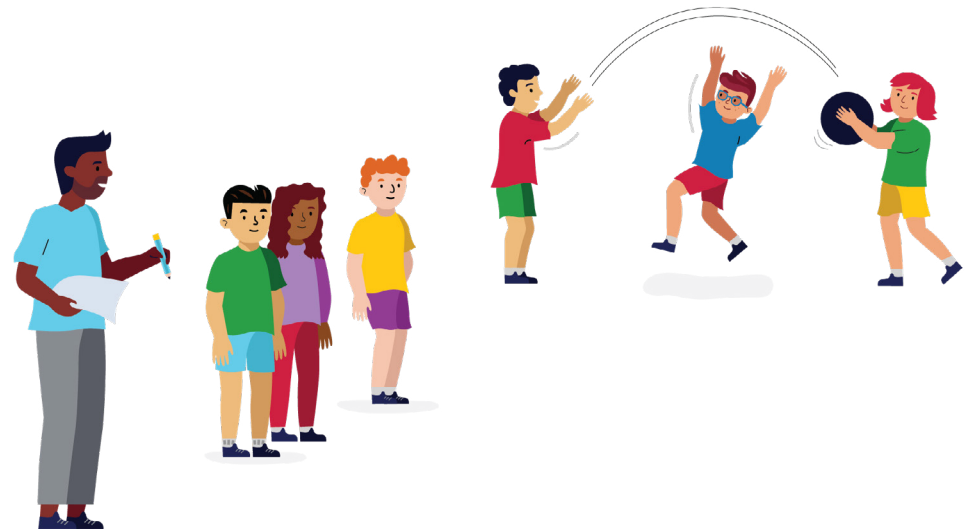
Highlight a skill or tactical play by having students demonstrate.

Details

Finishing up
10 minutes

What to do

- Gather students together.
- Have one student or a team of students demonstrate a skill or tactical play.
- Emphasise one key skill from the lesson and keep it short.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- Which activity did you enjoy the most today?
- Was there anything that challenged you today?
- How did you feel before you came to PE today? And how do you feel now?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



PEER ASSESSMENT

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Unit focus: Hockey – ball handling (dribbling, dragging, trapping or stopping, tackling and fake/dummy) while being defended
Lesson 6 – Keep the ball

Any areas for improvement?

Movement skills

Watch another student play Keep the ball for 3-5 minutes and record how they go with each skill component below:

Skill	Keep trying	Almost there	Got it!
Close dribble: keeps the ball close to the stick for better control.			
Loose dribble: taps the ball slightly ahead.			
Dragging: moves the ball across the body while keeping the stick head in contact with the ball.			
Trapping or stopping: cushions the ball with the stick as they make contact with the face of the stick angled down.			
Tackling: uses the stick to stop an opponent from taking possession of the ball.			
Fake/dummy: pretends to pass the ball to confuse the other team.			

LESSON 7

LESSON 7

LEARNING INTENTIONS

To learn the rules and apply the skills of modified hockey.

To play with team mates and opponents respectfully and fairly.

Skill focus

- Grip
- Ball handling
- Passing
- Leading

Duration

60 minutes

Area

Area similar in size to half a hockey field.

Equipment

- Marker cones
- Stopwatch
- One hockey stick per student
- 5 hockey balls
- Bibs for each team

Activities

RUN THE CIRCLE

HIT 4 AND GO

FIND THE GOAL LINE

LET'S SEE IT

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4

AC9HP4M01

AC9HP4M02

AC9HP4P04

NSW curriculum

VIC curriculum

RUN THE CIRCLE

SUMMARY

Students form a circle and push balls from student to student. The aim is for one ball to catch up to the other. Play with 6 or more.

Skill focus

- Ball handling

Details

Warm-up
10 minutes

Equipment

- Marker cones
- One hockey stick per student
- 2 hockey balls (or similar) per team

CHANGE IT

- Start with one ball being passed around the circle.
- Change the number of balls being passed.
- Change the size of the circle.

What to do

- Divide students into teams of 6.
- Each team forms a circle.
- Students should be spaced to suit the pass being used.
- On your call, students pass the balls around the circle, trying to overtake the ball in front.
- Call 'CHANGE!' to change the direction.



HIT 4 AND GO

SUMMARY

The batting team hits 4 consecutive balls into the field and then runs between marker cones as many times as possible before the fielding team return all the balls.

Skill focus

- Ball handling
- Passing
- Leading

Details

Skill development
20 minutes

Equipment

- Marker cones
- One hockey stick per student
- 5 hockey balls

CHANGE IT

- The batter hits one ball only.
- The batter must dribble an extra ball between cones when running.

What to do

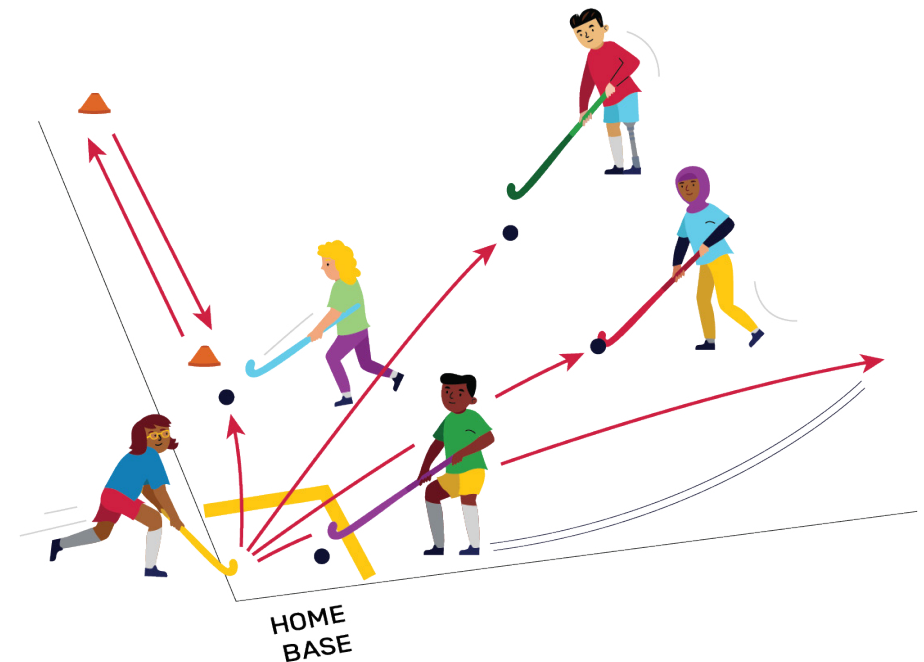
- Define the playing field using marker cones.
- Divide students into 2 teams.
- If playing in a limited space, restrict batters to pushing the ball rather than hitting it.

Batting team

- A batter hits 4 hockey balls into the playing area.
- When the last ball is hit, the batter runs between the marker cones as many times as possible.

Fielding team

- The fielding team must collect all balls by trapping and dribbling or passing them back to home base.
- Fielders call 'STOP!' when the last ball reaches home base.



FIND THE GOAL LINE

SUMMARY

Attackers pass the ball between team mates and try and push it over their goal line. All team mates must touch the ball at least once before the team scores. Play in groups of 2 teams of 6.

Skill focus

- Ball handling
- Passing
- Leading

Details

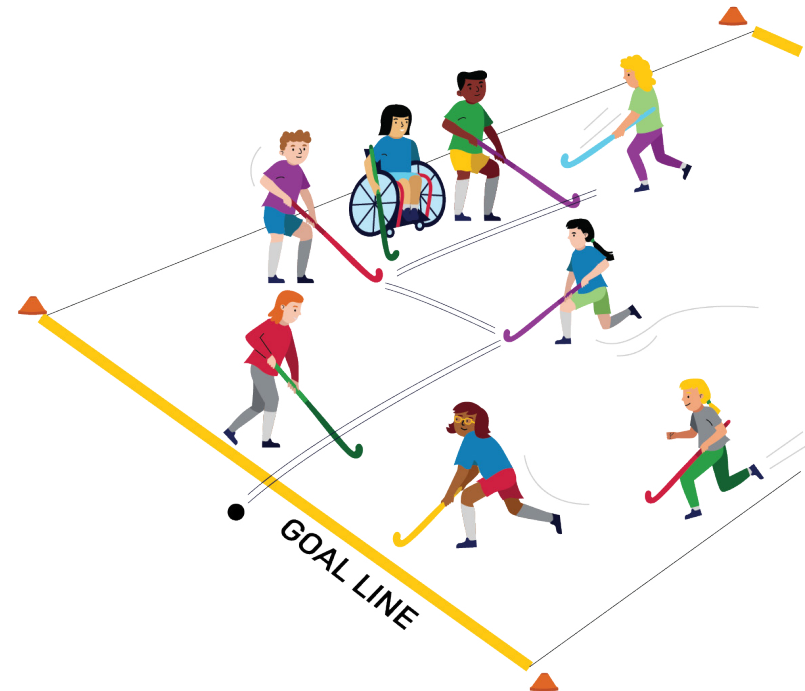
Skill development
20 minutes

Equipment

- Marker cones
- One hockey stick per student
- One hockey ball per group
- Bibs for the attacking team

What to do

- Define the playing field using marker cones.
- Explain the rules of modified hockey.
- Divide students into teams of 6.
- Students pass the ball to one another without running.
- The team without the ball tries to intercept the ball without making body contact.
- Interceptors may run.
- Only one-on-one tackling allowed.



LET'S SEE IT

SUMMARY

Highlight a skill or tactical play by having students demonstrate.

Details

Finishing up
5 minutes

What to do

- Gather students together.
- Have one student or a team of students demonstrate a skill or tactical play.
- Emphasise one key skill from the lesson and keep it short.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- How could you improve your passing?
- Where is the best place to be to defend your opponent when they have the ball?
- What did you do today to demonstrate fair play and respect to your opponents and team mates?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



LESSON 8

LESSON 8

LEARNING INTENTIONS

To practise applying hockey skills and tactics through modified games.

For teachers to observe and record student attainment [see the printable teacher assessment rubric on page 78].

Skill focus

- Grip
- Ball handling
- Passing
- Leading

Duration

60 minutes

Area

Similar in size to half a hockey field.

Equipment

- Marker cones
- Stopwatch
- One hockey stick per student
- One hockey ball per group
- 2 hockey goals [or similar]
- Bibs for each team

Activities

LOOSE CARRIAGE

NAMES

DEFEND THE ZONE

END TO END

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4

[AC9HP4M01](#)

[AC9HP4M02](#)

[AC9HP4P04](#)

[NSW curriculum](#)

[VIC curriculum](#)

LOOSE CARRIAGE

SUMMARY

Students in groups of 3 form a train – an engine and two carriages. The taggers are 'loose carriages' and try to join the end of a train. When they join the end of a train, the loose carriage calls 'GO!' and the students in the train become loose carriages.

Details

Warm-up
5 minutes

Equipment

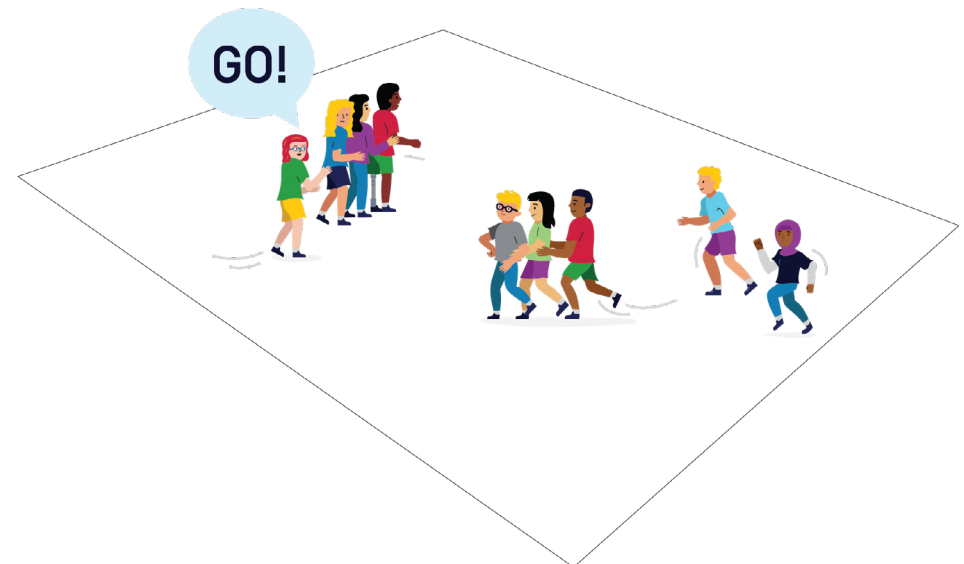
- Marker cones

CHANGE IT

- Change the number of carriages in a train.
- Change the number of loose carriages.
- Change the size of the playing field.
- If space is restricted, slow down the loose carriages by having them hop, fast shuffle or spring from both feet.
- Provide safe zones for trains to take a 5-second rest. Loose carriages must keep running.

What to do

- Define the playing field using marker cones.
- Create trains made up of groups of 3 students.
- Choose students to be loose carriages.
- Trains and loose carriages spread out across the playing field.
- On your call, each of the trains move safely around the playing field, trying to avoid the loose carriage from joining the end of their train.



NAMES

SUMMARY

Students stand in a circle and pass a ball to one another. One student stands inside the circle and tries to intercept the ball. Only the interceptor can move. Play in groups of 4 to 6.

Skill focus

- Passing

Details

Warm-up
10 minutes

Equipment

- Marker cones
- One hockey stick per student
- One hockey ball per group

CHANGE IT

- Play the first round without an interceptor.
- Interceptors only rotate on your call.

What to do

- Define the playing area using marker cones.
- In groups, students form circles, with one student in the centre.
- Students call the name of other students before passing the ball to them.
- When the ball is caught by the student in the centre of the circle, this student swaps places with the student who passed the ball.
- Students score one point for each successful pass. Interceptors score a point each time they intercept the ball.



DEFEND THE ZONE

SUMMARY

In 2 teams, students practise the skills, rules and tactics of modified hockey with an attacking team, a defending team and a target. Play in teams of 3 or more.

Skill focus

- Grip
- Ball handling
- Passing
- Leading

Details

Skill development
20 minutes

Equipment

- Marker cones
- One hockey stick per student
- One hockey ball [or similar] per group

CHANGE IT

- Attackers can score around the back of the target.
- Each attacker must touch the ball before a shot for goal is allowed.

What to do

- Define the playing field using marker cones.
- Explain the rules of modified hockey.
- Divide students into teams of 3 or more.
- The attacking team starts in the middle, moves to one end and tries to hit a target.

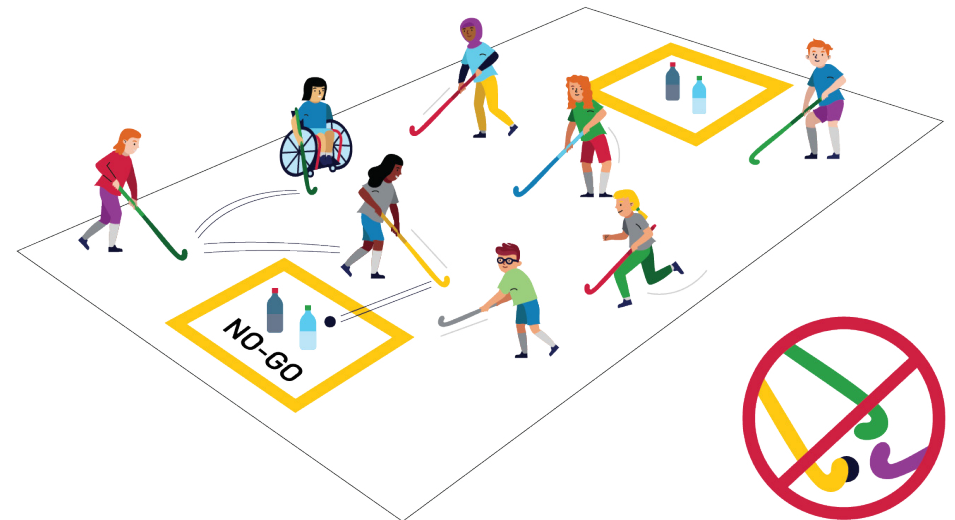
Attackers

- Students use hockey sticks to pass the ball to one another.

- After 4 steps, attackers must pass the ball.
- Students can only hit the target from in front.

Defenders

- Defenders try to intercept the ball.
- Only one defender is allowed to tackle an attacker.



END TO END

SUMMARY

In 2 teams, students practise the skills, rules and tactics of modified hockey with an attacking team, a defending team and hockey goals at each end of the playing field. Play in teams of 6 or more.

Skill focus

- Grip
- Ball handling
- Passing
- Leading

Details

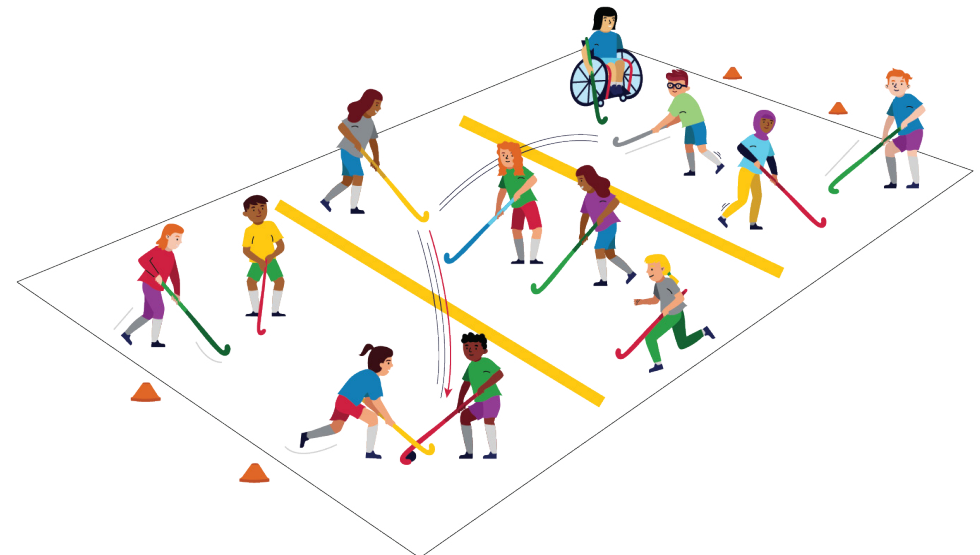
Skill development
20 minutes

Equipment

- Marker cones
- One hockey stick per student
- One hockey ball (or similar) per group
- 2 hockey goals (or similar)

What to do

- Use marker cones to define a playing field with 3 zones and hockey goals at each end.
- Explain the rules of modified hockey.
- Divide students into teams of 6 or more, with 2 opposing teams per field.
- Students form pairs of one student from each team, spreading out across the playing area.
- The goal defender of the attacking team starts with the ball.
- On your call, the student passes the ball to a team mate in the next zone.
- The defending team tries to intercept the ball.
- The goal scorer of the attacking team is the only student who can shoot for goal. Rotate this position after each goal is scored.
- The ball must be passed to all team mates in each zone.
- No running with the ball.



CHANGE IT

- Students can run with the ball until tagged, then must pass within 5 seconds.
- Change the number of defenders.
- Play with goalkeepers.
- Allow students to move across two zones or over the whole field.

WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- What skill have you improved most?
- What tactics have you learnt in hockey that you could apply to other games and sports?
- What did you like best about playing hockey?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



HOCKEY ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
Personal and social development	<u>AC9HP4P04</u> Select, use and refine personal and social skills to establish, manage and strengthen relationships .	At times, the student displays effort, respect for others and self-direction to make and strengthen their relationships with other students.	The student displays effort, respect for others and self-direction to make and strengthen their relationships with other students.	The student displays effort, respect for others and self-direction to make and strengthen their relationships with other students and can transfer this into other situations.
Movement skill development	<u>AC9HP4M01</u> Refine and apply fundamental movement skills in new movement situations .	The student has refined and applied at least two of the ball handling skills of dribbling, dragging, trapping, or tackling in hockey.	The student has refined and applied the ball handling skills of dribbling, dragging, trapping and tackling in at least two modified hockey activities.	The student has refined and applied the ball handling skills of dribbling, dragging, trapping and tackling in three or more modified hockey activities.
Strategy and tactical development	<u>AC9HP4M02</u> Apply and adapt movement strategies to achieve movement outcomes.	The student sometimes applies and adapts their movement strategies in modified hockey games .	The student regularly applies and adapts their movement strategies to improve their performance in modified hockey games .	The student always applies and adapts their movement strategies to improve their performance in modified hockey games.

WHERE TO FROM HERE?

Join a club

Did your students enjoy learning about hockey?

Sharing information with parents is a great way to encourage students to join a community club.

The Australian Sports Commission has information on their website about different opportunities.

Visit sportaus.gov.au/schools/find-a-club



APPENDICES

New South Wales curriculum links:

NSW curriculum-relevant course content outcomes

YEARS 3 AND 4

Course content outcomes

PD2-4

Performs and refines movement skills in a variety of sequences and situations

PD2-5

Applies strategies to solve movement challenges

PD2-10

Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations

Victorian curriculum links:

Victorian curriculum-relevant content descriptions

YEARS 3 AND 4

Content descriptions

VCHPEM097

Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings

VCHPEM099

Practise and apply movement concepts and strategies

VCHPEM102

Adopt inclusive practices when participating in physical activities

BEHAVIOURAL CONSIDERATIONS

Behaviour	Identifying behaviours	What you can do	Example
<p>Over competitiveness</p> <p>The desire to always be successful can promote harmful behaviours and hinder the cooperation and participation of others.</p>	<ul style="list-style-type: none"> • Not cooperating during group activities • Breaking rules to win the game • Criticising other students and their abilities • Disrespectfully celebrating a win 	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> • Highlight examples of cooperative play and good sportsmanship. • Issue bonus points to reward desirable behaviour. • Use small group activities, or circuits, to narrow students' attention to their own performance. • Encourage team building routines, such as handshakes and three cheers at the end of the game. • Reduce emphasis on scoring and set other types of challenges, for example, individual challenges rather than team challenges. • Select a 'spotter' who rewards sportsmanship. 	<p>During a netball game, one of the students, Rachel, was becoming increasingly frustrated and yelling at her team mates each time they made an error. This resulted in the team becoming discouraged and no longer enjoying the game.</p> <p>This behaviour escalated until the teacher, Roger, decided to stop the game, and introduce a game of Numbers Netball where the focus was on teamwork and cooperation.</p> <p>Roger strongly encouraged the team's supportive behaviour until Rachel started providing positive comments, even when a team mate missed their shot. Roger then rewarded Rachel's behaviour through praise and felt ready to try another game of netball.</p>
<p>Domineering behaviour</p> <p>Groups can include students of varying skill levels, abilities and experience, who may intentionally or unintentionally dominate sessions. This can become disruptive to the teacher and affect the involvement of others.</p>	<ul style="list-style-type: none"> • Assuming team leader roles and direct other students • Dominating discussions and questions by the teacher • Continually influencing the pace and direction of activities • Intentionally or unintentionally ignoring those less skilled in the group • Dominating the games or activities 	<ul style="list-style-type: none"> • Use smaller groups and evenly space out more experienced students between teams. • Highlight examples of cooperative play and issue bonus points to reward desirable behaviours. • Score in a way that allows students to individually challenge themselves to achieve success. • When questioning students about changing an element of an activity, use responses such as, 'That was a very valuable suggestion, does anybody else have another idea that we could use?'. Recognising comments in this manner will help to increase esteem and create an environment in which others feel comfortable contributing. • Delegate extra roles to more experienced students as part of an activity, such as keeping count of the number of passes, to provide more of a challenge. 	<p>Susie decided that the students would play a game of 'End to End' as part of the day's hockey session. She knew that a couple of the students, Jodie and Ryan, had played for the school team and had a greater skill level than the others.</p> <p>Susie broke the group into two teams, with Jodie in one and Ryan in the other.</p> <p>As the session progressed, Susie observed students losing interest and getting frustrated as Jodie and Ryan were dominating the game. Susie paused the game and asked the group what changes could be made, to ensure every player got to touch the ball, including considering better positioning.</p> <p>They decided if the ball was passed to three different team mates before scoring, that team should receive bonus points.</p> <p>Once the game started again Susie saw a big change, Jodie and Ryan were doing their best to include their team mates to get those bonus points.</p>

Behaviour	Identifying behaviours	What you can do	Example
<p>Non-participation</p> <p>Students have different motivations when it comes to their involvement in sport and some may not want to participate at all. As these reasons may not be obvious, understanding and patience are essential, to ensure everyone has an opportunity to get involved.</p>	<ul style="list-style-type: none"> • Refusing to participate in activities • Refusing to play certain roles as part of games • Making no effort or attempt to engage with other students 	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> • Ask one of their friends, or a more experienced student from the group, to encourage their participation in the activities. • Think of different roles that can be played, for example, scorer or umpire. • Look for signs of interest during the activities, to invite participation. • Use changes that increase or decrease complexity of the activity to provide more opportunities for success. • Ensure the fun and the joy of movement are emphasised. • Engage students by: <ul style="list-style-type: none"> – asking for suggestions on how to improve or change that activity, or – providing choices for how they may participate. • Encourage students' efforts rather than focusing on the results once the student becomes involved. 	<p>Sarah brought her group of students together to introduce the next activity: volleyball.</p> <p>Peter immediately tensed up and said, 'I don't want to play this game, I don't like volleyball'.</p> <p>The last time Peter played volleyball he was unable to serve the ball over the net, but the other students could. Peter wanted to avoid further embarrassment so he sat out.</p> <p>After a quick one-on-one discussion with Peter, Sarah changed one of the game rules to allow students to serve from different spots around the court.</p> <p>Sarah made the rule for the whole group, not just Peter, so all the students could choose the spot they felt most comfortable with to make a serve.</p> <p>After watching the game with this new rule in play, Peter decided to join in, and Sarah provided encouragement throughout the session.</p>