



10 Session Curriculum Guide

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FUNdaMENTAL FIELD HOCKEY



Fundamental Field Hockey is a youth development initiative to expose the sport to thousands of children nationwide by providing free equipment and emphasizing fun physical activity! Kids across the nation will have the opportunity to play and be exposed to field hockey in their physical education class, at their local YMCA, or possibly in a parks and rec league. After their Fundamental Field Hockey program is completed, the kids will have the option to continue to play with their local club. Our goal is to provide an avenue to play field hockey and more importantly, have fun!



Fundamental Field Hockey coincides with USA Field Hockey's long-term strategic plan and commitment to enhance sport development by increasing playing opportunities for boys and girls, ages 7-11. The program will emphasize fun and will involve playing small-sided games on any flat surface with a small or large group of children.



Field Hockey + You = Fun





The box contains:

**24 Sticks (34”), 24 Balls, 12 cones and a 10-session curriculum guide
(Review prior to each session)**

COACHING THOUGHTS:

YOU HAVE THE TOOLS, NOW WHAT? It is important that you prepare your session according to the age-level, experience and physical ability of your players. The curriculum is designed to be an effective guide, not a mandatory script. You may find things that work well and others that don't. Feel free to pick and choose what works best for your program. Mix it up and keep it fresh, new and fun. It's up to you... Remember, each session is unique and you are the eyes and brains of the operation that is trying to develop a program that addresses hockey to a wide range of ages, maturation levels, physical abilities and ability to understand such a technique based sport. If you are new to the game, study the core concepts as they are the

basic fundamentals of the sport and a great guide for teaching points. Keep it simple and safe, and you will be a huge success with your young athletes. This is the first go 'round. Over time, the curriculum will be improved upon, by your feedback, interaction, and your athletes' excitement .

SUCCESS IS UP TO YOU: It is your responsibility to 'bring' this curriculum to life, showing your personality, energy and enthusiasm for the sport. Your main job is to get these kids to 'want' to continue to play. If you make the session fun and engaging, they will 'fall in love' with the sport and that's what this program is aiming to do. Be prepared, know the drills and how to explain them quickly! Your smooth and efficient transition between one drill to the next will be crucial in how

successful your session is. We understand that there will be varying levels and numbers of players you will be dealing with. Every day will present a new set of challenges. Your ability to adapt to the challenges smoothly is what makes coaching exciting. We invite you as the coach to practice the skills yourself as you will gain vital teaching experience as you participate in the FUN!

NOTE: Further useful information will be on our FUNdamental Field Hockey Website. It is imperative that you access this site for further explanations, photo's, videos and fun games. Field Hockey is a technically challenging sport to teach, especially if you don't have visual samples to watch and learn from. Once you understand the technique of any sport, teaching will be easier, as long as you keep your feedback, simple!

Please visit us at www.funfh@usafieldhockey.com/youth



Safety is #1

Preparing for your session

- DO NOT allow swinging of sticks at any time! Stop the play with your whistle and explain to everyone that when tackling or battling for the ball, you must keep the stick in contact with the ball. NO SWINGING! Show what is acceptable and what is not!
- Warm-up with a fun game and make sure kids cool down and stretch after every session.
- Always check the weather conditions prior to leaving for the session!
- Check the grounds upon arrival for potential hazards.
- Outdoor Field: broken glass (remove carefully), holes in field (fill), any obstacles that players could run into (move), are there other players playing close to your field (flying balls, obstacles) and weather (know what to do and where to go in case of lightning or torrential downpour)
- Indoor Facility: make sure any obstacles (extra cones, water bottles and clothing are removed from playing area). Also, too many electrical cords in a nearby outlet could create a health hazard. If you have any extra requirements of your facilities, ensure they are catered for by a suitable professional.
- Tennis court: if nets are removed, place cones near the poles and make sure drills are safely away from area. If a ball travels near the poles, be sure to have a method to stop the play (“stop” or “whistle the play dead”)
- Know where the first-aid kit is and how to get help if there is an emergency.
- Record the medical history of your athletes. Make sure you know which ones have a health issue or prior injury you need to be aware of. Ensure you have emergency contact details of parents / caregivers / family.
- If necessary, match the athletes’ physical skills and abilities to provide balanced competition.



THE ART OF COACHING

Some Simple Coaching Philosophy, by Terry Walsh –USA Technical Director for USA Field Hockey

“Coaching is about asking questions, and listening”

- We are not trainers, we are teachers. Organize your session with this in mind.
- Create a “STOP” Signal for your players that is consistent throughout each session. On your “STOP” signal, all players stop what they are doing and make eye contact with you to await further direction. Example, “1...2...3...and...FREEZE!”
- Create a “GO” Signal for your players that is also consistent throughout each session. This establishes a routine to keep order and allow for smooth transitions. Example, “READY...AND...GO!”
- Show by your body language and voice inflection, that you are excited, when someone tries something you’ve taught, and be specific as to why. “Ask a question, “Excellent reception, Matt. Why do you think it was so successful?” A reply might be, “because I had my stick on the ground?” Teacher replies, “Yes, Now, let’s set a goal to get 3 in a row, okay?”
- For 7-11 year olds, fun ‘hidden learning’ games that teach the basics will be key. Feel free to think of fun games that can be used with stick and ball.
- Develop Feedback Strategies. Feedback should be timely. You can be “corrective” but be specific...make it fun and enjoyable for the players to give and receive feedback. Gain trust between you and each player.
- Provide high rates of instructional and motivational feedback. Ensure positive student interactions outnumber corrective ones.
- Challenge them through competition (small games / skill rep’s under time pressure and repetition (simple patterns)
- Be prepared for every scenario. Brainstorm what could happen and sort out a calm solution. Examples: Environmental (weather), kids (late), someone gets injured and you are the only coach at the site, etc.
- Establish a system of helpers to set up and put away equipment.
- Be line conscious! Be aware of how long children are having to wait for their turn. Divide students into smaller groups, use more equipment, set up activity / drill stations.



CORE CONCEPTS are

**Basic Rules, Proper Grips & Posture,
Ball & Stick Control, Tackling, Receiving/Trapping,
Passing, and Fun Skills.**

The “CORE CONCEPTS” are the skills
you will be teaching to the kids during the session.

Not ALL technical feedback needs to be given in too much detail.

You may pick and choose a couple of the points, after players have tried them.



From Our Experiences...



I have gathered some helpful feedback from PE Teachers and coaches that have experienced working with the younger age group that we can all learn from.

EXAMPLE: Sample Curriculum GOALS:
Keep it simple.

Get the kids playing as quickly as possible!

We must make it fun first and teach second. If done right you can do both at the same time.

Core Session Objectives:

Introduce a skill and a rule or two each day and revisit the following practice.

Split them up and play by the end of each session.

Sessions are only an hour as time goes by quickly.

Get them involved in a drill/competition & correct skills on the spot.

Between drills, we address the class with a quick skill correction something that you see most of them doing wrong. A quick demo of that correction and on to the next fun drill usually works best.

Be prepared and flexible to adjust your session according to the make-up/experience of your group.

Session Breakdown: “The Ways of the Wise”

Start the first class with the grip of the stick, turning the stick in your hand and the flat side rule. I feel this is the most needed skill and hardest for players to develop. We start with this at the beginning of every practice.

Show them a technique and let them immediately practice it. Too much feedback will kill the fun!

Make verbal corrections as they practice (players who are doing it correctly, use as examples).

Keep the kids busy but on task with the skill.

Practice a skill then put them in a drill/challenge with that skill.

Use fun games that develop footwork and stick skills

I always finish the session with a real game.

A Warning: The problem I am running into is the individual player’s skill levels are becoming more and more separated. Players who are younger or develop slower are intimidated by the players who are aggressive and catching on faster. This gets tricky if you don’t have a way to divide them or if you have a large age difference in your group. We hold advanced and beginner classes to adjust. Having extra coaches can also help, but may not be accessible at all sites.

Our #1 Curriculum Tip: The sooner they start playing the faster they get the hang of the sport. I am very relaxed on the rules at first, but each week I start to call more and more fouls...It is important to have the coaches participate if possible to keeping the ball distributed more which speeds up the game and promotes player involvement. We must make it fun first and teach second. If done right you can do both at the same time.

“Desired Outcome”: If done properly, kids will be begging to play their favorite game and that is when you blow their mind and introduce them to a new and exciting challenge/drill.



CoRE Concept

Basic Rules... The 6v6 Game

The rules are in place to keep the session SAFE! If in doubt blow the whistle. On the flip-side, be aware not to over-use the whistle early on with excessive calls. Find the balance of stopping the play to explain and keeping the game fun and flowing. Field Hockey is a non-contact, finesse and technical sport.



BASIC FOULS = Calls For Instant Whistles and Loss Of Possession

- Foot - the ball hitting a player's foot
- Dangerous swing - Stick rising above their waist at anytime on Attack or Defense
- Hacking - hitting another player's stick with your own stick
- Obstruction (any body to body contact / cannot block or hold a player or their stick from the ball)
- Wrong side of the stick (ball can only be played the with the flat side)

THINGS TO WATCH OUT FOR:

- A rising ball in the air should be an instant whistle if it presents DANGER to ANY player on the field.
- Most aggressive play will occur when two kids are 'going after' the same ball, or when playing individual defense against an attacker. Prevention is key! Make sure you are emphasizing the correct way to approach and tackle. Stick must be on the ground!

- Initially, allow some fouls to "play-on", by stopping the play less you encourage movement and FUN!!!

DURING THE FIELD OF PLAY

- If the ball runs over the side line, it is then placed on the spot where the ball rolled out.
- All players (including defenders) must be 5 yards from any free hit after a whistle or out of bounds play. If a player self-starts and the defender is less than 5 yards away, STOP the play and set them up correctly. Be strict about this rule.
- The "Self-Start Rule" - To keep the flow of the play going and more exciting, the 'self start' rule came into effect two years ago. During a dead ball situation, that attacking player...can start the ball him or herself to begin play and attack accordingly.
 1. Must first make sure the ball is stopped where the foul occurred
 2. Is then allowed to start the next play by dribbling into space and attack towards the goal.
 3. Has the option of passing first to a teammate that is at least 5 yards from the ball.
- A goal is scored when the entire ball travels over the goal line.
- If there is a 'stand-in' goalkeeper, keep that player safe by making sure players are not 'bunched up' in the circle! Be ready to stop the play!



- * Size of field will depend on the number of players you have available to play and their age / experience level. If the game is becoming too north / south, feel free to play a four-goal game. This will allow for more east-west play and the ability to add another element to the game

CoRe Concept

Hockey Grip/Athletic Stance

Hockey Grip

- Firm left hand grip at the top of the stick
- Turn Stick like opening a door
- Right hand well down the stick
- Forefinger and thumb form a “V”
- Relaxed right hand acts as a guide
- Used to dribble, trap the ball, and push passing



Athletic Stance

- Wide Base - Feet shoulder width apart
- Knees slightly bent, slight squat
- Elbows comfortably away from your body
- Head on a 'swivel', not looking down!



CoRE Concept

Hockey Grip to Pull Ball

Pull the ball from side to side

- ❑ Firm left hand grip at the top of the stick
- ❑ Turn Stick like opening a door
- ❑ Right hand well down the stick
- ❑ Forefinger and thumb form a “V”
- ❑ Relaxed right hand acts as a guide
- ❑ Get used to dribble, trap the ball, and push passing



Close up of hands



fore/back hand



weight over knees

CoRE Concept

Dribble (Use Forehand)

- No Side to Side Movement

- ❑ Left hand at top - Firm grip
(V grip off-set and center w/ back of stick)

Hand Position

- ❑ Right hand - loose grip
(two grip swivel from reverse to forehand)
- ❑ Left Elbow Bent - Right Elbow Extended
- ❑ Dexterity of wrists

Body Position

- ❑ Feet shoulder width apart
- ❑ Knees bent, hips lowered
- ❑ Weight on left foot/ball on left side
- ❑ Weight on right foot/ball on right side

Ball Position

- ❑ Ball position is away from feet.
- ❑ Elbows away from body
- ❑ Shift Weight

Grip & Posture



NOTE: The dribble is the hardest skill to learn and must be practiced. The proper left hand grip is key to this skill. With new players encourage them to practice their dribble every session as much as they can. Remind them to look up as much as possible so they are aware of their surroundings.

INDIVIDUAL DEFENSE

SAFETY IS #1, when performing this skill!

#1 RULE:

- ❑ No hacking or back swing allowed

Tackle Distance

- ❑ In freeze frame, the player should just be able to stretch forward and touch the ball with an outstretched “jab” tackle
- ❑ The players should jab and retreat at the ball with a ‘snake strike’ action

Mirroring, Channeling, or Guiding

- ❑ Pick up the correct Line: Attacker’s Right Shoulder - Defender’s Right Shoulder - Goal
- ❑ Always with one foot forward in a balanced and strong position - usually left foot forward. NEVER cross legs
- ❑ Create correct tackle distance and match opponent’s speed to maintain this tackle distance
- ❑ Once speed and vision are reduced, close down the space with quick and short foot-work patterns to reduce control and space
- ❑ Once vision, space and / or control have been lost - TACKLE

Flat Tackle

- ❑ ONLY FLAT TACKLE when the opponent HAS NO SPEED!
- ❑ This is when you put your entire stick on the ground while in a crouched position to block the ball from hitting your foot, or tackle an opponent who is coming towards you

The Jab

- ❑ “Snake strike” tackle, jab in and out, to reduce vision and speed of opponent
- ❑ Can use two hands, starting point: stick pointing towards belly button



Flat Tackle

CoRE Concept

Receiving & Trapping Skills

Forehand Receiving Receiving Hand Position

- ❑ Dribbling grip with a vertical stick and left hand away from body
- ❑ Handshake grip with hands split - right hand can be more than halfway down the stick, but not too low
- ❑ Left elbow should be as high as your shoulder in front of your body
- ❑ Your thumb is pointed down towards the ground, angled stick, forming a trap

Body Position

- ❑ Athletic Stance
- ❑ Line up right of center, in line with the incoming ball

Skill Execution

- ❑ Form a triangle between feet and stick head, flex the knees and create a 'pocket' into which the ball will be collected
- ❑ Your left foot slightly forward of your right. Angle stick forward (the left hand should be further away from your body than the stick head)
- ❑ Pick up the line of the ball
- ❑ "Soft Hands" as ball contacts stick



CoRe Concept

Push Pass Skills

Body Position

- Athletic Stance
- The body position should be side on, toward the intended target

Hand and Stick Position

- Hands apart
- Hands and stick are away from the body and the toe of the stick should follow through low and towards the target

Stick Position

- Stick on ball - no back swing

Ball Position

- Ball position in line with back leg with right arm extended and left elbow bent

Skill Execution

- Stepping action with left foot
- Open left foot toward target
- Transfer of weight to front leg - Keep your feet moving through the pass AND have your weight moving at the target
- Follow through leading with left elbow
- Push the ball using the flat side of the stick



CoRE Concept

Fun Skills Air Dribbling For Eye-Hand Coordination

The Grip

- ❑ Stick grip should be similar to dribbling position but in the air
- ❑ Discourage players from rearranging grip for comfort, many will reverse their regular grip
- ❑ Reinforce right hand offering a touch on the ball
- ❑ Stick guides ball back over the ball towards feet
- ❑ Ball is 'picked up' off the ground and controlled

Try some of these Tricks:

1. Bounce the Ball on the Stick as many times as possible
2. Balance Ball on Stick for as long as possible
3. Try these tricks with motion: walking and running





THE SESSIONS

10 Sessions are included in this packet.

The first 6 sessions cover all of the ‘core concepts’ and contain “hidden learning” games.

Session 7-10 introduces more small game concepts, culminating in a ‘skill-circuit’ and ‘tournament-style’ competition.

EXAMPLE: If you are running a 6-week session, the first 4 can be chosen from sessions 1-6, the last two sessions can be from sessions 7-10, because they are more game / competition-based.

REMEMBER: KIDS LOVE TO PLAY!

NOTE: Further useful information will be on our FUNdamental Field Hockey Website. It is imperative that you access this site for further explanations, photo’s, videos and fun games. Field Hockey is a technically challenging sport to teach, especially if you don’t have visual samples to watch and learn from. Once you understand the technique of any sport, teaching will be easier, as long as you keep your feedback, simple!

Please visit us at www.usafieldhockey.com/youth

Introduction to Fun Field Hockey



Introduction

Introduce yourself and your staff. Get them excited for the session/program. Tell them a little bit about field hockey. Olympic sport for men and women. Check website for fun facts.



WARM-UP

STATIONARY SKILLS

- 1 The Grip - Show them how to hold the stick. Teach the Flat-side rule and how to turn the stick over properly for dribbling. Get them to immediately practice!
- 2 Practice stationary "Yard Stick" pulls left to right, right to left.
- 3 Show them how to dribble. Get them to move with the ball.

Teaching Reminders

- ★ Get them used to holding the stick and adjusting their grip to move the ball left to right.
- ★ Correct any HAND GRIP ISSUES, remind students not to use the ROUND SIDE of the stick, and NO USE OF FEET.



ACTIONS

ON THE MOVE - DRIBBLING SKILLS

Objective: To get them to dribble with vision becoming comfortable with stick and moving.

- 1 Walk with the ball with vision - Keep it on your forehand. If balls moves to left side of your body, use a drag to get it back to the right.
- 2 "Indian" dribble while walking

- 3 Start jogging around with the ball - Keep in control of your ball and body, encouraging a change of direction, using footwork.
- 4 On "whistle" - Girls, stop - Boys circle around Girls - Boys, stop, circle around girls. (Also use color of shirt or hair color for different prompts)
- 5 Briefly show how they can push pass and receive. While dribbling around, on "whistle", make eye contact with someone, call their name and pass to partner. Exchange balls with 5 different people.

Teaching Reminders

- ★ To get them to dribble with vision becoming comfortable with stick and moving.
- ★ Show them how they can stop the ball with stick almost covering the ball



GAMES

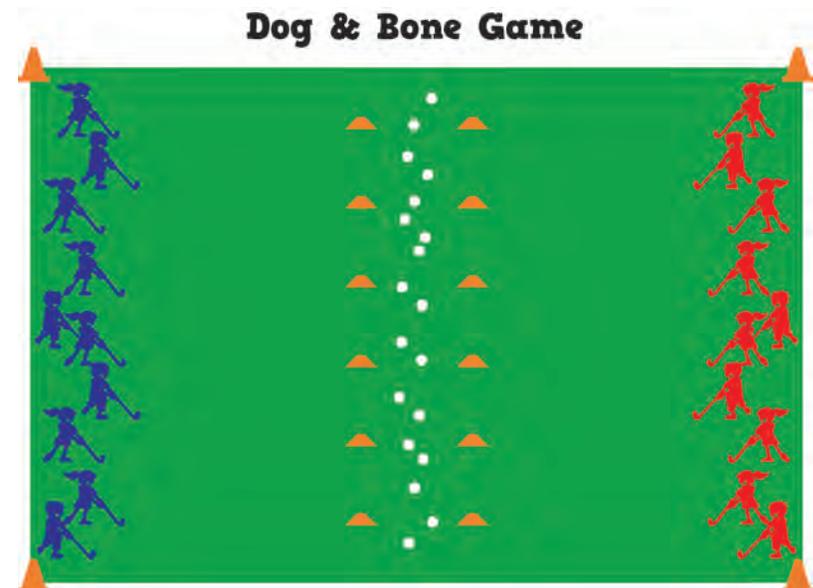
Objective: Running without the ball, dribbling with vision and control

Red-light, Green-light

Everyone on end-line. Back to players or cover eyes, call out "red-light", everyone must stop under control (or you must go back to start, "green light", everyone can start to dribble. 1st player to cover 20-25 yds. under control, wins...

Dog and Bone

20 kids, 19 balls in the middle - 1 kid will come back empty-handed. Spacing of the balls important - Barrier in the middle, so they don't run into each other. Of course, you can adapt this game to the number of players you have. Put one less ball in the middle.



The 6v6 Experience



GAME

The 6v6 Experience

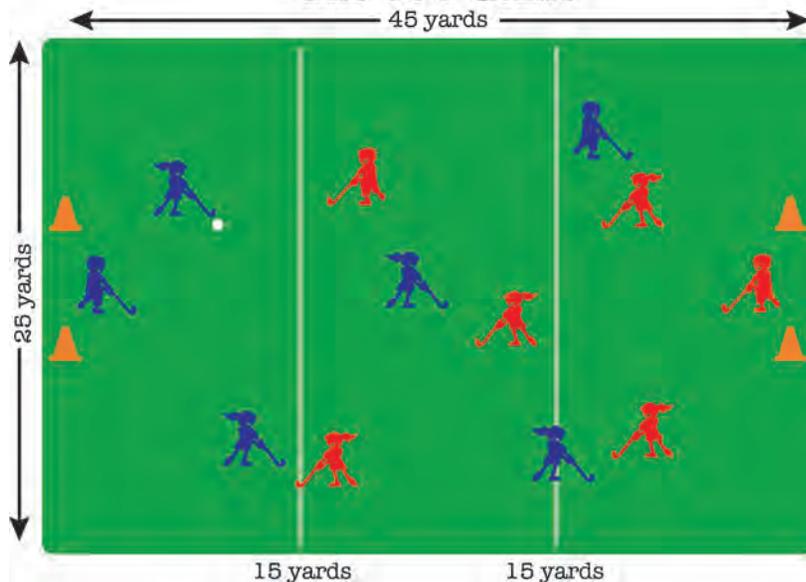
- 1 6v6 - 4-goal game with no more than 6 players per team, so they can experience the game (Depends on readiness of players)
- 2 If you have too many numbers and limited space, use extra players on the side line only. Sideline players can move (their body) 1 step in either direction along the sideline only and not into the court of play.

Teaching Reminders

- ★ Start Match with a Bully and after a goal or point is scored
- ★ Encourage use of the shave and jab tackles
- ★ No feet
- ★ A point if they dribble the ball over the back-line or shoot into goal within 5 yards (your call).



The 6v6 Game



NOTE: Since it is their first 'experience' with playing, stop the play when you need to, in order to explain the rules (do's and don't's). SOON, they will start to understand, and the game will start to flow.



CLEAN-UP & REVIEW

Get the kids excited for the next session!
Total Session Time = 60 minutes





WARM-UP

Stretch, partner pass and work with you stick



ACTION

Push and Trap (Receiving)

1 In 2's, passing through cones - 2 stick lengths apart - Pairs are 5 -7 yards apart and practicing for technique only. The body position should be side on, toward the intended target.

Teaching Reminders

★ Explain/ show how to trap on the reverse stick when the ball comes to the left side of the body.

STOP...

2 GIVE AND GO PRACTICE - Have pairs find their own personal space to begin. 3-5 yards apart. After the GIVE, GO into a new/ different open space.

Always TRAP the ball before you give the next pass. The player receiving the ball is always stationary. Try to LEAD, your partner with the pass. Or WEIGHT the pass, into the open space, for your partner to run onto.

More Experienced?

Can you trap/pass on the reverse stick? Increase passing distance to 5-7 yards and then 7-10 yards



GAME

Divide the players into 2 groups of 6 and give them a number. The ball is rolled out by the coach and a number is called.

The black #'s must run through the goal on the right, and score into the goal on the left, while the yellow #'s must score into the goal on the right.

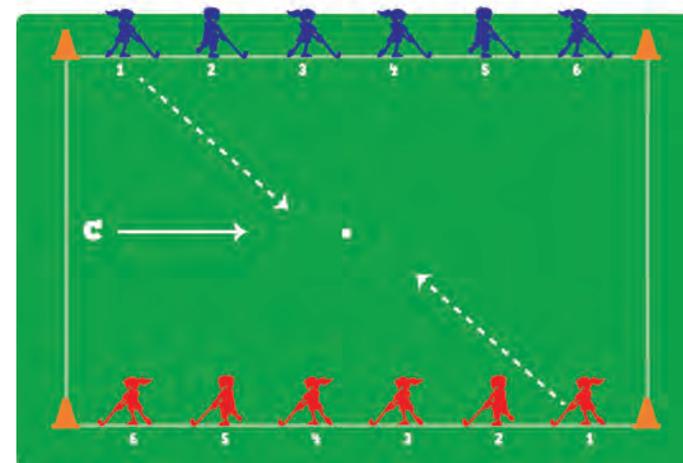
To score, the ball must be dribbled through your opponent's goal under control. Play continues until a goal is scored or the ball goes out of play. Another number is called and the game continues.

The teams keep track of how many goals they have scored and after a set time limit the team with the most wins.

Variations: Call more than one number; start calling two numbers, then three numbers!

Players on the side can receive a pass then pass back to their players but they can not score.

Steal The Bacon



CLEAN-UP & REVIEW

Get the kids excited for the next session!
Total Session Time = 60 minutes



ACTION

Yard-stick/Dribbling with Vision

Teaching Reminders

- ★ Make sure their right hand is not turning over when using reverse. Right hand stays in the handshake grip with V's at the top of the stick.
- ★ When changing speed, make sure ball is not too close. Can't use their feet and can only use the flat side of the stick.



GAME

Spread 10-20 cones out over a 15 yd x 15 yd area 10-15 players each with a stick and ball stand next to a cone. Each player has 3 imaginary dollars (or whatever fun imagery) When the coach says "switch" the players have to dribble to a new cone.

Extensions: Time limit to find a new cone or touch multiple cones

IE: Dribble to 4 cones in 12 seconds, "switch!!!!...12, 11, 10..."

Variations

- Different styles of dribbling
- Spin around cones, lift, pull right or left
- Make farm animal noises at each cone, name a different fruit at each cone...
- When teacher counts down to ZERO, whoever hasn't reached their cone owes teacher an imaginary dollar.
- Focus on vision and keeping personal space for safety.

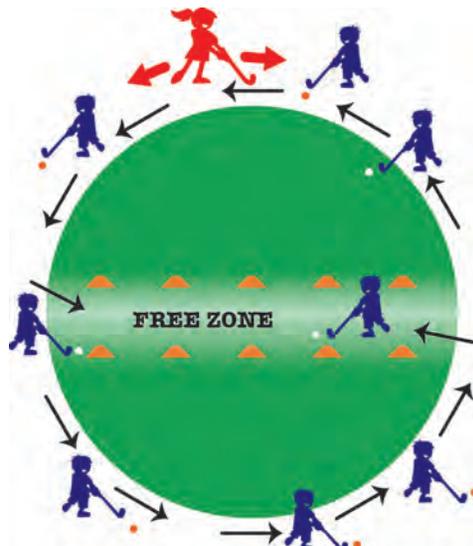


WARM-UP

Foxes & Rabbits Game Description:

Make a circle with 2 entrances

One player is the FOX!



All players must move in counter-clockwise direction around the circle dribbling their ball.

All players can pass through the 'free zone or tunnel' and be safe - the fox can only go around the outside of the circle in 'either' direction.

The fox must tackle the rabbits (under control) and once tackled (and ball pushed out of area), the rabbits go and stand in the cage.

Give the fox 30 seconds-one minute to catch as many rabbits as they can.

The winner is the fox who catches the most rabbits in the time frame decided.

Variation: Have two foxes chasing the rabbits. If a fox tackles a player, make the player tackled the 'fox'.



ACTIONS:

Drags Left & Right • Spins • Little Lifts

In groups of 3

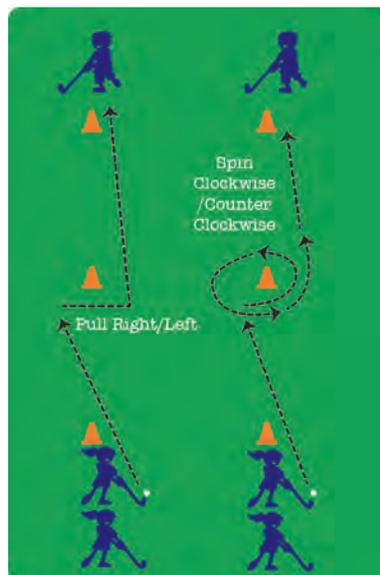
Set up 1 - 3 cone drill for every 3 people

1 Drags LEFT AND RIGHT - Cone work - Drag right or left - Continuous exercise 3-5 Minutes

2 SPINS - Spin around cones - Left and right STOP... Show how to combine - Walk slowly to practice, then let them try it.

Teaching Reminders

- ★ Bend your legs
- ★ See if you can see the next cone before you get there"
- ★ They can use the reverse stick to slow the ball down, similar to "red-light, green-light" (how to stop)



GAME

3 v 3 (same teams, up to you)

SIZE: 1/2 of a basketball court or 15 x 15

Progression:

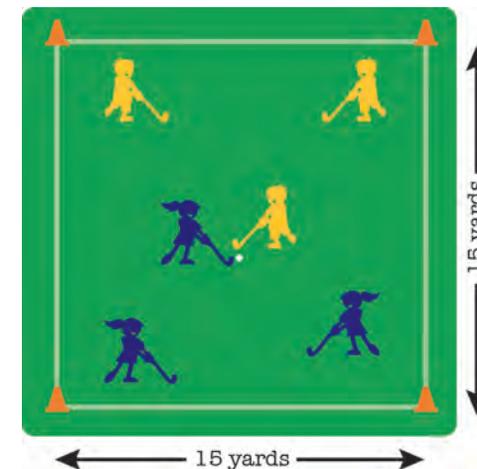
- 2 Passes = 1 Point
- Dribble over end-line under control
- Always attacking the same goal!
- NO HACKING
- Encourage use of jab & shave / take-away tackle

Match 1

Players score goals by running across their end line while controlling the ball

Match 2

Players score goals by making 2 passes. Advance level - 3-4 passes for a point



CLEAN-UP & REVIEW

Get the kids excited for the next session!
Total Session Time = 60 minutes





WARM-UP

Fun Air Dribbling

ACTIONS



Set up 1 grid for every 4 players

1 In 4's grid - **Knockout Game**

ALL 4 WITH A BALL - Holding possession, dribbling and using Jab tackle - **MUST** keep control of your ball



2 **Sharks and Minnow's** Game Choose 1/4 without a ball - One "Shark", the other three are Minnow's.



GAME

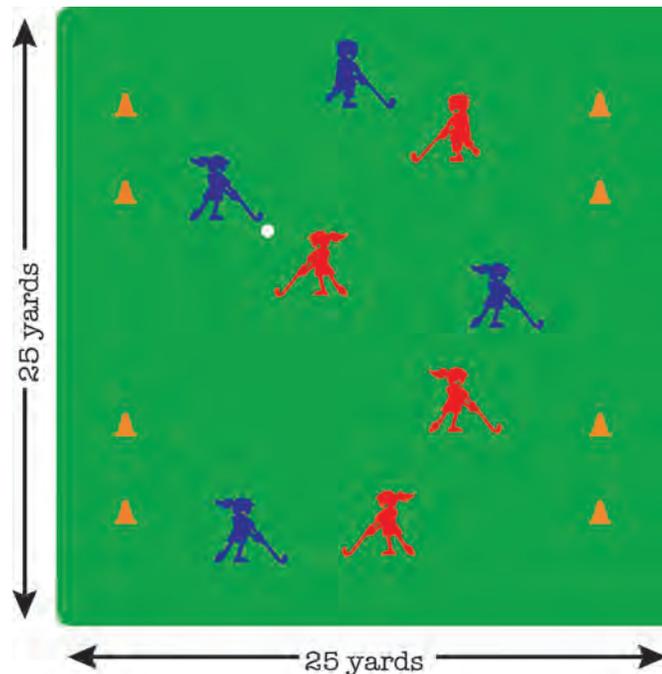
4 v 4 • 4 Goal Game

20 x 20 grid

4 v 4 Four Goal Game - Score through front or back of goal

Teaching Reminders

- ★ NO HACKING
- ★ Encourage use of jab and shave / take-away tackle
- ★ Encourage them to keep the ball on the move, while looking to pass to a teammate.



CLEAN-UP & REVIEW

Get the kids excited for the next session!
Total Session Time = 60 minutes





WARM-UP

Pull right / Dribbles in 3's or 4's - Shuttle lines - forehand dribble (change speed –walk to jog, walk to sprint), Pull right / left, little lift into dribble, etc



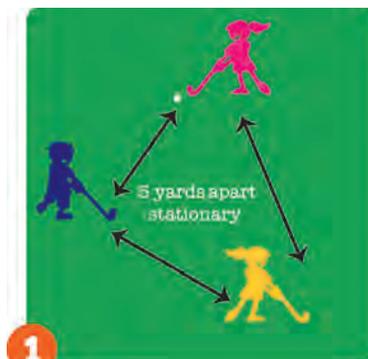
ACTION

Passing in 3's on the move

- 1 Stationary
- 2 Moving Triangle
- 3 Monkey in the middle

Teaching Reminders

- ★ Getting the players used to moving after they pass.
- ★ When a player moves, make sure stick is on the ground when they ask for the ball back, for example.



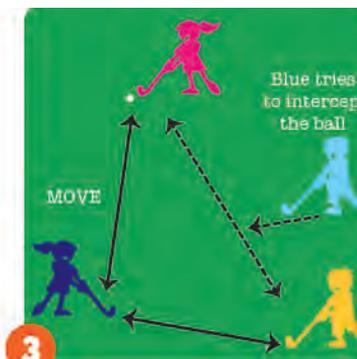
1

Have students pass in 3's, stationary



2

Have students pass in 3's, on the move Pink and Yellow change position



3

Moving "Monkey in the Middle" 2 v 1 "Keep Away" Pink plays a lead pass to Purple while Blue tries to intercept the ball



GAME

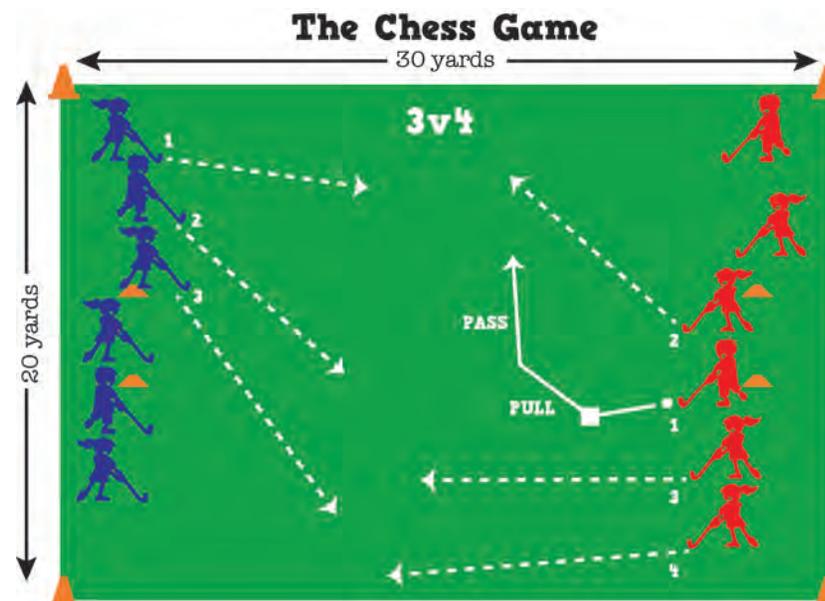
The Chess Game (Can have 7-10 players / team)

Objective: Varying numbers, Attack team versus Defense team, where both teams choose how many players to attack or defend, 1-5.

1. Team A starts with the ball. They decide how many players they can send out (between 1-5). Team B Defense team does the same.

Example: Team A sends 4 players out, Team B sends 3 players to defend and try to get the ball from Team A. (Coach makes sure both teams are ready to play. On the whistle, 1 player on Team A has a ball and starts to dribble or pass to a teammate). They play out the 4 v 3! Coach decides on fouls, goals. If Team B comes up with the ball, they can attack the goal, BUT, because they are down numbers, it may not be wise to do this! Explain this. Teach them how to strategize.

*After a goal, Team A gets the ball, BUT, must choose a different # of players to send out Can not repeat!



CLEAN-UP & REVIEW

Get the excited for the next session!
Total Session Time = 60 minutes



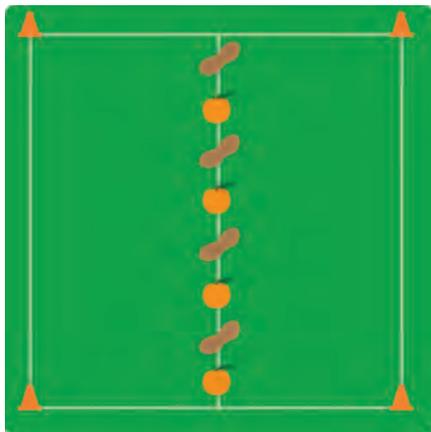


WARM-UP

1. Aerial dribbling practice
2. Aerial dribbling contest - Last three standing win a prize. Champion gets one arm lifted over-head by coach!



GAME Peaches & Peanuts



ACTIONS

Divide players into 2 teams; Peanuts and Peaches line up on the centre line in the middle of a 20 yard squared area.

When the Coach calls “Peaches” they dribble their ball to their safety line, the Peanuts chase them and look to tackle cleanly before the player reaches the safety area.

If a player is tackled, they join the other team. The game is over when one group has caught all the other team.

Variations:

The coach can trick the players by saying other P words to get a false start, or by saying PEA...to keep teams in anticipation for a few seconds

Once a player is tackled, they could become a ‘floating tackler’ on either side of the centre line

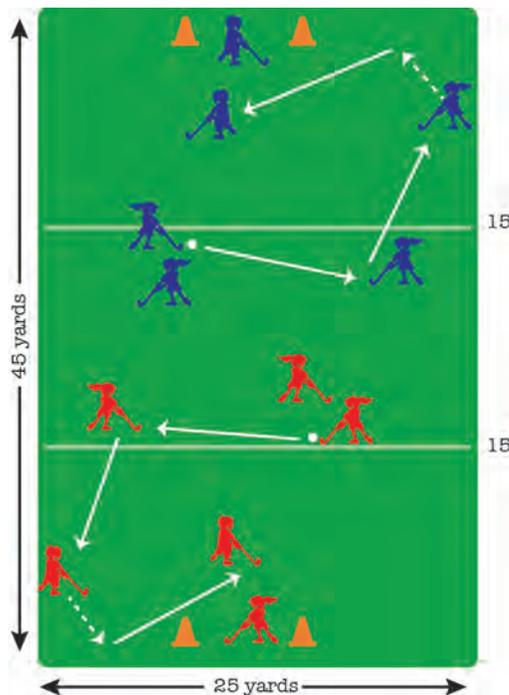


ACTION

Pattern To Goal (end with shot)

Set up multiple example patterns 3-4 kids per exercise

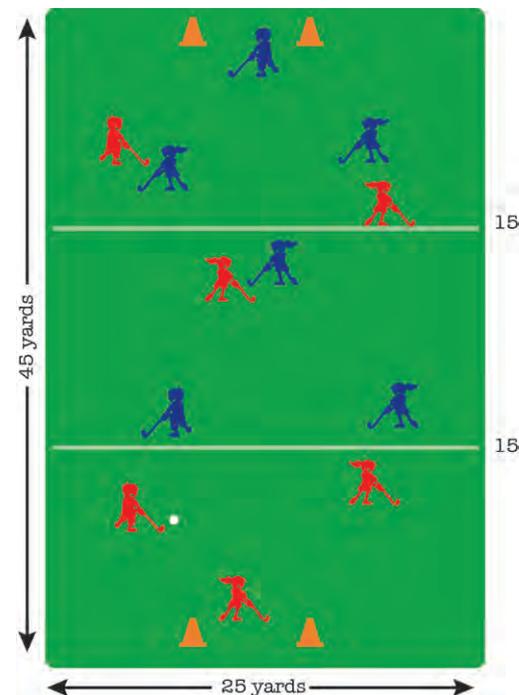
- You can choose any pattern that will work in the game
- You can park yourself in the circle and be a ‘passive’ defender to show the forward how to move around the defense.



GAME

6v6 (OR less numbers depending on your group)

- Show them set-up - Explain positions
- Okay to switch positions with a teammate
- Avoid crowding into one another
- No swinging the sticks. Remind them of how to use footwork and stick to defend. 2 strikers/forwards, 1 center midfielder, 2 backs – Encourage them to interchange and make sure there is balance.
- Indoor basketball gym size playing area



CLEAN-UP & REVIEW

Get the kids excited for the next session!
Total Session Time = 60 minutes



All Small Games Day • Have Fun



WARM-UP

Skill work - Whatever you choose



GAME

Small Games can be played in any size area.

Use the existing lines of a tennis or basketball court to play 3 v 3 or 2 courts for 6 v 6. If it seems there are too many players on the court.

You can allow a few players to play on the sideline only. They are only allowed to move up and down 1 sideline and can switch with their teammates on the court, every few minutes.

Add the concept of make it and take it.

Eg. When a team scores a goal they get the ball back and attack the goal that they were just previously defending. (**Eg.** Winners outs in Half Court)

Games can also be played keep away style.

3 v 3 on a basketball court (6 v 6 on 2 courts) with 3 (or 5) uninterrupted passes=goal. Adjust the passing requirements to the skill level of the players involved.

2 Goal Games are another way to, **spread out** small games. Put 2 small goals (adjust goal size to the skill of the individuals involved) at each end of the field. You can also allow players to score through the front or the back of the goals.



ACTION

Have 15 students get into an area the size of a basketball court (approx. 100 feet. X 50 feet.) Have students practice moving in that area freely, keeping the ball close to the blade of the stick.

Teaching Reminders

- ★ Correct any HAND GRIP ISSUES, remind students not to use the ROUND SIDE of the stick, and NO USE OF FEET. Have players exchange balls with a classmate that is within 5 feet, by passing the ball simultaneously.

Have students exchange balls with 5 -10 different classmates



GAME

Sharks & Minnows

Pick 4 players to be the, "Sharks." They are the only ones allowed to knock out the "Minnows" balls out of a squared-off area of about 20 x 20 yards (depends on numbers). Reinforce using the jab or poke tackle technique only.



"Minnows" are protecting their ball only and trying to stay away from the, "Sharks."

"Minnows" can return to the game after they have set their equipment down and completed 5 jumping jacks.

After 5-10 minutes, have the, "Sharks" pick a "Minnow" to replace them. Restart the game.



CLEAN-UP & REVIEW

Get the kids excited for the next session!
Total Session Time = 60 minutes



Skills Circuit For Points



WARM-UP

Stick and ball, your choice - keep them moving



ACTION

Set up Circuit - Depends on number of teams - Pair them up. You could have two teams of 4 or 5, who compete against the other team. 2 red teams, 2 blue teams for example.

2 x 2 minutes depending on numbers

Try to improve scores

Take highest score

1 Obstacle Course

2 Dribble Through Cones Course – Push to Goal

3 Dribble Through Cones Course – Slap to Goal

Teaching Reminders

- ★ Make sure their hand is not turning over when using reverse. Right hands stay in the handshake grip with V's at the top of the stick.
- ★ When changing speed, make sure ball is not too close to feet, when slowing down. Gradual Stop!
- ★ Can't use their feet and can only use flat side of stick



GAME

6v6 (OR less numbers depending on your group)

- Show them set-up - Explain positions
- Okay to switch positions with a teammate
- Avoid crowding into one another
- No swinging the sticks. Remind them of how to use footwork and stick to defend.
- 2 strikers/forwards, 1 center midfielder, 2 backs
- Encourage them to interchange and make sure there is balance.



CLEAN-UP & REVIEW

Get the kids excited for the next session!
Total Session Time = 60 minutes



Skills Circuit For Points



WARM-UP

Stick and ball, your choice - keep them moving



ACTION

Create teams of 3 players, 2+ teams

Spread older / younger players or better skilled players evenly on each team

Each team chooses a team name and team spokesperson

Choose different skill drills that can be scored, **EX.** each rep is 1 point, each time through the dribbling circuit is 1 point or each ball scored in the goal is 1 point.

Teams start at different drills and rotate through each drill. After each 2-5 minute round; team spokesperson will relay team score of that drill to teacher / coach, team rotates to next drill.

Team with highest score for a drill wins 3 points total.

After all 4+ drills have been completed by each team once, total scores are tallied.

EXAMPLE:

	Team 1	Team 2	Winner
Drill 1	7 Reps	5 Reps	Team 1 gets 3 Points
Drill 2	11 Points	13 Points	Team 2 gets 3 Points
Drill 3	13 Points	10 Points	Team 1 gets 3 Points
Team 1 = 6 Points	Team 2 = 3 Points		Team 1 = The Winner with 6 Points

Teaching Reminders

- ★ Vary duration of stations, time transitions and number of rounds
- ★ You can also make it so that even the last team gets a point. For 2 teams - 3 points for the winner, 1 point for 2nd place. Example: If you have 4 teams - 1st place = 4 points, 2nd place = 3 points, 3rd place = 2 points and last place (4th place) = 1 point



DRILLS

Drills are on next page

Have **PRIZES** for the winners of the various skills & drills competitions!



CLEAN-UP & REVIEW

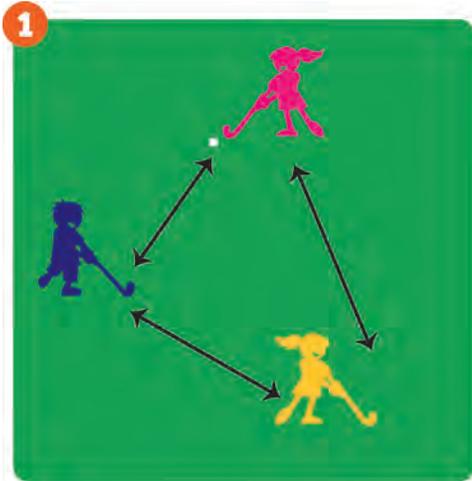
Get the kids excited for the next session
Total Session Time = 60 minutes



Skills Circuit For Points

Competition 1

Taken from Session 3
Drags Left and Drags Right



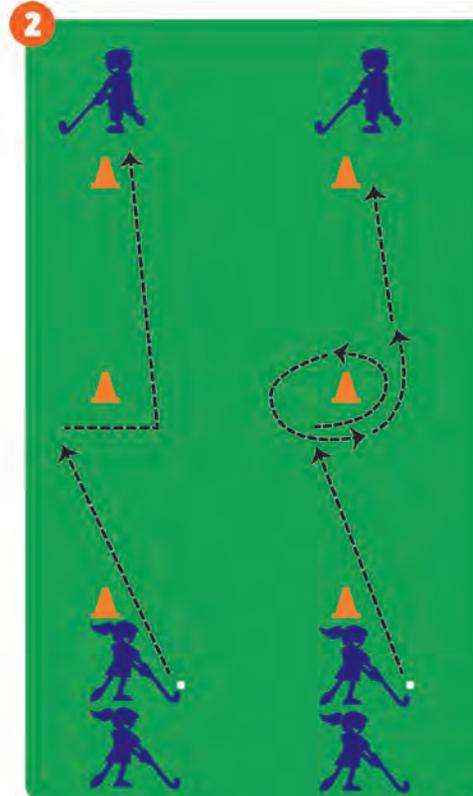
Count number of completed passes in the 2-5 minute round

Variation Create 15 x 15 box and have players pass on the move within the boundaries



Competition 2

Taken from Session 3
Shuttle Lines

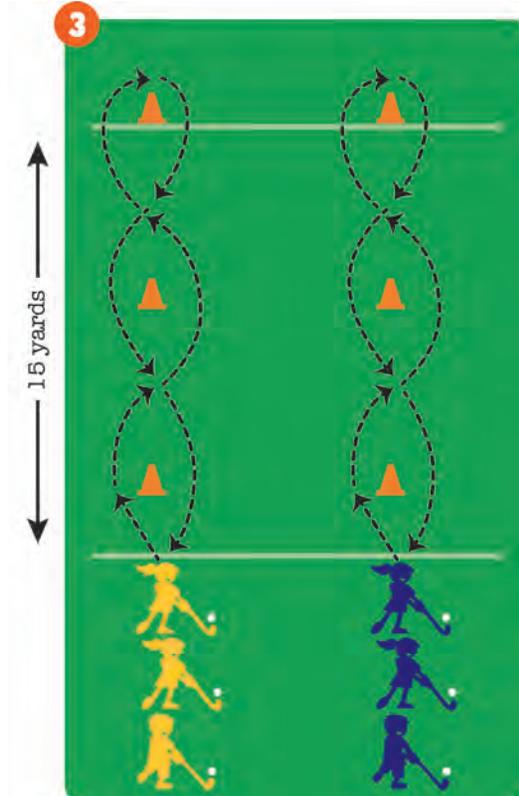


Count the number of completed shuttles 1-2 shuttles lines, even number of player, add each players total among the team

Variation Use different skills in each shuttle such as, drags, spins & lifts

Competition 3

Same set-up as Competition 2
Fun Relay Races



Count number of player each players completed relays, add each players total among the team

Variation Change the style of dribble, length of relay or using only strong stick no reverse

Tournament Style Competition



WARM-UP

Stick and ball, your choice - keep them moving



ACTION

Depending on numbers and size of field 6 v 6 or appropriate numbers Round Robin

Set up tournament - Round Robin Style

Teaching Reminders

- ★ Proper Umpiring should be set-up.
- ★ Continue to stop the play, if aggressive tendencies occur.
- ★ Games should be 3-5 Minutes in length, depending on how many teams you have

GAMES

Set-Up

- Teams of 6-8 players (make sure substitutes aren't sitting longer than 30-45 seconds)
- Each team plays each other...if there are:
 - 3 Teams; Each team plays each other twice @ 5 Minute Games
 - 4 Teams; Each team plays each other twice @ 4 Minute Games
 - 5 Teams; Each team plays each other twice @ 3 Minute Games
 - 6 Teams; Each team plays each other once @ 5 Minute Games
 - 7 Teams; Each team plays each other once @ 4 Minute Games
 - 8 Teams; Each team plays each other once @ 3 Minute Games

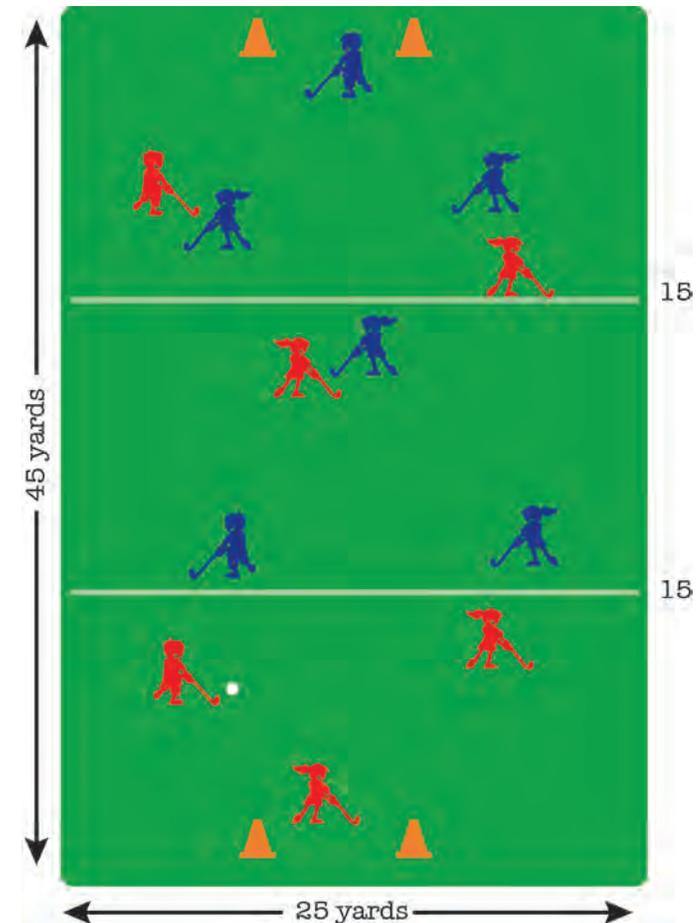
Tie Break - Each team elects a representative- ROCK, PAPER, SCISSORS, SHOOT!

Team that collects the most wins after round robin is completed, **WINS SESSION 10!!!**



CLEAN-UP & REVIEW

Congratulate the kids for their excellent effort completing the program!
Total Session Time = 60 minutes





Make The Session Fun Excerpted from Spark Education Classes

www.sparkpe.org

- Physical education classes that are well paced and enjoyable “turn students on” to movement
- Be enthusiastic about physical activity and life!
- Create a class environment which fosters the success of all students.
- Prompt students, “We are going to have so much fun today!!”
- Use “magic” numbers” to challenge students and assist them in setting goals. “Today the magic number for the number of Yard-stick drags is ____!”
- Participate occasionally in a game or activity.
- Encourage and praise often. Look for the “gold standard” and point it out when you see it.
- Use game play; inclusive, low/no-competition tournaments; and special events to provide new and exciting variations.
- Before trying a new idea, see if it passes the **“SEAD”** test: Is it **S**afe, **E**njoyable, **A**ctive for all and **D**evelopmentally appropriate? A yes response to all four questions is a green light to field / test a new activity.



What's Next?

- **Report!** Please report back to USA Field Hockey your most accurate number of participants. You can find this online form at our website or e-mail funfh@usafieldhockey.com! These number are extremely important to monitor the program.
- **Let's do it again!** This equipment and curriculum is yours to keep, so why not run another session!
- **Keep playing!** Encourage your athletes to join their local club for year round play!
- **Join us!** Become a member of USA Field Hockey to stay connected and attend our national events! For more information visit our website.
- **Browse!** You can also learn a lot more about our sport and this program at www.usafieldhockey.com. You'll also find instructional videos, fun games, and much more!
- **Let us know!** Your feedback is important to us. Please let us know how we can help to improve Fundamental Field Hockey at funfh@usafieldhockey.com

Please visit us at www.usafieldhockey.com/youth

Our Sponsor and Partners

USA Field Hockey would like to thank Harrow Sports for Sponsoring Fundamental Field Hockey!



Harrow Sports, a marketer and manufacturer of their own equipment and apparel prides itself on being connected to the field hockey community at the most basic and fundamental levels. It has become a focus of the brand to take the excitement and energy they see in kids playing our sport for the first time and use that passion to develop products for every one at every level.

USA Field Hockey would like to thank the following partners in helping to make Fundamental Field Hockey possible.

US Men's Field Hockey Foundation • Partnership for a Healthier America • *Let's Move!*

Thank you to the following people who helped create this curriculum.

This project would not have been possible without their teaching expertise and unconditional passion for the sport:
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Please visit us at www.usafieldhockey.com/youth

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