

# Category of Activity: Invasion Games

## Name of Activity: Hockey

Hockey is a fast, exciting invasion game requiring high levels of skill, tactical awareness and mental and physical fitness. It involves two teams of players using curved sticks to try and score goals and beat the opposition. It can be played indoors or outdoors on any flat surface. It can also be played as a mini game or on ice. Hockey is played by both men and women.

At competency level students should learn and practice the basic skills of rolling dribbling, passing, receiving, stopping and shooting. They should play simple, small sided games so that all players are involved in the games. They should learn how to attack and score goals and how to work with others to defend and stop goals being scored. To do this they will need to learn how to keep possession by dribbling effectively and moving the ball accurately and speedily between players. As they progress, skills should become more consistent and efficient and players should be introduced to set play situations and different strategies of hockey.

At proficiency level students should be able to perform most individual skills proficiently and should understand the more complex strategies and systems of play demanded by the game. They should also understand and know their roles when involved in set play situations. For example when taking penalty corners.

## Rules of the Game

Hockey is played by teams of up to 16 players, 11 of whom are permitted to be on the pitch at any one time.

- Only the flat side of the stick can be used to hit or control the ball. The stick must be held and not used in a dangerous way.
- The ball must not be played with any part of the stick when it is above shoulder height.
- The game is started and restarted after a goal is scored, with a pass back from the centre.
- Goals can only be scored from inside the shooting circle.
- Players must not play the ball dangerously or in a way which leads to dangerous play.

## History of Hockey

Games like hockey, played with curved sticks and a ball have been played throughout history, in many countries, particularly in Asia. The modern game of field hockey grew from the game played in English public schools in the early 19th century. The game was first played in India, in Calcutta in 1885.

Since 1976 i.e. Montreal Olympic Games synthetic turfs are now mandatory for all the national & international competitions.

The FIH or federation international de hockey is the world hockey governing body, and has its headquarter at Lausanne Switzerland. The major international tournament are the World Cup, Olympic Games, Asian Games and the Champions Trophy.

## Facts about Hockey

- The name 'hockey' comes from an old French word 'hoquet' meaning a shepherd's crook.
- Hockey was first played in the Olympic Games in 1908.
- In the Olympic Games in 1928 India won all five of its games without conceding a goal, going on to win gold in 1932, 1936, 1948, 1952, 1956, 1964 and 1980.
- The Indian Hockey Federation was formed at Gwalior in 1925.
- The first Indian sports teams to ever set foot in Australia/New Zealand (1926), Europe (1928) and Japan/USA (1932) were the Indian hockey teams.
- Sansarpur, a tiny village on the outskirts of Jalandhar has the distinction of producing 9 Olympians.

## Basic Requirements/Equipment

- Any suitable indoor or outdoor space that can accommodate the group.
- A hockey stick and pair of shin guards.
- A range of different size balls that can be used for hitting and dribbling. Hard hockey balls should only be used when students have the skills to be able to control and play the ball safely.
- Goals for shooting at or into to score points.
- Bands or bibs that can be worn by different teams.
- Cones, markers, lime powder.
- Whistle.
- Students should be dressed so that they can play the game safely.



Use STEP to modify hockey activities so that all students are included. Try these modifications or devise your own.

- Space**
- Increase or decrease the space between the sender and the receiver; for example, if players are closer together it improves the accuracy of the pass; if they are further apart, it provides more reaction time.
  - Increase the playing space to encourage more movement; reduce the size of the space to encourage the development of passing skills.

- Task**
- Passing & receiving**
- Find the most appropriate way of passing the ball for each individual.
- Dribbling**
- Begin with static dribbling before introducing movement.
  - Some students who have mobility or coordination impairments can move a short distance carrying the ball, drop it or throw it into play, and then continue moving.
  - Wheelchair users may be able to dribble by holding the hockey stick in one hand and pushing the wheelchair with the other.

- Games playing**
- Have one or more unmarked player per side - always 'free and ready for a pass'
- Some players can act as 'link' players, carrying the ball between attacking and defending zones.
- Let a player move up and down the sidelines, receiving a pass from inside the playing area and passing it back in to a player inside the area. This might allow a player to feel safe and enable them to join in the game.
- Create zones with students of similar abilities playing with and against each other in the zones.
- Set up tackle-free zones.

- Scoring**
- Increase the size of the goal to make it easier. Increase the distance from a target to make it more difficult.

- Equipment**
- Provide students with a range of balls that can be used for hitting; players can initially practise with the size of ball they find they can control best.
  - A brightly-coloured ball may help the participation of students who have vision impairment.
  - Provide a range of different sized and weight hockey sticks. Students should use one that suits their height.
  - Plastic hockey sticks and balls/pucks might be advantageous when students are learning the game of hockey.

- People**
- Team numbers can be varied; for example, in order to balance a game, it may be best to play 4 v 2, where four players who are developing their skills play against two more competent players.
  - Have one or more unmarked players per side who are always ready to receive a pass
  - Have different games playing at the same time, some involving large groups of students, some involving small numbers of students.
  - Set up games in which all players have the opportunity of participating. For example do not always use a goalkeeper.

**Links to continuous and comprehensive assessment frame work for classes IX and X**

- An appreciation and understanding of the physical fitness requirements of playing games
- An involvement in sports/physical education programmes
- Team work
- A knowledge of different games and rules of the games
- Skills of agility, balance and coordination
- Motivation and commitment to take part in the game
- Ability to lead others as a team captain, coach or referee
- An awareness of rules of safety
- An evidence of being self disciplined

- Life Skills**
- Listen actively
  - Take criticism positively
  - Communicate using appropriate words, intonation and body language
  - Identifies one's own strengths and weaknesses







#### Purpose of the activity

To cooperate with others to use individual and team skills and strategies to invade the space of the opposition to score goals and win the game.

#### Outcome of the activities

The outcome of participating in these activities will be:

- team spirit
- cooperation
- communication
- focus on winning

### Skills

#### Dribbling

- Hold the stick with the left hand at the top and right hand a third of the way down the shaft.
- Keep back straight and head up with weight balanced over both feet to enable sudden direction changes.
- Cradle the ball in the toe of your stick, moving it where you want it to go while advancing up the field.
- Keep the ball close to your stick at all times.



### Passing

#### The push pass

- Hands apart on the stick.
- Step into the action.
- Left leg and shoulder point into the direction of pass.
- Body crouched and knees bent
- Transfer body weight from back to front foot.
- Sweeping action of stick, maintaining contact with the ball for as long as possible and pushing it towards the desired direction.



#### Hitting the ball

- Hands together at the top of the stick.
- Step into the action.
- Left leg and shoulder point into the shot.
- Body upright and knees slightly bent.
- Sweep the stick forward to hit the ball and follow through.



#### Receiving a ball

- Bring the stick in the line of coming ball.
- Stop the ball dead by trapping it.
- Bring the ball under control to pass, dribble or shoot.
- Recieve and stop.



### Here are some practices

#### Dribbling

Practice dribbling individually: while stationary, while moving in open spaces and confined spaces, forwards, backwards and swerving around obstacles and/or other players.

#### Passing and receiving a ball

In pairs and/or threes send & receive a ball using push passes and hitting the ball while stationary, while moving from one end of a playing area to another and along different shaped pathways. For example pass in a triangle formation so that the player must receive the ball and turn to make the pass.

- combining dribbling, passing and receiving.







#### Scoring

Teach students how to score by hitting the ball into the goal.

Begin close to the goal and after every score take a step back. After every miss move closer to the goal. Do this without and with opposition. Add cones and markers. Dribble around the cones and shoot at goal.

#### Try these mini games and activities

##### 2 v 1 games

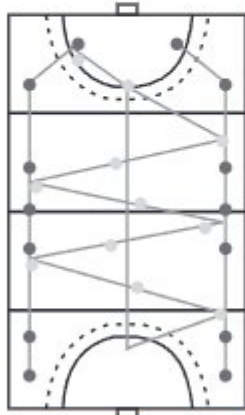
Two attacking players pass and receive the ball as many times as they can before the ball is intercepted by the middle player. Count the number of successful passes until the middle player successfully intercepts the ball. Change roles.

##### 3 v 3 games

Passing and moving

Play in three's with one ball. Pass the ball from player 1, to 2, to 3 while travelling from one end of a playing area to another. Once at the far end one player shoots at goal. Change the position of the players each time.

Play using different passes. Increase the difficulty of the game by adding defending players who try to intercept the ball as it is moved down the playing area



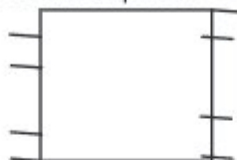
##### 4 v 4 games

Split End

Play 4 v 4 on a playing area that has four goals.

Each team tries to dribble and pass the ball to score a goal in either of the opponent's goals.

To score a goal the ball must be dribbled through the cones or posts.



##### The game of Hockey: 6 v 6 games

Condition the games to reinforce skill learning

- A player who wins the ball must try to take it past at least two opponents before passing or scoring
- Pass using only specified passes e.g. push pass.
- As a team make 5 passes before a shot can be taken at goal.

#### Now make up your own games and have some fun

Decide a playing area. Mark it out in some way. How many players will be in each team? What rules will you have? How will you start the game? How long will your game last? How will you make sure that everyone is involved in the game? Who will officiate your game, time it and keep score?

#### Assessment

<b>Knowledge (4)</b>	<ul style="list-style-type: none"> <li>History of the game</li> <li>Rules</li> <li>Facts</li> </ul>
<b>Skills (6)</b>	<ul style="list-style-type: none"> <li>Dribbling</li> <li>Passing and receiving</li> <li>Shooting</li> <li>Dodging/marking</li> </ul>
<b>Application of skills (10)</b>	<ul style="list-style-type: none"> <li>Use of dribbling to dodge and move</li> <li>Ability to mark and defend</li> <li>Ability to pass and receive accurately and on the move</li> <li>Ability to create space and use space</li> </ul>

#### Links to NCERT syllabus

**Theme:** Health and physical fitness and orientation to sports skills

#### Links to other subjects

**Science :** Types of motion, the movement of the ball in the field can be used to explain recti linear motion, curve linear, random and periodic motion.

**Social Science :** Components of a map, student's measure the area and place themselves on the field in different positions. They will develop mapping skills by showing the positions of the players on simple maps that they draw.





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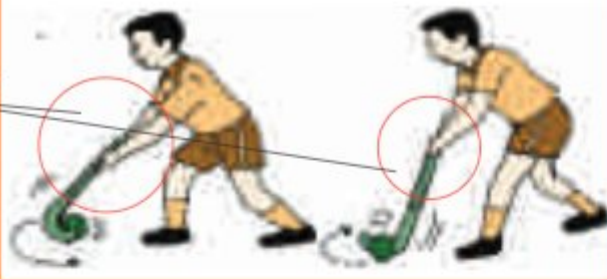
- team spirit
- cooperation
- communication
- focus on winning

### Skills

#### Dribbling

Indian Dribble

- Drag the ball from left to right
- Roll the hands and wrists, generally the left hand controls the twisting and rotation.
- The right hand controls and stabilizes the ball.



Position of Hands  
on top and right the bottom

### Passing

#### The Flick

This is used to lift the ball into the air.

- Hands apart on the stick.
- Step into the action.
- Left leg and shoulder point into the shot
- Body crouched and knees bent at start of the action.
- Lift the ball into the air, straightening the legs to help lift the ball.



#### The Jab Tackle

- Hold the stick in the left hand.
- Lunge at the ball, jabbing at it.
- Use the right hand to provide support.



### Here are some practices

#### Dribbling

Set up dribbling practices requiring students to:

- Indian dribble, while stationary, while walking, jogging and running.
- Change speed, change direction.
- Dribble against opposition.

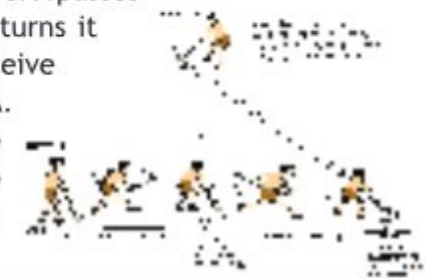
Set up dribbling relay challenges:

- Dribbling around cones
- Combining dribbling in different directions and dribbling and shooting



#### Passing and receiving a ball : In groups of 10 players: 'In and Out'

Player B runs to a cone. Player A passes the ball to Player B who returns it and runs forwards to receive another pass from Player A. Player B passes the ball to Player A and then sprints to the end of the playing area. Player C begins.







#### Gate Challenge

Player A dribbles the ball through Gate 1 and passes to player B. Player B dribbles the ball through Gate 2 and passes the ball back to Player A who has returned to position. Player C begins.



#### Return Pass

Player B stands in the middle of two cones. Player A passes the ball to the right and then to the left. Player B runs to receive and return the pass each time. How many passes in 20 seconds? Player C goes next.



#### Flicking the ball

Place a low barrier between two players. Flick the ball over the barrier.

Set up practices combining dribbling and flicking. For example, dribble the ball around markers and flick it over a low

barrier to try and score a goal or hit a target.

#### Dodging and feinting

Players A and B stand facing players C and D. Players A and B dribble the ball to Players C and D dodging past them to score a point.



Once the Jab Tackle is known use the above practice asking the defender to attempt a Jab Tackle when approached by the attacking player.

#### Shooting

Teach students to develop an effective shooting technique and how to create goal scoring opportunities.

Set up gates around the perimeter of the circle area. Players dribble the ball to one



#### Now make up your own games and have some fun

Decide a playing area. Mark it out in some way. How many players will be in each team? What rules will you have? How will you keep your game safe? How will you start the game? How long will your game last? How will you make sure that everyone is involved in the game? Who will officiate your game?

#### Assessment

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<b>Application of skills (10)</b>	<ul style="list-style-type: none"> <li>Use of dribbling to dodge and move</li> <li>Ability to pass and receive accurately and on the move</li> <li>Ability to make space and use space</li> <li>Ability to mark and defend</li> <li>Use of more advanced techniques and strategies</li> </ul>

#### Links to NCERT syllabus

**Theme:** Orientation to sports skills: proficiency in sports and motor skills

#### Links to other subjects

**Maths:** Impossible event, introduce this concept during a games lesson before teaching it in the classroom. Students are given 5 chances of scoring from a penalty shot. Ask them to decide the probability that they will be successful with all 5 chances. This information can be used in the classroom to help student's understand theoretical probabilities.

**Language:** Writing biosketches, when students' understand the tactics and strategies of the game of hockey they watch a video of a famous hockey player. They identify the qualities of good sportspeople and write a bio sketch of the player they have observed.

#### The game of Hockey

- Condition the game to reinforce skill learning. For example pass without losing the ball. The team in possession must make 6 successful passes before attempting to score.
- Teach different systems of play: 5-3-2-1, 4-4-2-1, 4-2-4-1, explaining when and how they are used.
- Set up knock out or league competitions that allow teams to play together often and get to understand each other's strengths and weaknesses.
- Teach students to umpire and keep score. Begin by looking for and penalising just one or two obvious infringements in practice tasks and small sided games. For example, hitting the ball with the reverse side of the stick.