

Physical Education Unit 7: Floor Hockey

Essential Understandings	<ul style="list-style-type: none"> ▪ There are benefits to physical activity, cooperation, and team work.
Essential Questions	<ul style="list-style-type: none"> ▪ What is a high stick? ▪ What is a face off (center bully)? ▪ What is a dribble in floor hockey? ▪ What is a proper way to pass in floor hockey? ▪ What is a power play? ▪ What is a proper grip of stick?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Basic Rules <ul style="list-style-type: none"> ○ Six players on a team including the goalie. ○ Goalie should wear a glove and protective eye wear. ○ Goalie may toss puck out after a save, but puck must land before center line of court. ○ Players must be spread out in offensive and defensive positions. ○ Start the game and after every goal with a face off. ○ No one (offensive or defensive players) may be in the goalie box. Only sticks may reach past the crease line. ○ Any dangerous play results in a 2 minute penalty box time out. ○ Catch high pucks and drop it to floor immediately. ▪ Scoring <ul style="list-style-type: none"> ○ A goal = 1 point. ▪ Game Etiquette <ul style="list-style-type: none"> ○ Call own violations to encourage fair play. ○ Include all teammates in game. ○ No “hogging” the puck. ▪ Safety <ul style="list-style-type: none"> ○ Pay attention to puck movement to prevent injury. ○ Call violations to prevent aggressive behavior. ○ Enforce penalty time outs. ○ No sticks above the waist. ○ Keep hands apart gripping stick to control wild stick. ○ No checking.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Hat trick; checking; crease; goalie box; high stick; face-off; power play; violation; penalty box
Essential Skills	<ul style="list-style-type: none"> ▪ Demonstrate appropriate dribbling, passing, and shooting skills. ▪ Demonstrate good sportsmanship and ability to work with a team. ▪ Demonstrate stopping puck on a pass. ▪ Demonstrate face-off.

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<p>Related Maine Learning Results</p>	<p><u>Health and Physical Education</u> G. Movement/Motor Skills and Knowledge G1. Stability and Force Students change their motion and the motion of objects by applying the principles of stability and force during skill practice. a. Demonstrate the principle of opposition. b. Demonstrate how the point of contact changes the path of an object. c. Demonstrate how the point of release changes the path of an object. d. Demonstrate lifts and actions that decrease risk for injury. G2. Movement and Skills Students demonstrate motor skills and manipulative skills during drills or modified games/physical activities. a. Demonstrate correct technique for motor skills and manipulative skills during drills or modified games/physical activities. b. Combine manipulative skills with motor skills during drills or modified games/physical activities. G3. Skill-Related Fitness Components Students explain the following skill-related components: balance, coordination, agility, speed, and power. G4. Skill Improvement Students explain how specific, positive, and correct Feedback affect skill improvement. I. Personal and Social Skills and Knowledge I1. Cooperative Skills Students demonstrate cooperative and inclusive skills while participating in physical activities. a. Work together as a team. b. Respond appropriately to peer pressure. c. Manage conflict. d. Engage peers respectfully in activities. I2. Students demonstrate responsible personal behaviors while participating in physical activities. I3. Safety Rules and Rules of Play Students describe game/physical activity rules and safety rules and their purpose. a. Explain the purpose for modifying playing rules in specified situations. b. Explain the safety rules and possible risks associated with specific games/physical activities.</p>
<p>Sample</p>	<p>▪ NHL line drills requiring students to dribble the puck while weaving</p>

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<p>Lessons And Activities</p>	<p>in and out of cones; dribble to designated line and shoot using proper grip and controlling height of stick; dribble down court to cone, control puck around cone and then pass to next person in front of your line.</p> <ul style="list-style-type: none"> ▪ Relay shooting contest on goals for accuracy. ▪ Basic games stopping to teach positions; skills; safety.
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Classroom/field observation of stick grip. ▪ Skills checklist.
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>PE Games & Activities Kit for Grades 6 – 12, Lumsden</u> ○ <u>Student-Centered Physical Education – Smith, Cesaro</u>

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