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## **2. WARMING-UP AND COOLING DOWN**

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Preparing children and young people for any physical activity should be properly structured to help them understand the value of warming-up and get them into good habits. These good habits will then be firmly established by when they are older and **need** to warm up to prevent muscle damage.

**HOWEVER – WE MUST REMEMBER THAT ATTENTION SPANS IN YOUNG CHILDREN ARE SHORT – SO THE ACTIVITIES MUST BE STIMULATING AND FUN TO DO!**

### **What does the term “warming up” actually mean?**

---

Warming-up is quite literally the process of “warming the body up” (*i.e. raising the core body temperature*) A proper warm-up should raise the body temperature by one or two degrees Celsius and is divided into three distinct phases:-

- (a) General warm-up
- (b) Stretching and mobility
- (c) More focused activity at a higher rate (*tag games or sport related / specific.*)

With children 5-11 years we should recognise that it may not be appropriate to rigidly rehearse each phase of the adult – structured warm-up. However, we need to understand and convey the value of these phases to children and use activities that replicate their benefits. The activities should be stimulating, motivating, engaging and fun and should prepare both body and mind, leaving children and young people ready and eager for the rest of the lesson. Warming-up gradually increases the heart rate and blood flow and raises the temperature of muscles, ligaments and tendons. This general warm-up could include simple jogging, but we all know how boring jogging can be, so this aerobic activity also needs to be fun!

### **Section 1 of the warm-up involves Jogging tasks and challenges**

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The examples of jogging tasks and challenges that are identified in the section 3b and are used at the very beginning of each activity session, with children moving around the perimeter of the hockey pitch, or playing space. The tasks are simple, and take the emphasis away from the “boring” aspect of jogging. These activities also help to develop communication, rhythm, social skills and team work.

### **Section 2 of the warm-up involves games promoting aerobic activity**

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The aerobic activities and games in this section of the warm-up normally involve moving about on feet, walking, running, weaving, dodging, stopping, starting and changing pace in engaging, challenging and enjoyable situations-some times with small equipment. This section has also been identified in detail in each of the FUNdamental session plans.

### 3 GOOD ORGANISATION

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Good organisation in games coaching is absolutely essential if the sessions are going to be effective, enjoyable and safe.

Organisation in games takes many different forms, the main ones being:-

- (a) Organisation of **equipment**
- (b) Organisation of **group numbers**
- (c) Organisation of the **playing area**

#### **(a) Organisation of equipment**

---

A child's long term development will be enhanced through a focus on the A B C s (*Agility, Balance, Co-ordination and Speed*) in their earlier years. Running, throwing and catching, kicking and striking a ball, should all form a prominent part of a child's activity throughout all three phases. The development of these physical capabilities and fundamental and movement skills in Phase 1 and fundamental movement and sports skills in Phase 2 means that a range of equipment should be available to suit the ability level or basic core skill being developed.

Because of this, **COACHES SHOULD BE AWARE that equipment selection and organisation is essential. The following system is a very effective one-particularly for the development of fundamental skills for children aged 5-7 years.**

- (i) **If the coaching group is large**, all equipment essential to the lesson and used most frequently should be divided into four colour sets and stored in coloured containers which are accessible and easily carried. Each container should hold equipment of **one colour** (*e.g. green container full of green equipment and be placed in the four corners of the playing space.*) and enough for **one piece each** of every type of equipment.
- (ii) To mark each set with a different colour, red, yellow, blue and green, a marker pen or adhesive tape can be used. This form of marking can be used to identify such items as tennis balls, skipping ropes, wooden bats etc. but nowadays most equipment on the market can be bought in these colours which simplifies the process even more.
- (iii) A description of the equipment, and the **number** stored in the container, should be marked on the side of each container or on an attached tag. This enables easy checking before and after the session which can be done by the children.

To provide maximum opportunities, for development, the following types of equipment are suggested.

- Low pressure tennis balls
  - Airflow balls of different sizes
  - Beanbags
  - Quoits
  - Skipping ropes
  - Bibs or bands
- (iv) Larger equipment such as hockey sticks, wooden and plastic bats, medium and large balls etc. can be placed in containers / nets midway between corners. Cones and hockey balls also need to be stored separately.

## **ASSESSING MOVEMENT AND SKILL DEVELOPMENT**

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An approach used every day by sports coaches and physical education professionals is to make movement assessments by visual observation and analysis. However, whilst it is easy to see differences in performance capability between subjects it is harder to accurately describe the movements and scoring for quantification may seem even harder.

Using this approach, the hockey pathway-Phase 2 Learning to Train has available a simple observation assessment system to help measure Skill acquisition, application and evaluation, together with safety awareness and team play. By breaking down the major points into ten elements and scoring each element out of ten generates a total score out of 100. With a little practice it is possible to produce consistently scored evaluations and there by give an indication of progress or otherwise.

The elements that we can use related to hockey at this Phase 2 stage are:

1. Use **a range of different techniques** of passing, controlling, dribbling and shooting.
2. Mark a player or space, **intercept, pass and tackle safely.**
3. Perform the skills with **confidence** and **accuracy.**
4. **Adapt the skills** to meet the needs of the situation.
5. **Play small sided games** with reasonable fluency.
6. **Understand and apply basic principles** of team play and tactics.
7. **Play within the rules** and be an effective team member.
8. **Recognise strengths and weaknesses** and suggest ideas for improvement
9. Display **agility, balance, co-ordination** and **stamina**
10. **Understand the safety needs** of the game and the Importance of warming up

Visually analysing and scoring each element out of ten enables us to have a quantifiable measure of the differences between performances of the same child. Some of the elements are easier to judge and score than others. However, with practice we have found that an assessor's skill level quickly rises and settles to a consistent level thus providing a low tech, low cost, but surprisingly effective method of assessment enabling the coach to give feed back to children or parents as appropriate.

NB. For more detailed analysis coaches may wish to break the statements down further into more detail.

eg 1. Into more specific skills.

## A WARM-UP

A stick each and stand in pairs.

- (i) **Jogging challenge** – side by side with your partner, jog 20 paces, face each other 20 side steps, turn back to back, 20 side steps. Maintain the rhythm and keep together all around the edge of the playing space.
- (ii) Move about the space with your stick in the dribbling position close to the ground and change pace and direction on signals from the coach. After approx. 1 minute of this activity, the coach leads a stretching / mobilisation activity before repeating the running.



- (a) Stick on the ground - run around with fast steps. How many times on 15/20/25 seconds. Run on and in the opposite direction - Can you beat your own record? (3 Times)



- (b) **Stretches** Hold stick behind you – arms straight. Bend forward and raise arms behind you as high as possible – bend knees if necessary. (Don't overstretch the hamstrings) and hold for a count of 5 before returning to the upright position.



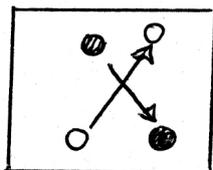
- (c) Stick on the ground, one foot at each end, facing along the stick. Keep the body up right and bend the front knee slowly to stretch the quads – hold for 5 secs then turn and repeat with the other leg (3 times for each leg)



- (d) Hold the stick above your head, one hand at each end. Can you bring it forward, step over it and take it back up to the starting position without letting go of the stick. You may change your grip.

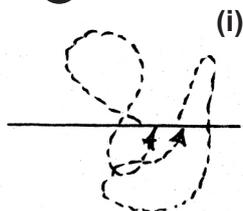
- (iii) **Stick tag.** A tag game in a restricted area. 2, 3 or 4 put down their sticks. It is a chasing game where those with sticks are guided on how they must hold it. (*either in the right hand only or in both hands with head of stick on the floor.*) and they are chased by those without sticks. When caught they stand still in the dribbling position and can be released by someone touching sticks.

## B SKILL DEVELOPMENT - SENDING AND RECEIVING ON THE MOVE



- (i) **Two in One** 4 people to one grid approx. 10m square. Put away sticks and each pair collects a medium / large ball between them. Working in the same grid at the same time, each pair keeps moving as they send and receive using **hands**. They must be aware of the other couple and avoid them. (*Signal for the ball*)
- (ii) Same activity, but sending and receiving with feet (*signal for the ball*)
- (iii) Same activity, but use **hockey sticks and ball** (*signal for the ball*)

## A WARM-UP

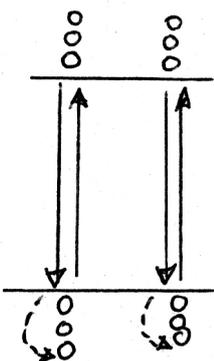


(i) **Timed jogging** Stand on the centre line. On a signal from the coach jog away from the line and return to stand on it exactly 20 seconds later (*the coach counts out for the first 2 or 3 times, then beginning, middle and end only, and finally whistles for the start and finish only.*) Try out different timings (10 seconds through to 40 seconds) This can be made more difficult by doing it in pairs on groups of different sizes or using side-steps / strides / touching heels behind / jogging and punching the air etc.

(ii) **Mobility exercises** Stand in 2's and do mobility exercises together. Start with the head and work down the body. (*reference the Hockey Pathway*) A1 Neck A2 Shoulders A3 Truck rotation A4 Hips A5 Knees A6 Ankles

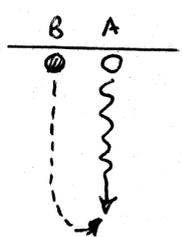


(iii) **Trains** One medium / large ball between 3 people. Stand one behind the other like a "train", the front one holding the ball in both hands. First player runs with the ball in any direction and the rest of the players follow and keep together. On a whistle signal, the front player puts the ball down and runs to the back of the line as the next player takes over etc. (*Keep moving*)

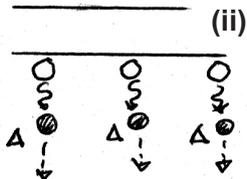


(iv) **Relays** Join together the groups of 6 with one ball between them. 3 stand one behind the other behind the 23m line and the other face them one behind the other behind the centre line. Front person on one side holds the ball in both hands. Players run and carry the ball to the opposite player and joins the back of the line. This is repeated for 1 – 2 minutes with the teams counting how many lengths they run in the time. Repeat it – can you Beat Your Own Record?

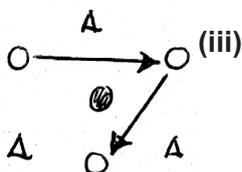
## B SKILL DEVELOPMENT - TACKLING AND INTERCEPTING



(i) **Tackling from the side** A stick each and a ball between 2. Stand side by side on the 23m line with the left side player in possession of the ball. On a signal 'A' dribbles the ball forward and 'B' tries to catch up and dispossess 'A' to dribble it back in control over the 23m line whilst 'A' tries to dribble it over the centre line in control. Take it in turns to start with the ball, and keep the score.



(ii) **"Falling back"** Same set up. 'A' has the ball behind the 23m line and 'B' is defending. 'A' dribbles forward and 'B' falls back – always watching the ball. As soon as the ball passes the centre point 'B' may tackle. The objective is for 'B' to dispossess 'A' and dribble the ball back to the 23m line under control, or for 'A' to evade the tackle (*or tackle back*) and dribble the ball over the centre line in control. Change roles every three turns.



(iii) **Three - sided interception.** Two pairs join together and mark out a triangle with 10m sides. Three players with one ball can only be outside the triangle of cones. 1 player is only allowed inside the area. The players on the outside have to pass the ball through the triangle without it being intercepted. Players make their own rules for changing the centre person.

## **(b) BEING ACTIVE AND ENGAGING IN A HEALTHY LIFESTYLE**

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**(1) If you do some really energetic movements what happens to your breathing?**

- It gets faster, noisier and deeper.

**(2) If you do really energetic movements what happens to your heart rate?**

- It gets faster and stronger (*could let children feel heartbeat before activity and immediately after activity to describe the effects*).

**(3) We take oxygen into our bodies by breathing and the heart beats faster to pump blood around the body. WHAT does the blood carry to the muscles all over the body?**

- The blood carries **oxygen and food** to the muscles.

**(4) WHY do they need food and oxygen?**

- For energy.
- Our muscles use energy when they are moving.

**(5) WHEN you are very active and energetic how do you look?**

**WHAT is your body temperature like?**

**WHAT do your muscles feel like?**

- We feel hot and some people are flushed in appearance.
- We begin to perspire - skin feels damp and sticky
- Muscles might feel tired.

**(6) WHY do we get hot?**

**WHY do we perspire?**

- Muscles produce energy as heat.
- The heat is released through the skin - damp skin cools quickly and prevents us from overheating.

**JC1**

Get into groups of 8 – 10 carry sticks stand one behind the other in a line to jog around the edge of the pitch/ playing space. Keep jogging and arrange yourselves into alphabetical order – first letter of surnames. As soon as you have done this, change to alphabetical order of first names.

**JC2**

A stick each and stand in pairs. **Jogging challenge** – side by side with your partner walk 20 paces, jog 20, stride 20 all the way round the edge of the playing space – keep together.

**JC3**

A stick each and stand in pairs.  
**Jogging challenge** – side by side with your partner, jog 20 paces, face each other 20 side steps, turn back to back, 20 side steps. Maintain the rhythm and keep together all around the edge of the playing space.

**JC4**

A stick each and stand in pairs.  
Side-by-side with your partner, walk high knees (*pull knee gently to chest with the hockey stick every step*) 20, Jog 20 paces, jog and touch heels behind your body. 20

**JC5**

Get into pairs without stick.  
Jog 25 paces – stretch tall – jog 25 paces – stretch wide – jog 25 paces – curl up small – jog 25 paces – twist trunk from side to side – (*Repeat the pattern all round the edge of the playing space*).

**JC6**

**Jogging challenge.** On your own make up a pattern of steps where you are travelling around the edge of the playing space but changing the way you move – forwards / backwards / sideways and changing speed.

**AR11**

**Pacing** Stand spaced out behind the centre line, facing a 23m line. **Walk** to the 23m line counting the number of steps you take. Walk back and count ~ can you replicate the numbers? (*Repeat at least once more*)

- (a) Do the same exercise but **striding with long steps** and swinging arms
- (b) Same exercise but **jogging**
- (c) Stand side by side with a partner, **jog and keep together** – can you get the same number of jogs on the return journey.
- (d) Stand facing your partner, one on the centre line and the other on the 23m line. Start at the same time, keep the jogging rhythm and pass right shoulders to the other side. Now repeat this exercise, but can you meet half way to **high 5 with right hands** as you pass. (*Repeat several times in your own time*).
- (e) **Challenge**. Same exercise, but can you do it side skipping across with left shoulder leading, then the return journey with right shoulder leader (Repeat)



**AR12**

**Pacing**. Face a partner – ‘A’ on the goal line and B on the centre line. Jog towards each other - meet in the middle on the 23m line and “high 5” then jog backwards to your place. (*Repeat several times to get the timing right, then try it side galloping towards the centre*)

- (a) Jog towards each other touching heels with hands behind your back. Clap both hands with your partner, then quickly turn and stride back.



**AR13**

**“Letters and Legs”**. Jog in a restricted area. The coach calls out a letter and if it is a letter in your name (*first name, middle name or last name*) you stand still on one leg and hold your knee to your chest. Whilst the others continue jogging. When the next letter is called, if you have that letter in your name also, you change legs, otherwise you begin jogging again.



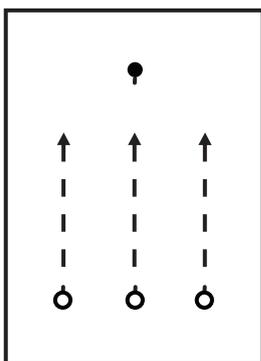
**AR14**

**Jumping beans**. Same activity as Bean Picking but as you put your cone down, jump side to side 2 footed jumps across it 8 times before beginning to run again. When the signal (*2 whistles*) indicates to pick up a cone, pick it up and do 3 star jumps before continuing the run. Put the cones away.



**GA1**

**3 v 1 PARALLEL LINES**



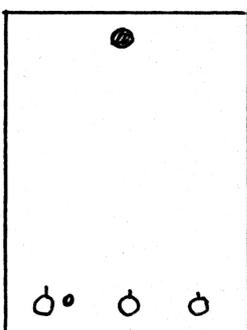
- 3 attackers v 1 defender in a long grid approx 10 m wide between the goal line and/or centre line and the 23m line.
- Defender defends the whole width of the 10m baseline.
- Attackers start spaced out along the start line and pass between themselves in any order as they progress down the grid.
- They must stay in their parallel “corridors” and pass between themselves to outwit the defender.
- A goal is scored when an attacker runs the ball over the goal line in control or stops it on the line. The defender scores 2 goals if he/she hits the ball over the start line.
- When 2 goals have been scored, change the defender.

**Coaching points.** Quick passing – one or two touch  
 Move forwards and backwards to support / draw the defender  
 Move sideways only within your narrow corridor  
 Defender “fall back” and wait the opportune moment to intercept or tackle



**GA2**

**3 v 1 ROVING ATTACK**



- 3 attackers v 1 defender in a long grid approx 10m wide between the goal line 23rd or the 23rd and centre line.
- Defender defends the whole width of the 10 m baseline Attackers start spread out along the start line and pass between themselves in any order to progress using square and through passes as much as possible.
- The attackers can move anywhere on the pitch to support each other or draw and outwit the defender who can score 2 goals if he/she intercepts and strikes the ball over the start line.
- The attackers score a goal by dribbling it over the goal line in a controlled way or by stopping it on the line after making at least 3 passes between them.



# Hockey Pathway

In order for players to progress through the single System Syllabus set out by England Hockey there are certain identified Core Skills which they will need to achieve. It is important that even at the very lowest level on the pathway – “Fundamentals Phase 1” – the appropriate activities and the appropriate staged practices leading up to them should be an essential part of each session. Staged development and repetition are essential parts of a player’s learning and progress and the success it generates increases the player’s confidence and self esteem as well as their physical competence.

The Core Skills, as identified by England Hockey fall into three main categories:  
Unopposed ball carrying  
Receiving the ball on the move  
Passing

## 1. Unopposed Ball Carrying – FOOTWORK

**A. Initial Stages** can be delivered with the child **moving along a line**

(i) Dribble the **feet and ball** on the line



(ii) Dribble **the ball** on the line and move the feet from side to side of the line



(iii) Move **feet** along the lines and dribble the ball from one side of the line to the other



**B. Next stage of the activity** is to slalom through a line of off – set cones



**A quality ball – carrying position** requires the player to.....

- Maintain a more upright stick by keeping the left elbow high (*if it comes in too close to the body the ball may move off-line*)
- Keep the back of the left hand facing forwards. (*This helps maintain the position of the elbow and enable quick movement of the ball.*)
- Make sure the right hand is not too low on the stick – (*this can cause poor posture.*)
- Keep the arms away from the body and the ball away from the feet – (*a ball too close to the feet will affect both footwork and vision*)
- Slightly bend the knees to keep a balanced position
- Try and keep the back straight so they can intermittently look ahead. (*probably about 5 – 10M*)
- Concentrate on quick, light footwork.

**C. The next stage of progression** could be.....

- Widen the slalom to make the footwork more challenging
- Shorten the distance between the cones

## 5. Unopposed Ball Carrying – PULL BACK

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**A. Initial stages** can be delivered simply to help children change direction with control.

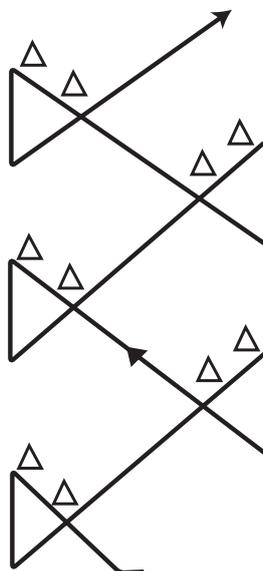
- (i) All facing in the same direction, children respond to “forward” “back” from the coach (*or one whilst forward, two whistles backwards etc.*) to help children achieve change of direction and a sharp, quick, pull back.
  
- (ii) “Figure of eight” – Set up 2 cones approximately 10m apart.



Starting point midway and below. Dribble diagonally towards, a cone, pull back sharply, then dribble diagonally towards to second cone to repeat. This is a continuous practice.

### B. The next stage is the full. PULL BACK EXERCISE

This is the same set up of cones as for the V drag, but the player performs a much deeper drag, pulling the ball back across the body and demonstrate the need for smooth stick work and a good ball carrying position whilst changing direction and accelerating away with the ball.

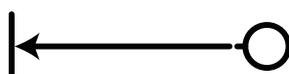


## 8. HITTING THE BALL – STATIONERY AND ON THE MOVE

### A. Initial stage is hitting a stationary ball.

- Basic **body position** means that the child stands with feet apart, left foot nearest the direction of the hit.
- **Grip** – double “V” on the top of the shaft – hands together, no gap between hands (*“hands together” grip need not be right at the end of the shaft – let children/players experiment with hand positions up and down the stick*)
- **Head** shoulders be steady and positioned over the left foot throughout the swing.
- **Ball** – level with, or slightly in front of the left foot and almost a stick’s length away.
- **Swing** should be flat and around the body. The hands should be almost level or in front of the left knee on contact with the ball.

- (i) As an individual, standing about 10m away from the surrounding netting



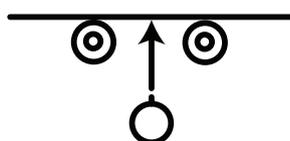
- (ii) In pairs, practise hitting the ball to each other



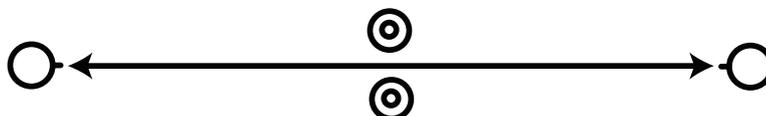
- (iii) In pairs with a “target” or cone between you - practise hitting the ball firmly but accurately.



- (iv) Create a “goal” against the netting and take it in turns to strike a ball to score.



- (v) In 2's create a “goal” with two cones between you and hit to each other between the goalposts. How far away can you get and still be hitting accurately?



### B. Passing – HITTING ON THE MOVE

The teaching points for hitting a stationary ball are still necessary for when players begin to hit on the move, with the following points in addition.....

- Players should use the cross-over step where the penultimate step is the **right** foot crossing **behind the left foot**. This motion allows the player to stay in a low position throughout the hit.
- To maintain balance throughout the action, it is helpful to keep both feet on the ground.
- Keep the head over the ball.
- It will be necessary for the players to bend the knees to almost 90° to achieve a low hitting position