

**ZONE SLED HOCKEY**

**STUDENT TARGETS**

- ✔ **Skill:** I will demonstrate how to strike the puck at the goal.
- ✔ **Cognitive:** I will discuss offensive and defensive roles.
- ✔ **Fitness:** I will stay actively engaged with my teammates.
- ✔ **Personal & Social Responsibility:** I will use positive communication skills with my teammates.

**TEACHING CUES**

- ✔ Eyes Up
- ✔ Move Safely in Space
- ✔ Move to Open Space

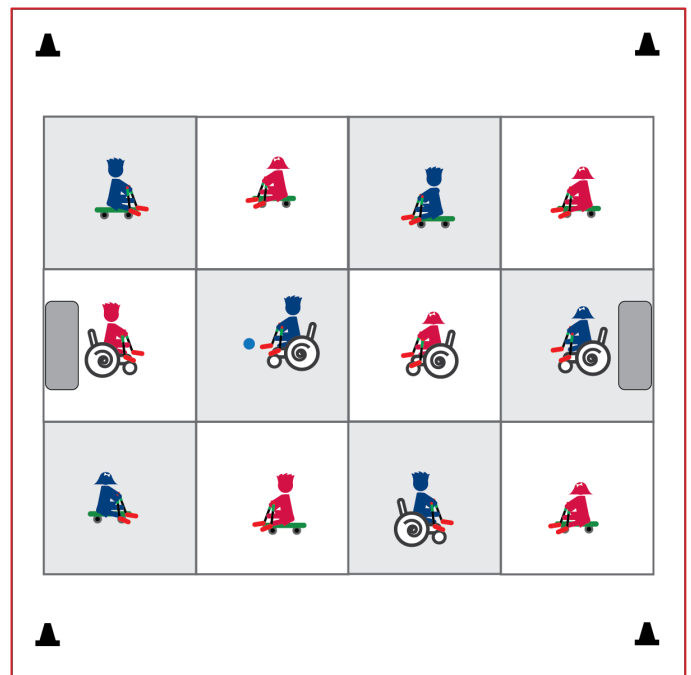
**ACTIVITY SET-UP & PROCEDURE**

**Equipment:**

- ✔ 1 scooter or wheelchair per student
- ✔ 2 short-handled floor hockey sticks per student
- ✔ 1 yarn ball or plastic hockey puck per activity area
- ✔ 2 goals per activity area
- ✔ Cones for marking boundaries and zones

**Set-Up:**

1. Place goals at opposite ends of the activity area.
2. Using cones, divide the space into 6 zones.
3. Create 2 even teams. Send each student to a zone with a scooter and sledge hockey sticks.



**Activity Procedures:**

1. Today's activity is called Zone Para Ice Hockey.
2. The objective of this activity is to work with your teammates to score more goals than the other team.
3. You must stay in your designated zone, passing to your teammates from zone to zone to advance the ball/puck. Interceptions can be made as the ball/puck crosses your zone.
4. Halfway through the activity, we will rotate zone positions, and a new student will play goalie.

**Grade Level Progression:**

- 3<sup>rd</sup>: Play the activity without goalies.
- 4<sup>th</sup>: Play the activity as described.
- 5<sup>th</sup>: Students must keep their feet on the scooter and use only their hands and sticks to push.



**ZONE SLED HOCKEY**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ Vary the number of students in each zone.
- ✔ Increase or decrease the size of the goals.
- ✔ Replace the puck with a larger object for easier striking.
- ✔ Play with only 2 zones: 1 for offense and 1 for defense.

ACADEMIC  
LANGUAGE

Able-bodied Athlete, Control, Etiquette, Force, Muscular Strength, Para Athlete, Paralympian, Safe, Teamwork, Vigorous

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✔ **Standard 1 [E25.3-5]:** Strikes a ball with a long-handled implement, sending it forward, while using proper grip for the implement (e.g., hockey stick, bat, golf club). Note: Use batting tee or ball tossed by teacher for batting (3); Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis/badminton racket), while demonstrating three of the five critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through) (4); Strikes a pitched ball with a bat using a mature pattern (5a); Combines striking with a long implement with receiving and traveling skills in a small-sided game (5b).
- ✔ **Standard 2 [E5.5]:** Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks (5a); Applies basic offensive and defensive strategies/tactics in net/wall small-sided practice tasks (5b); Recognizes the type of throw, volley, or striking action needed for different games/sports situations (5c).
- ✔ **Standard 4 [E4.3-5]:** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** What is open space?
- ✔ **DOK 2:** What do you know about the importance of open space in Sledge Hockey?
- ✔ **DOK 3:** How is open space related to both passing and shooting in Sledge Hockey?
- ✔ **DOK 1:** Which components of health-related fitness are important to athletes who play Sledge Hockey?
- ✔ **DOK 2:** How would you compare (contrast) Olympic Ice Hockey with Paralympic Sledge Hockey?

TEACHING  
STRATEGY  
FOCUS

**Help students examine similarities and differences:** Sledge hockey is a great activity to help students examine and process the similarities and differences of all Paralympic events. Take time to guide student discussion and allow them to struggle with what might be preconceived attitudes and beliefs in a nurturing and understanding learning environment.