

## Sample Unit Plan

### 9<sup>th</sup>-12<sup>th</sup> Grade Floor Hockey

#### History of Floor Hockey

Floor hockey evolved from ice hockey. British soldiers invented modern ice hockey in the 1950's, while stationed in Canada. The first organized indoor hockey games took place in Battle Creek, Michigan, in 1962. Tim Harter is responsible for refining the rules of the game. The sport is popular among both boys and girls, and there are many teams, leagues and events centered around the sport.

Floor hockey is played between two teams of six players to a side (number of players will vary based on class size), on a flat surface the size of a basketball court. The object of the game is to score points by hitting the puck or ball into the opponent's goal. Time of the game may vary. The team with the most goals at the end of the game wins. If there is a tie at the end of regulation, extra time is added, and the first team to score wins.

Reference: (<http://sportsvite.com/sports/FloorHockey/rules>)

#### Unit Standards

- S1.H1.L1\* Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.
- S4.H5.L1\* Applies best practices for participating safely in physical activity, exercise and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

#### Unit Objectives

##### Cognitive:

1. Students will be able to explain the rules of floor hockey
2. Students will be able to explain different offensive tactics in floor hockey in order to give their team more chances to score
3. Students will be able to explain defensive strategies in order to maximize potential take away opportunities.

##### Affective:

1. Students will demonstrate their best effort and attitude everyday in the floor hockey unit.
2. Students will demonstrate proper and good sportsmanship to their teammates and the other teams during the floor hockey unit.
3. Students will understand the importance of rules and rightfully acknowledge when they have committed a penalty in floor hockey.

##### Psychomotor:

1. Students will demonstrate and acknowledge the importance of a ready position in floor hockey.

2. Students will demonstrate the basic skills of floor hockey (passing, receiving, and shooting) with proper technique and safety.
3. Students will demonstrate proper safety and keep their sticks below the shoulders when shooting at all times.

## Floor Hockey Block Plan

Day 1	Day 2	Day 3
<p><b>Fitness Activity:</b></p> <ul style="list-style-type: none"> <li>• Warm-up &amp; stretch routine lead by captain.</li> <li>• Intro to history of floor hockey and history</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Ready Position</li> <li>• Passing</li> <li>• Receiving</li> <li>• Shooting</li> </ul> <p><b>Assessment:</b> Participation points</p>	<p><b>Fitness Activity:</b></p> <ul style="list-style-type: none"> <li>• Warm-up &amp; stretch routine lead by captain.</li> </ul> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>• Shooting technique</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Stick handling</li> <li>• One timers</li> <li>• Free drill</li> </ul> <p><b>Assessment:</b> Exit slip on what they want to improve on</p>	<p><b>Fitness Activity:</b></p> <ul style="list-style-type: none"> <li>• Warm-up &amp; stretch routine lead by captain.</li> </ul> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>• Stick handling</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Stick handling</li> <li>• Slap shot</li> </ul> <p><b>Play:</b></p> <ul style="list-style-type: none"> <li>• Stick handling relay</li> <li>• Slap shot relay</li> <li>• Skills stations</li> </ul> <p><b>Assessment:</b> Participation points</p>
Day 4	Day 5	Day 6
<p><b>Fitness Activity:</b></p> <ul style="list-style-type: none"> <li>• Warm-up &amp; stretch routine lead by captain.</li> </ul> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>• Ready position</li> <li>• Shooting technique</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Poke check</li> <li>• Offensive strategies</li> </ul> <p><b>Play:</b></p> <ul style="list-style-type: none"> <li>• Poke check station</li> <li>• Offensive strategies and shooting station</li> </ul> <p><b>Assessment:</b> Exit slip: what skills have they improved on and are you ready for playing a game tomorrow in class?</p>	<p><b>Fitness Activity:</b></p> <ul style="list-style-type: none"> <li>• Warm-up &amp; stretch routine lead by captain.</li> </ul> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>• Game rules and safety protocol</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Combining all skills</li> </ul> <p><b>Play:</b></p> <ul style="list-style-type: none"> <li>• 2, 10 minute games</li> </ul> <p><b>Assessment:</b> Students will receive points by participating safely and with good effort and attitude along with good sportsmanship to other students.</p>	<p><b>Fitness Activity:</b></p> <ul style="list-style-type: none"> <li>• Warm-up &amp; stretch routine lead by captain.</li> </ul> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>• Stick handling</li> <li>• Shooting with accuracy</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Stick handling</li> <li>• Shooting with accuracy</li> </ul> <p><b>Play:</b></p> <ul style="list-style-type: none"> <li>• Stick handling relay/obstacle course</li> <li>• Shooting accuracy competition</li> </ul> <p><b>Assessment:</b> Task sheet: obstacle course time and keeping track of how many accuracy competition</p>

Block Plan (Cont.)

Day 7	Day 8
<p><b>Fitness Activity:</b></p> <ul style="list-style-type: none"> <li>• Warm-up &amp; stretch routine lead by captain.</li> </ul> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>• Game rules</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Free drill first 10 minutes</li> </ul> <p><b>Play:</b></p> <ul style="list-style-type: none"> <li>• Free drill 10 minutes</li> <li>• 1, 10 minute game (teams for rest of unit) winners will move right courts while losers will move left for next two days)</li> </ul> <p><b>Assessment:</b> How are students utilizing free drill time? Check list of students working and not messing around.</p>	<p><b>Fitness Activity:</b></p> <ul style="list-style-type: none"> <li>• Warm-up &amp; stretch routine lead by captain.</li> </ul> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>• Game rules and safety protocol</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Combining all skills</li> </ul> <p><b>Play:</b></p> <ul style="list-style-type: none"> <li>• 2, 10 minute games (same teams as yesterday, winners move right, losers move left)</li> </ul> <p><b>Assessment:</b> Students will receive points by participating safely and with good effort and attitude along with good sportsmanship to other students.</p>
Day 9	Day 10 (classroom)
<p><b>Fitness Activity:</b></p> <ul style="list-style-type: none"> <li>• Warm-up &amp; stretch routine lead by captain.</li> </ul> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>• Game rules and safety protocol</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Combining all skills</li> </ul> <p><b>Play:</b></p> <ul style="list-style-type: none"> <li>• 2, 10 minute games (same teams as yesterday, winners move right, losers move left)</li> </ul> <p><b>Assessment:</b> Students will receive points by participating safely and with good effort and attitude along with good sportsmanship to other students.</p>	<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>• Game rules and safety protocol</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Hockey video (preferably of schools team if we have one)</li> <li>• Quick rules/safety review</li> <li>• Floor hockey test</li> </ul> <p><b>Assessment:</b> Floor hockey test</p>

## Floor Hockey Day 2

<b>Grade:9-12</b>		<b>Subject: PE</b>	
<b>Materials: : hockey sticks, balls, nets, cones</b>		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> <ul style="list-style-type: none"> <li>• S1.H3.L1* Demonstrates competency in one or more specialized skills in fitness activities</li> <li>• S4.H5.L1* Applies best practices for participating safely in physical activity, exercise and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</li> </ul>		<b>Differentiation</b> <b>Below Proficiency:</b> walking while stick handling  <b>Above Proficiency:</b> running while stick handling  <b>Approaching/Emerging Proficiency:</b> slow jog while stick handling  <b>Modalities/Learning Preferences:</b>	
<b>Objective(s)</b> Students will be able to demonstrate stick handling while either walking, jogging, or running based upon skill level. Students will perform shots on goal in a one timer fashion while receiving a pass.			
<b>Bloom's Taxonomy Cognitive Level:</b> application			
<b>Classroom Management-</b> (grouping(s), movement/transitions, etc.) <b>Groupings</b>		<b>Behavior Expectations-</b> (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)  <b>Movements in classroom are under control</b> <b>Encourage</b> <b>Include all your teammates</b> <b>Effort and attitude at best</b>	
<b>Minutes</b>	<b>Procedures</b>		
<b>0</b>	<b>Set-up/Prep:</b> all equipment will be out before class beings. One goal set up per pair of students, and cones in a line along side of gym for cardio and stick handling		
<b>8</b>	<b>Engage:</b> (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <b>Warmup:</b> stretch lines. Static stretching, then move into dynamic warmup and short run. (students know their stretch lines and who are the stretch leaders)		
<b>10</b>	<b>Stick handling</b> <b>Explain Stick Handling:</b> Students will run/jog/walk (at skill level) with a ball and stick, handling it from forehand to backhand movement to their own selves. This is done by just shifting the stick over the ball on the right and left side to create forward projection while moving. <b>Drill: Stick Handling:</b> Each student will have a ball and stick. They will walk/jog/run (based on skill level) to the end of the gym and back. We will analyze and critique our own performance and adjust for another lap. After this student will move to the obstacle cone course. There will be 3 stations, walk, jog, and running. The students will pick a station based upon skill level. Students will maneuver around the cones.		
<b>10</b>	<b>One Timers (students will pair up with partner)</b>		

	<p><b>Explain:</b> A one timer is when a pass is received in the offensive zone and is immediately shot by the person who receives the pass. The one timer is usually a slap shot so the goalie does not have time to react to the puck or ball being shot.</p> <p><b>Drill:</b> Students will receive a pass and put a shot on goal and rotate in a circuit, so each student gets an opportunity to pass and shoot.</p>
10	<p><b>Free Drill</b></p> <p>Have students come in and go over all the drills that we have gone over the last two days. Explain to them that they can freely pick any drill of their choice and to work on it for the last 10 minutes of class. Emphasize that they need to work on skills that they have yet to be proficient in or need more work on to better off their skills.</p>
2	<p><b>Review (wrap up and transition to next activity):</b></p> <p><b>Clean up equipment and remind kids of google classroom assignment of what is one skill that you feel you are good at, and what is one skill that you wish to improve on.</b></p>
<p><b>Formative Assessment: (linked to objectives)</b></p> <p><b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <p><b>Exit slips on what skills they are improving on and what skills they want to work on.</b></p> <p><b>Consideration for Back-up Plan:</b></p> <p><b>Games with stick handling, relays.</b></p>	<p><b>Summative Assessment (linked back to objectives)</b></p> <p><b>End of lesson:</b></p> <p><b>Points will be awarded based on the free drill time. If students are participating and not messing around they will receive full points for the day.</b></p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	

## Floor Hockey Day 3

<b>Grade:9-12</b>		<b>Subject:PE</b>	
<b>Materials: hockey sticks, balls, nets</b>		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
<b>Standard(s)</b> <ul style="list-style-type: none"> <li>• S1.H3.L1* Demonstrates competency in one or more specialized skills in fitness activities</li> <li>• S4.H5.L1* Applies best practices for participating safely in physical activity, exercise and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</li> </ul>		<b>Differentiation</b> <b>Below Proficiency: Skill work will be based on skill level</b>  <b>Above Proficiency: running while doing relay race</b>  <b>Approaching/Emerging Proficiency: jogging</b>  <b>Modalities/Learning Preferences: as fast as you can while staying under control</b>	
<b>Objective(s)</b> <ul style="list-style-type: none"> <li>• Students will participate in relay races that will allow them to work on their eye-hand coordination in the stick handling skill.</li> <li>• Students will choose a skill station based upon what skill they said in the homework they needed to work on the most.</li> </ul>			
<b>Bloom's Taxonomy Cognitive Level: application</b>			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  <b>Teams and grouping</b>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  <b>Movements in classroom are under control</b> <b>Encourage</b> <b>Include all your teammates</b> <b>Effort and attitude at best</b>	
<b>Minutes</b>	<b>Procedures</b>		
<b>0</b>	<b>Set-up/Prep: All equipment will be set out before class. Different stations will be set up for after relay races and relays will be set up. Balls for every student and only 2 nets need to be out on the same side of the court.</b>		
<b>8</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <b>Warmup:</b> stretch lines. Static stretching, then move into dynamic warmup and short run done with sticks and balls for stick handling. Students know stretch routine and will be lead by stretch captain as I take attendance.		
<b>10</b>	<b>Stick Handling Relay Race: Students will be split into two teams</b> Students will maneuver between the cones will handling a puck. One person will go at a time, students will weave in and out of the cones, and return the same way back to their team. Then they will hand the ball or puck off to the next person. First team to get all students through the course win. Do as many relay races until the ten minutes are up.		
<b>10</b>	<b>Slap shot relay race.</b>		

	Students will participate in the same relay teams and same race. However at the end of the court the student will take 2 slap shots into goals. Two balls will be placed at the end of the course. For every missed slap shot a penalty of 3 seconds will be added to the teams time. The team with the lowest time wins the races. Play as many relay races as the 10 minuets allow.
10	<b>Skill Stations.</b> : Multiple stations will be set up for student’s personal choice of what skill to work on. Students will visit 3 different stations. One timer station, slap shot station, passing and receiving station, wrist shot station, accuracy station. Explain activity for each station. <b>3, 3 minute stations</b>
2	<b>Review (wrap up and transition to next activity):</b>  <b>Clean up and head to locker room.</b>
<b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b> Checking for how well skills are developing  <b>Consideration for Back-up Plan:</b>  <b>Create new relays for whole class.</b>	<b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b> <b>Students will receive daily participation points for participating in the relays.</b>  <b>If applicable- overall unit, chapter, concept, etc.:</b>
<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>	



## **Student Learning Assessments**

- **Exit slips**  
Day 2: What skills that we have worked on do you need to improve on and what skills are you feeling comfortable with?  
Day 4: What skills have you been developing well in and do you think you are ready to test your skills in a game tomorrow in class?
- **Participation points (best effort and attitude, demonstrates safety)**  
Day 1,3,5,8,9
- **Checklist of students effective participating and following directions**  
Day 7
- **Personal stats sheet (turn in at end of day, complete)**  
Day 6: Stats sheet consist of writing down the three different obstacle coursed times and what number station they made it to for the accuracy competition.
- **Floor Hockey Test**  
Day 10

**Name:**  
**Date:**  
**Period:**

### **Day 6 Stats Sheet**

**Obstacle Course #1 Time:**

**Obstacle Course #2 Time:**

**Obstacle Course #3 Time:**

**Reflection: What course was the hardest and which course was the easiest for you to do and why?**

**What number station did you make it to for the accuracy competition?**

## **Handout:**

### **Floor Hockey Unit**

#### **Floor Hockey History**

Floor hockey evolved from ice hockey. British soldiers invented modern ice hockey in the 1950's, while stationed in Canada. The first organized indoor hockey games took place in Battle Creek, Michigan, in 1962. Tim Harter is responsible for refining the rules of the game. The sport is popular among both boys and girls, and there are many teams, leagues and events centered around the sport.

#### **Floor Hockey Rules**

Floor hockey is played between two teams of six players to a side, on a flat surface the size of a basketball court, 94 ft by 50 ft. The object of the game is to score points by hitting the puck or ball into the opponent's goal. A floor hockey game consists of three 20 minute periods. Time of the game may vary. The team with the most goals at the end of the game wins. If there is a tie at the end of regulation, extra time is added, and the first team to score wins.

Each player on the team has a position. One player serves as the center, and can play offense and defense. Two players serve as forwards, and play offense. They are not allowed to cross the center line into their defensive end. Two players serve as defensemen, and work to protect the goal. They are not allowed to cross the center line into their offensive end. One player serves as the goalkeeper and can stop the puck using their hands, feet, body, and stick. Goalkeepers are not allowed to leave the crease or hold on to the puck for more than three seconds. These violations result in the opposing team gaining possession of the puck at the center line.

The game is started with a faceoff between the centers taken at the center circle. Faceoffs restart the game after a goal or at the beginning of a period. The center cannot score on a face off unless it first touches an offensive player.

Roughing violations result in two minutes in the penalty box. Roughing violations include: Hitting the opponent with a stick when there is not chance of hitting the puck; Contacting an opponent with the stick above the waist; Contact with the goalkeeper while in the crease; Pushing, tripping, hooking, or blocking, an opponent, with the body.

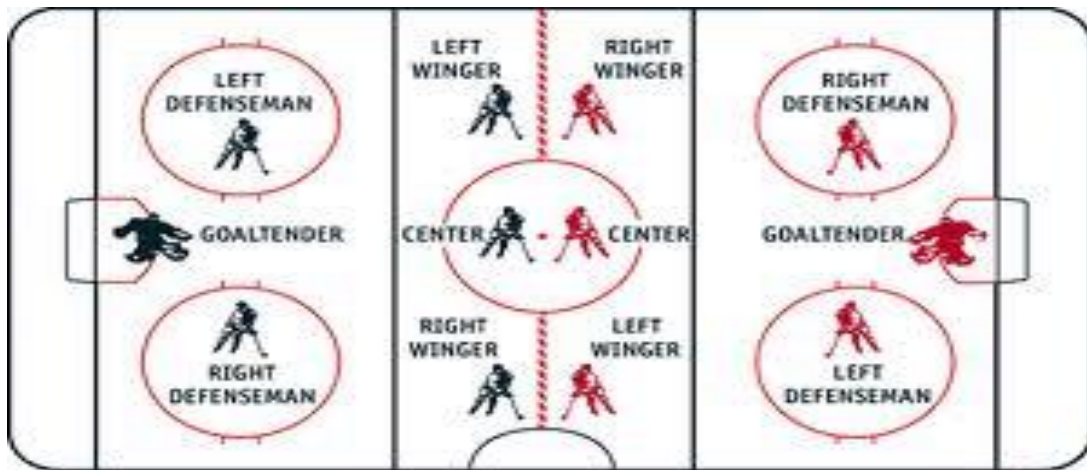
The opposing team gains possession of the puck at the half court line for the following misconduct violations: A player deliberately kicks the puck; A player deliberately stops play by holding, laying, or stepping on the puck; A player contacts the puck while laying on the floor; Any player other than the goalkeeper enters the crease, or plays a puck in the crease. (Rules and regulations are subject to change for class efficiency)

Reference: (<http://sportsvite.com/sports/FloorHockey/rules>)

### **Skills/Terminology:**

- **Ready position-** Athletic stance, stick out, head on a swivel,
- **Passing-** pushing stick forward with force to propel puck forward
- **Receiving-** Getting the puck from a teammate who passed it, have “soft hands”
- **Wrist shot-** Shot designed for accuracy, done by flicking wrist forward
- **Slap shot-** Shot designed for power and speed, done by forcefully hitting the puck
- **One timer-** Shooting the puck immediately off a pass from a teammate, designed for quickness
- **Stick handling-** Maneuvering puck while running/jogging/walking
- **Goal-** When the puck crosses line in between two goal post
- **Penalty-** When a player commits an act that is not allowed, results in loss of player for 2 or 5 minutes based upon severity.
- **Penalty shot-** When a penalty occurs on a player that is shooting, they then get a one on one opportunity against the goalie to score.
- **Faceoff-** Occurs at the beginning of every period or after every penalty, or after every goal scored.
- **Crease-** Area where goalie stays in, players cannot make contact with the goalie while in the crease.
- **Blue line-** Line where puck must cross before any offensive player does otherwise an offsides penalty occurs.

**Positions:**  
6v6 game (positions can vary based upon game size)



## Floor Hockey Unit Test

Name:

Date:

Period:

1. True or False: A slap shot is designed for accuracy and is done by flicking your wrist in a controlled manner. (1pt)
2. True or False: A goal is only scored if the puck hits the back of the net. (1pt)
3. True or False: Offsides occurs when an offensive player crosses the red line (middle court/ice) before the puck. (1pt)
4. In what country was Hockey invented? (1pt)
  - A) United States
  - B) Russia
  - C) Canada
  - D) Switzerland
5. When does a faceoff occur? (1pt)
  - A) At the start of every period
  - B) After every goal
  - C) After every penalty
  - D) All of the above
6. Describe a one timer and how it is effective in hockey. (3pts)
7. Describe what skill you made the best progress in. (2pts)

**Bonus: What is the most important safety protocol in Floor Hockey? (1pt)**

**Key:**

1. false

2. false

3. false

4. C: Canada

5. D: All of the above

6. A one timer is when a player shoots a shot on net immediately after a pass. It is used to make movement of the goalie and to catch them off guard.

7. grade based upon response.

**Bonus: keeping stick below shoulder on swing and shots.**

**Reflection:**

**I feel like this unit plan will be successful because it has a lot of different variation within this unit that will pertain to all different types of learners as well as kids. There I a lot of student choice which makes them feel valued in the class and allows them to work on skill they want to work on as well as having fun in the class. I believe that this unit will work great for all kids and allow them to be active in a team, collaborative, and fun activity.**