Topic:	Outdoor Team Games
Sub-Topic:	Hockey
Overview:	This unit is designed to develop the students' practical ability and knowledge in hockey. Knowledge will be based around both the technical and tactical elements of this activity with consideration given to the importance of teamwork, decision making, communication and knowledge of the rules. Students will explore all these elements with a view to improving their performance. Students will also have the opportunity to further develop their performance through attendance at Extra-curricular hockey sessions.
Content:	Technical Skills - Through the teaching of the technical skills the following aspects will be considered: • Speed, power and accuracy • Weight and angle • Timing and control • Direction, flight and trajectory • Deception and disguise • Appropriate decision making/options during game play • Attacking and defensive options
	 Evasion Identifying space through scanning Creating/exploiting space through good footwork Running into the space with/without ball Support ball carrier Acceleration/deceleration away from the defender
	 Control Receiving the ball - low body position, weight on balls of feet, stick low and central Dribbling - low body position, ball away from feet, ball 'glued' to stick, scanning for passing options/space (front/reverse stick) Control without ball - be in ready position to intercept/tackle
	Passing/Shooting (push, sweep, hit, lifting) • Side on push pass - stationary and on the move • Front facing push pass on the move - off right & left foot • Sweeping - stationary and on the move • Hit - stationary and on the move • Lifting - aerial lob, low lift into space over stick • Reverse stick options
	 Defence Principles Deny/restrict space - Width and depth of defence Applying pressure - Stick down Channelling onto front stick Timing and patience

Tackling - Block & Jab

- Block Tackle channel opponent to one side, strong base with left foot forward and right foot back, head up, horizontal stick in 2 hands on ground
- Jab Tackle stay on balls of feet and balanced while waiting for opportunity to jab, lunge forward on left foot, take right hand off stick to extend reach, keep stick low with flat side facing up, extend stick towards ball using quick 'jab' like motion
- Shave Tackle keep stick low, sweeping action.

Set Piece - Penalty corners, long corners and free hits

- Attack role of injector, stopper, hitter and other attacking players
- Defence role of goalkeeper, flyer, right trail, left trail, post
- Creativity in attack

Decision Making

- Identify where the space is (scan)
- Select best option (dribble, pass, shoot)
- Make successful decisions when faced with an overload (2v1, 3v2)
- Movement of supporting player to provide passing opportunities

Communication

- Verbal calling for a pass, identifying who to tackle/mark
- Non-verbal arm/hand/stick gestures

Tactical Development

- Formations 8 a side, 11 a side
- Positional knowledge similarities & differences between positions
- Roles & responsibilities
- Width/depth/support in attack
- Depth & delay in defence
- Restarts

Rules

- Formal rules feet, using flat side of stick only, stick tackle, ball out of play, dangerous/foul play high stick
- Informal rules (etiquette) shake hands at end of game, give ball back to opponent

Outdoor Games (Hockey, Rugby and Football) Level 3

Significant Aspects of Learning

Cognitive Skills

I can:

- > make informed decisions in a pressure situation.
- > take on information quickly in a game situation in order to exploit space.

Problem Solving
Focus & Concentration
Decision Making
Creativity
Cue Recognition
Sequential Thinking
Prioritising
Multi-processing

Physical Competencies

I can

- > move safely around the playing area at all times depending on where the ball is played.
- > consistently adapt my body position effectively in continuously changing environments.
- > perform movement skills e.g. creating space in hockey, football and rugby confidently
- > use a variety of complex skills to improve my level of performance.

Personal Qualities

I can: > know how and show how increased effort and not giving up can lead to improved performance.

- > recognise the variety of emotions associated with physical performance and the impact that they can have on behavior and performance.
- > demonstrate knowledge and understanding of verbal and nonverbal communication skills and can apply them in practice and performance environments.

Motivation Confidence & Self Esteem Determination & Resilience Responsibility & Leadership Respect & Tolerance Communication Stamina Speed Core Stability & Strength Flexibility

Gross & Fine Motor Skills

Kinaesthetic Awareness

Balance & Control

Coordination

Fluency

Physical Fitness

I can:

- > take responsibility for working at a level of activity that consistently provides my body with an appropriate level of challenge.
- > performs skills with balance, postural control and core stability.
- > use core stability and strength to improve my overall performance.