South African Hockey

Long Term Participant Development Framework

MODIFIED HOCKEY
Teachers Guide

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MODIFIED HOCKEY

INTRODUCTION

By removing the obstacles to participate in physical activities and a change in our mind-set, we can use any smooth surface in a safe environment to promote physical activities within the Life Skills curriculum. This pragmatic approach will ensure that we expose our learners to the benefits of physical wellness and promote a love of recreation& sport.

PROJECT 1

Promoting Fundamental Movement skills with the Foundation Phase

Objective

To introduce modified sport into the physical education programme.

Target Group : ECD & Foundation Phase [Fundamentals]

When

During PE lessons within the normal school time as indicated on the time table.
At least 3 lessons within the week cycle.

Where

At the school or community hall on any smooth surface

Strategy

Using the hockey stick & ball as a teaching resource [object], to strike the ball with the stick [manipulation] in a fun & safe environment.
Encourage inter class/grade fun competitions
80 % play & fun activities
20 % formal & structured activities

FMS

Locomotion

Walking, jogging, skipping, hopping and running without the stick.

Manipulation

Rolling, throwing and catching the ball focusing on the side-on body position, bending the knees.
The correct grip on the stick when striking the ball focusing on safety.
The development of hand-eyes coordination is critical at this stage.

Balance [stability]

Encourage a good balance stance with the left foot and left shoulder pointing towards the ball. Good footwork is the basis of all the other movements.

Implementation

Using the grid system for large class groups in corporating stations where different related activities can be done. Keep the groups small for maximum interaction and minimum equipment.

Tips for Educators

- Use the sessions to do assessment of learners in a practical way.
- Encourage parental involvement
- Teach across the curriculum
- Promote proper hygiene and wellness.
- Encourage all the learners to be properly dressed.

Physical Literacy
Foundation Phase

Key Concepts

- Locomotion
- Object Manipulation
- Balancing

Fundamental Movement Skills

- Rhythm
- Coordination : Hand-Eye & Foot-Hand
- Spatial Orientation
- Midline
- Laterality
- FUN
- Participation
- Social inter – action
- VALUES
- Modified Games
- ABC's of Athletism

Observation Sequence

- Head
- Shoulders
- Hands
- Knees
- Toes

Class Management

- Divide into small groups/teams
- Use a grid system
- Use Stations
- Discipline: Freeze/stop/Go/Start
- Enthusiasm

Foundation Phese
Activity Plan & Stations

Rotate clockwise Time per station = 10 minutes				
Station 1 Bouncing & rolling a ball	**Station 2** Soccer Dribbling	**Station 3** Catching & Throwing	**Station 4** Rope skipping	**Station 5** Hand Tennis [Hitting]
Station 6 Kicking	**Station 7** Hopscotch	**Station 8** Balancing	**Station 9** Balloon or Hoola Hoop challenge	**Station 10** Wheelbarrow races
Station 11 Spoon& potatorace	**Station 12** Sack Races	**Station 13** Caterpillar Races	**Station 14** FMS locomotion Circuit	**Station 15** Bean Bag X&O
Station 16 Mini Cricket Or Mini hockey	**Station17** Rounders	**Station 18** Mini Netball	**Station 19** Handball	**Station 20** Mini Soccer or Crab soccer

Decide on the best teaching formation

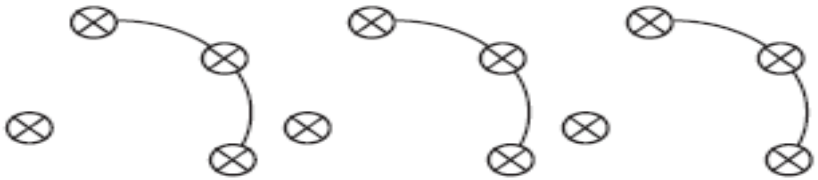
The size of a group and the amount of space and equipment you have available will influence your decisions about how to organise participants into an effective formation.

1. Line and circle formations

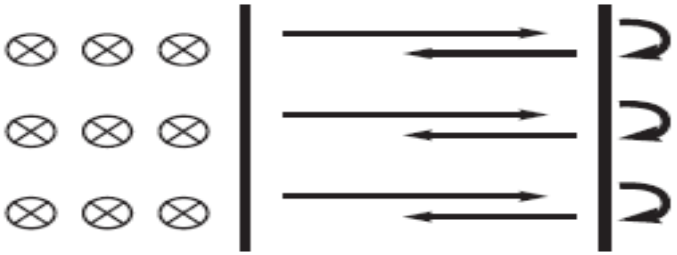
There are a variety of popular "shapes" for organising participants. The advantage of line and circle formations is that they often give a large number of participants practice when there is not a lot of equipment or space available. Participants take turns in an orderly sequence and the coach can observe each participant when he/she takes his/her turn.

Circle formations:

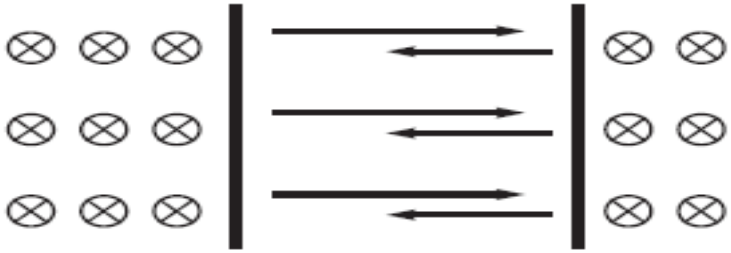
Fan formations:



Single line/relay race formation:



Double line/relay race formation:

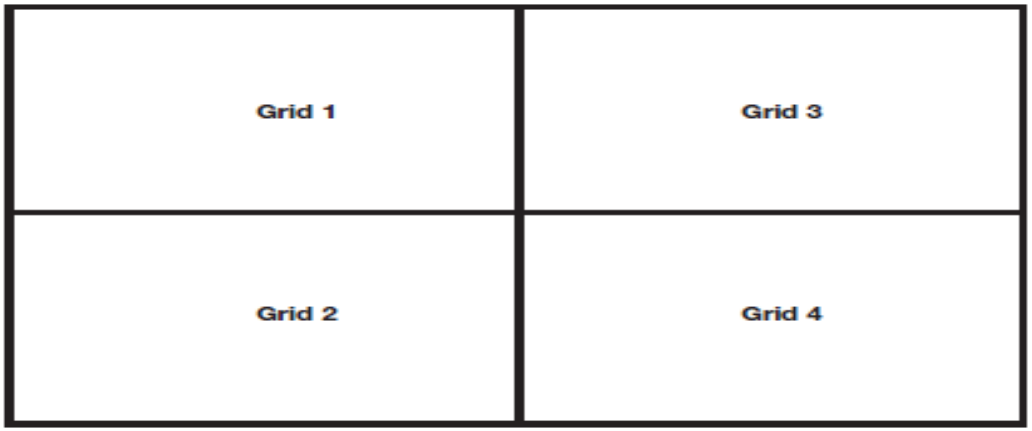


2. Practice stations

If participants are capable of working on their own, you can organise practice at different stations. A station is a specific place in the practice area where a specific skill or activity is supposed to be practised. Typically, a small group will go to each station and begin the activity at the station. When the coach blows the whistle, each group will stay together and move as a group to another station and begin to practise there.

3. Teaching/coaching grids

A grid is an option for a station. The entire playing area is divided into smaller playing areas and participants are restricted to their assigned area. This division of the practice area makes the area look like a "grid pattern". All participants are doing the same activity in each grid.



Modified games are often played in grids. The coach will decide on the size of each grid according to the age and skill of the participants, the activity to be practised and the amount of play space available.

Start the session

1. Organising the groups quickly

- It is often a good idea to decide who is in which groups before you start. Then you can distribute and group the participants in the best way for learning. You can quickly announce the groups and perhaps assign each group a colour. For example, you could have "the green group" begin playing their modified game in grid 1 against "the yellow group".
- Avoid changing groups for each practice session. Keeping the same groups makes it easier to get the session going.
- You can give each participant a number, then divide your groups accordingly.
  For example, you could assign participants a 1, 2, 3 or 4, then have all of the 1s form a group, all the 2s form a group, etc.
- **Do not** allow several participants to act as group captains and to choose their own groups by calling out their choices one at a time. This old-fashioned way of "choosing sides" not only humiliates the weaker players, but it causes unhappiness among group members. It is an unacceptable practice that can lead to bad feelings.

Project 2

Project Name : Modified under 10 local league

Objectives

To play inter-class modified sport

To play modified hockey/sport in a local neighbourhood league.

Target Group : Intermediate Phase [Learn to Train]

When : During PE allocated time slot

Where : At local school with smooth surface

Time : 1 hour

Strategy

Introducing the learners to modified hockey. The programme outcome is to improve and apply the FMS in a fun/game situation.

The 8-11 age group [Learn to Train Phase] is the golden age for learning skills.

The focus is on the basic technical skills with correct techniques.

50% Play & Fun Activities

50 % Formal & Structured Activities

Implementation

Games : See modified Hockey Rules

Practises: Structured

Warm-up and Life skills component : 10 minutes

Technical Skills : 30 minutes

Game related activities : 15 minutes

Cool Down : 5 minutes

Tips for educators/Parents/coaches

- Golden Learning period for skills acquisition
- Repetition of technical skills until it becomes habit.
- Fun & safety
- Discipline

Fundamental Movement Skills
Sample Development Programme
Foundation Phase

Term 1	**8 Sessions**
Focus Group	**Pre- Primary, Grade R and Foundation Phase**
Time Allocation	**120 minutes in a 5 day cycle**
Developmental Stage	**Active Start & FUNdamental**
Chronological Age	**4 - 8 Years**
Objectives	**Consolidating the fundamental movement skills**
Learning &teaching support material	
Type of assessment	**Formal & informal : see sample**
Across Curriculum - Vocabulary	**Numeracy & Literacy**
Theme	**I like to move it, move it**

Session 1	**Locomotion Skills**	**Activities**	**Duration**	**Footwork**	**Body position**	**Grip**
	Walking	Follow the leader				
		Marching on the spot				
		Line walking				

	Running	Changing Speed				
		Changing direction				
	Hopping - When you take off and land on the same foot	Hopscotch				
	Jumping					
	Dodging - changing direction from side to side					
	Skipping					
			45 min			
Session 2	**Stability Skills : Balance and manipulation Skills**					
	Balancing					
	Rotation	Rolling forward				
		Rolling backwards				
	Landing					
	Catch and Throwing	Let's roll the ball				
	Striking with hands	Bouncing a ball				
		Keeping it up				
	Striking with different implement					
			45 min			
Session 3	**Getting Active**					
Warm up	Rolling and receiving ball in pairs	Footwork	5 min	Body position		
Skills session	Simple Open English Dribble	Grip - Hands apart	15min			Hands apart
Water Break			5 min			
Fun Game			15 min			
Cool Down			5 min			

Session 4	**Learning the Basics**					
Warm - up			5 min			
Skills Session	Introduce the push pass	Same grip as the dribble	20 min		Side on	Hands apart
	Introduce the trap or stop	Same grip as the dribble				Hands apart
Water Break			5 min			
Fun Game			10 min			
Cool Down	Introduce Life skills - Following Rules		5 min			
Session 5	**Almost Ready to GO**					
Warm up			5 min			
Skills session	Practise dribbling		5 min			
	Practise push and stopping in pairs		5 min			
	Introduce the simple two handed tackle	Emphasize safety	10 min			Hands apart
Water Break			5 min			
Fun Games			10 min			
Cool Down	Introduce some basic life skills - values & sportsmanship		5 min			
Session 6	**Let's Play**					
Warm-up			5 min			
Skills Session	Practise all the basic skills		20 min			
Water Break			5 min			
Fun Games	Introduce - Push Hockey and simple rules	Emphasize safety and FUN	10 min			

Cool Down	Life skills - Good manners		5 min			
Session 7	**Having FUN**					
Warm-up			5 min			
Skills Session	Practise all basic skills		15 min			
Water Break			5 min			
Fun Games			20 min			
Cool Down	Life skills -		5 min			
Session 8	**Giving it my BEST**					
Warm-up			5 min			
Skills Session	Practise all basic skills		10 min			
Water Break						
Fun Games	**Playing against the parents**		15 min			
Cool Down	***Participation Certificate and Badge***		15 min			
	Attendance					
	Effort					
	Enthusiasm					

Modified Hockey Skills

Combining and integrating the fundamental movement skills with the hockey technical skills.

1. Running with the ball (Dribbling)

Grip

• Players should grip their stick with their left hand at the top of the stick
• Their right hand about 1/3 the ways down the stick.

foto dubbele V-grip

Technique

• The players stick should remain on the or as close to ball at all times
• The ball should be carried just outside the line of the right foot and in front of the body.
• The player should keep the ball in front of the body and look in the direction that they are carrying the ball.

Coaching Points

• Stick should stay in contact with ball
• Ball should move in a relative straight line
• Ball to be in front of player and in a position where they are able to pass or change direction from
• Player should have their vision forward

2. Passing – Distribution

Push

The quickest and most effective way of moving with the ball

Grip

• Players should grip their stick with their left hand at the top of the stick
• Their right hand about 1/3 the ways down the stick.

Technique

• Player to start with the ball close to line of their right foot, standing side on to the direction they wish to push.
• The stick starts in contact with the ball.
• Players to lunge forward (ideally with left

foot out towards the line they wish the ball to go
• The ball should stay in contact of the stick as they push forward.
• On release the right wrist should flex (similar to throwing a ball) to gain power
• The follow through of the stick should be low and around the body.

Coaching Points

• Stick in contact with ball for the duration of movement

3. Receiving (Trapping)

Fore hand stick receive

The quickest and most effective way of moving with the ball

Grip

• Players should grip their stick with their left hand at the top of the stick
• Their right hand about 1/3 the ways down the stick.

Technique

• The player should have their feet apart with the head of their stick on the ground and in line with the ball.
• Players should ideally have their left foot forward for
balance.
• The stick head should remain on the ground to catch the ball in one movement
• The ball should be received just behind the line of the left foot on the head of the stick.
• The ball should be received on the head of the stick

Coaching Points

• Player moves so head is over the line of the ball when receiving
• Stick should be angled slightly forward to stop ball from bouncing up
• Players are not adjusting right hand on stick for trapping
• Ball should be received on head of stick to allow simple movement to next skill.

4. Tackling

Block tackle
The most safe and basic form of tackling
Grip
• Players should grip their stick with their left hand at the top of the stick
• Their right hand about 1/3 the ways down the stick.

Technique
• The player should set their body position up to channel the ball carrier towards their fore stick- right shoulder to right shoulder.
• Player should be on balls of their feet with their left foot in front and their right foot (boxers stance)
• As ball carrier commits to channel bring stick horizontal on to the ground so ball carrier runs onto it.
• Players stick should also be reaching out on about a 45 degree angle to knock ball into space after tackle
• Make sure left wrist is “locked” for strength.
• Only left hand should be on stick at point of tackle
• Players should not sweep at ball or make contact with ball carriers stick or body.
Coaching Points
• Players are moving on their feet and able to channel player to their fore stick
• Player does over balance body weight forward in tackle
• Left wrist is locked in for strength at point of tackle

Modified Junior Hockey

5v5 Hockey

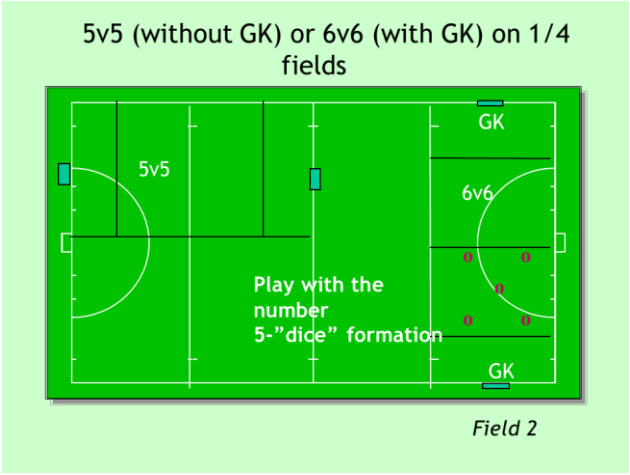
Focus: Fun in a Safe environment

Field size: 25m x 55m approximately [¼ of hockey field or tennis or netball courts or school hall]

Time: 2 x 10 minute halves

Safety Rules

- Only play with flat side of the stick
- Ball must stay on the ground
- Pushes/slapping/bunting only, no “raised sticks”
- No hitting sticks
- No tackling from the left (this causes a dangerous allowed when tackler is facing the ball carrier. No
- No body contact.
- The ball shall not be intentionally raised.



situation); Tackling should only be back tackling

Rules

- No obstruction
- No deliberate use of the feet
- No offside
- Free hit & side-line hit –in everybody must be 5m away.

- No penalty corners – instead have a free hit 10m from the baseline, all players must be 5m away and no direct shots at goal are allowed.
- If the ball goes over the backline the defender starts play again from 5m from the backline

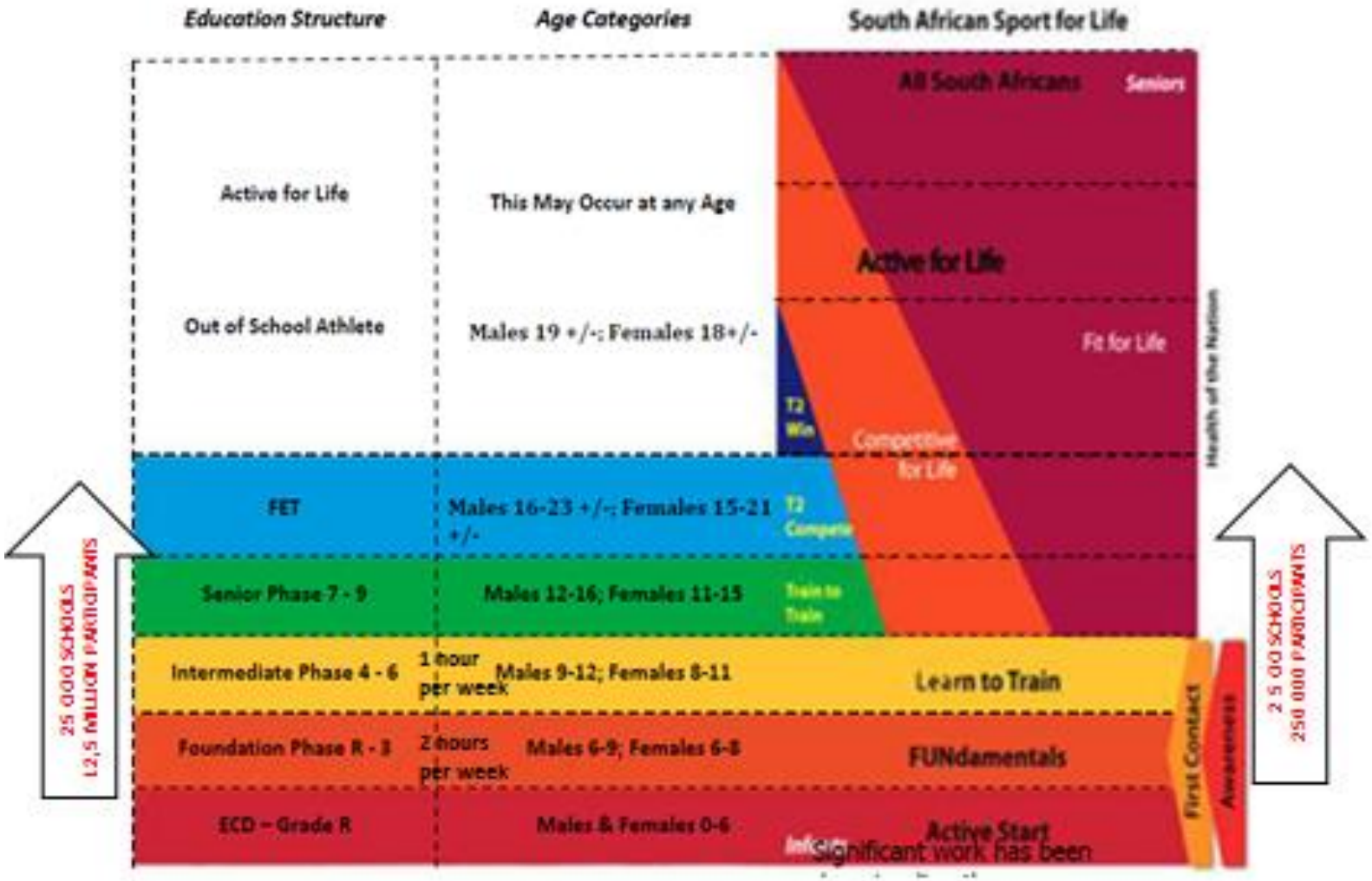
Start of Game

- A push forward or back from the middle of the field.
- Each team behind the centre line at the start whistle.

Goal

- A goal is scored when the ball is pushed through the goal cones.

South African Sport for Life Related to Physical Education



Significant work has been

SAS4L and Curriculum-oriented Physical Education

ECD – Grade R: Active Start
Age 0-6

Objectives: Learn fundamental movements and link them together into play.

Foundation Phase R – 3: FUNdamentals
Age: males 6-9; females 6-8

Objectives: Learn all fundamental movement skills and build overall movement skills.

Physical Education in Grades R – 3, aims to ensure the further development of the many emerging motor control, body awareness and perceptual motor abilities that the learner may possess. The learner needs to develop the necessary skills for each of the developmental aspects using a variety of new functional movements. Through discovery the learner develops an awareness of the body and how to move in challenging, exploratory and problem-solving ways.

Intermediate Phase 4 – 6: Learn to Train
Age: males 9-12; females 8-11

Objectives: Learn overall sports skills.

Physical Education in Grades 4 to 6 aims to ensure physical development and movement of learners with confidence. It focuses on development of greater body awareness and improved body control and participation in movement skills/activities. The mastery of movement skills and body control serves as a basis for participation in general movement activities and sport.