



LIGHTNING STRIKES PLAYBOOK

PE Unit Plan for Grades K-8 with Character Development
and Academic Achievement

Welcome!

We are excited to have you participate in the Street Lightning program and thrilled that you've become interested in the fast-paced sport of hockey.

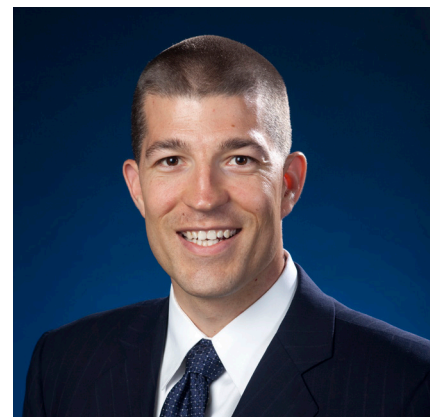
The Street Lightning program is a great introduction to hockey and we are thrilled to provide schools and community centers with the educational and athletic tools to get familiar with the sport.

This booklet, along with our first-class instructors, will help you learn the game from its most basic elements. We also want to encourage active participation and sportsmanship in our sport to educate today's young players on the correct way to play. Street Lightning has also expanded to encompass not only the game of hockey, but also everyday skills, including math and science, in an effort to add to the educational value for all participants.

From everyone in the Lightning organization, we'd like to thank you for enrolling in our program and we hope that you thoroughly enjoy your initial experience with the great game of hockey!

Sincerely,

Julien BriseBois
Tampa Bay Lightning General Manager





STREET LIGHTNING HOCKEY PLAYBOOK

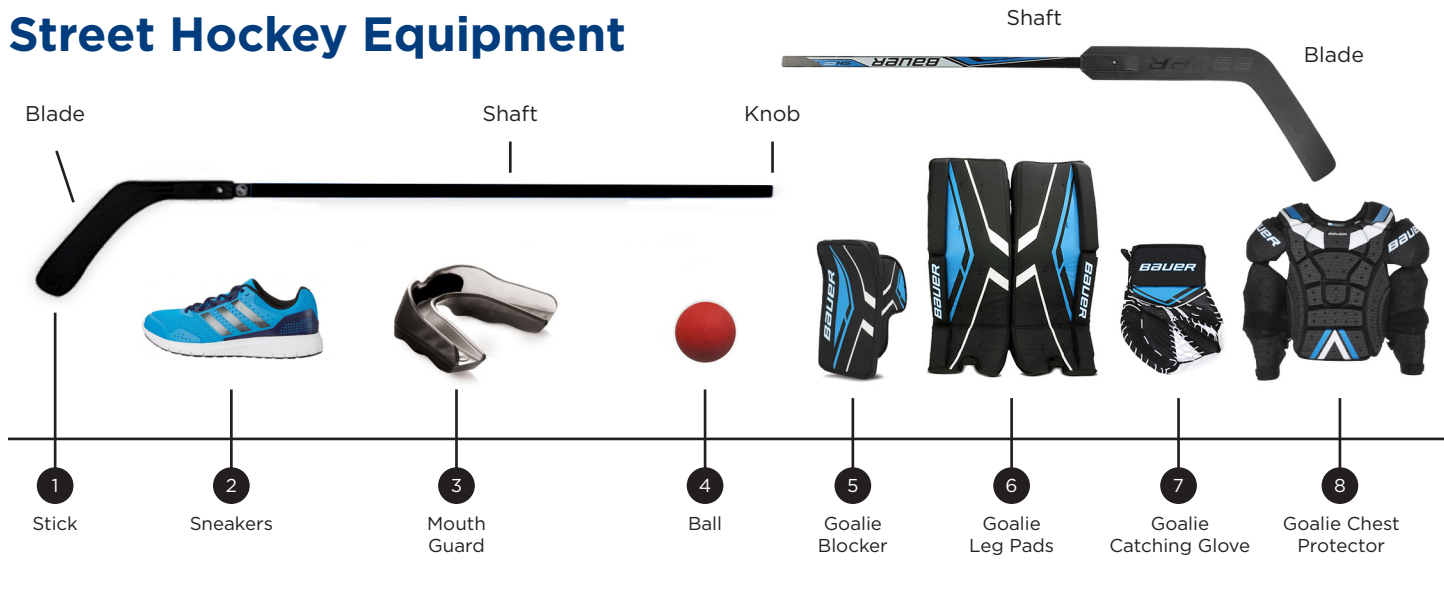
Introduction

Street hockey is an alternative form of ice hockey that uses the same rules and a similar style of play. The only difference is that the players are using a ball rather than a puck and are running in their sneakers on firm ground as opposed to skating on ice. The game is played with 5 players and a goalie on each side. Hockey is a fast paced team sport where the objective is to outscore your opponent in the allotted time.

History

It is unknown as to where exactly the first ice hockey game took place, however it was somewhere in Windsor, Nova Scotia. Montreal was home to the first indoor hockey game which was played on March 3, 1875. Some characteristics of that game, such as the length of the ice rink and the use of a puck has been maintained to this day. Amateur ice hockey leagues began in the 1880s, whereas professional ice hockey originated close to 1900. The Stanley Cup, the most difficult championship trophy to win in all professional sports, was first awarded in 1893 to recognize the Canadian amateur champion then later became the championship trophy of the NHL. In the early 1900s, the Canadian rules were adopted by the Ligue Internationale de Hockey sur Glace, the precursor of the International Ice Hockey Federation and the sport was first played in the Olympics during the Winter Games of 1920.

Street Hockey Equipment



Street hockey is played with street hockey sticks, which usually have a wooden shaft (where you hold the stick) and a plastic blade (part on the ground). Either a plastic puck or a no-bounce ball is used and work best on the playing surfaces. Street hockey equipment is very similar to the equipment used to play ice hockey. It is recommended to wear comfortable sport clothes or jeans and a t-shirt with your equipment. You should wear athletic shoes that are good for the gym or playground. Make sure that your shoe laces are tied at all times.



Right handed players should hold the stick with their left hand at the top of the stick and their right hand near the middle of the shaft of the stick.



Left handed players should hold the stick with their right hand at the top of the stick and their left hand near the middle of the shaft of the stick.

Forward/Defense

When playing forward or defense, you will need a stick, athletic shoes and appropriate sports clothes.

Goalie

Required equipment for goalies include: a helmet with a full face mask, chest protector, blocker on the stick hand, catching glove on the non-stick hand, goalie shin pads and a protective cup. Goalie sticks are specially designed with a wider lower-shaft and blade.

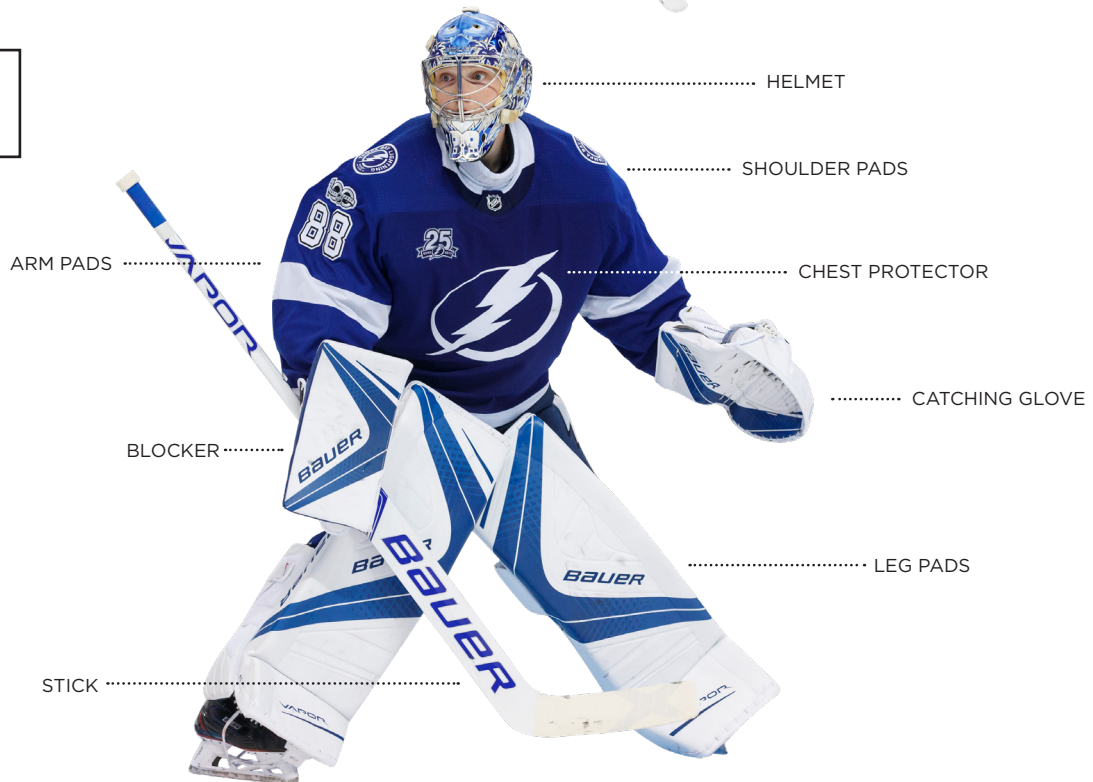
Ice Hockey Equipment

Due to the physicality and speed of the sport, ice hockey utilizes unique padding and equipment to keep players safe, while allowing them to compete and perform at the highest level. The most vital piece of the equipment is the skates. Vastly different from a figure skaters skate, they allow the player to move quickly across the ice and also provide protection from pucks and sticks. Most of the equipment is worn under the player's uniform and cannot be seen.

SKATER'S EQUIPMENT



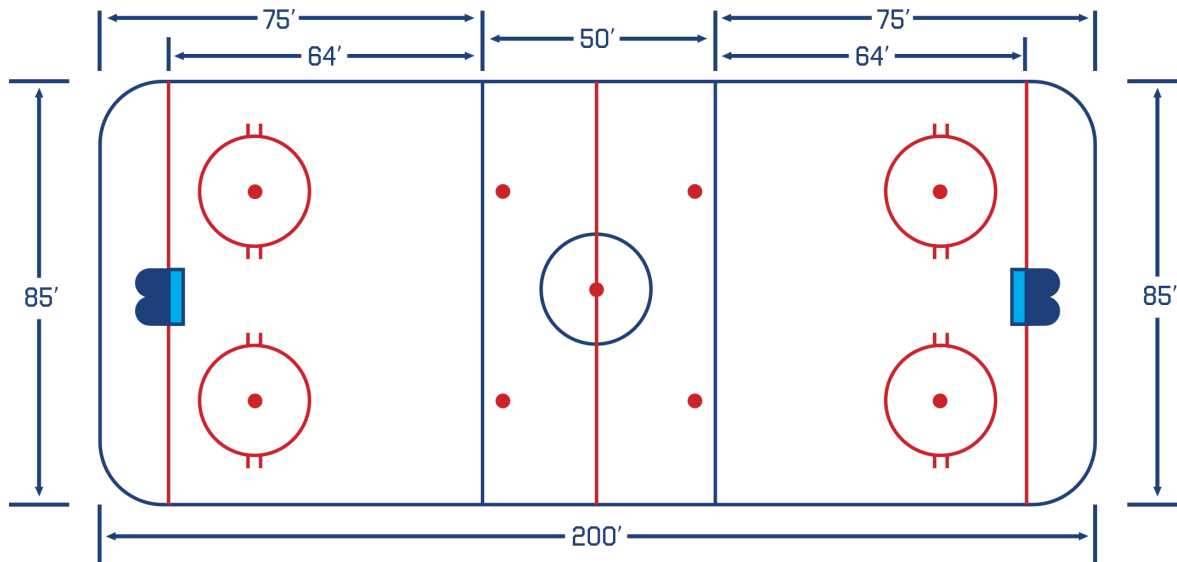
GOALTENDER'S EQUIPMENT



Rinks, Dots and Lines

A regulation NHL ice surface is 200 feet long by 85 feet wide. The entire playing surface is surrounded with walls referred to as “boards”. Atop the boards is a row of glass allowing spectators to see the action while being protected from flying pucks. There are no square corners on an ice hockey rink. Instead, the corners are curved to allow for faster game play.

The playing surface includes different colored lines, dots and areas to designate different aspects of the game of hockey.



Dots (9): Each dot represents a face-off location.

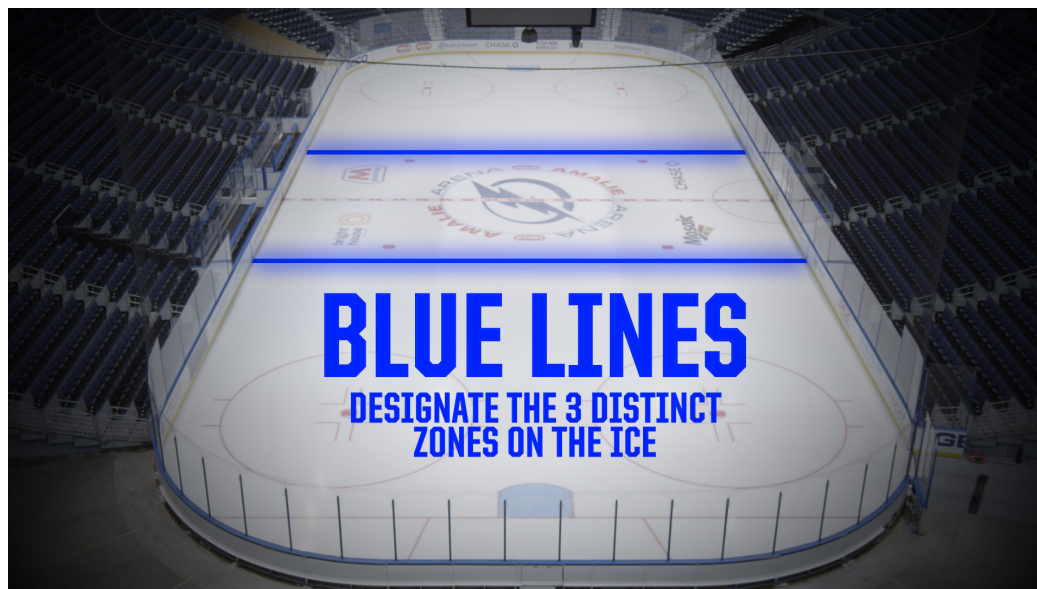


Blue Lines (2): The blue lines are used in calling offsides. They also designate the 3 distinct zones on the ice; offensive, neutral, and defensive.

Offensive Zone - Reaches from the blue line to the opposing team's end boards, and is the area where a team is attacking and trying to score goals.

Neutral Zone - The area between the blue lines

Defensive Zone - Reaches from the blue line to your team's end boards, and is where the team is protecting their net and trying to prevent the other team from scoring.



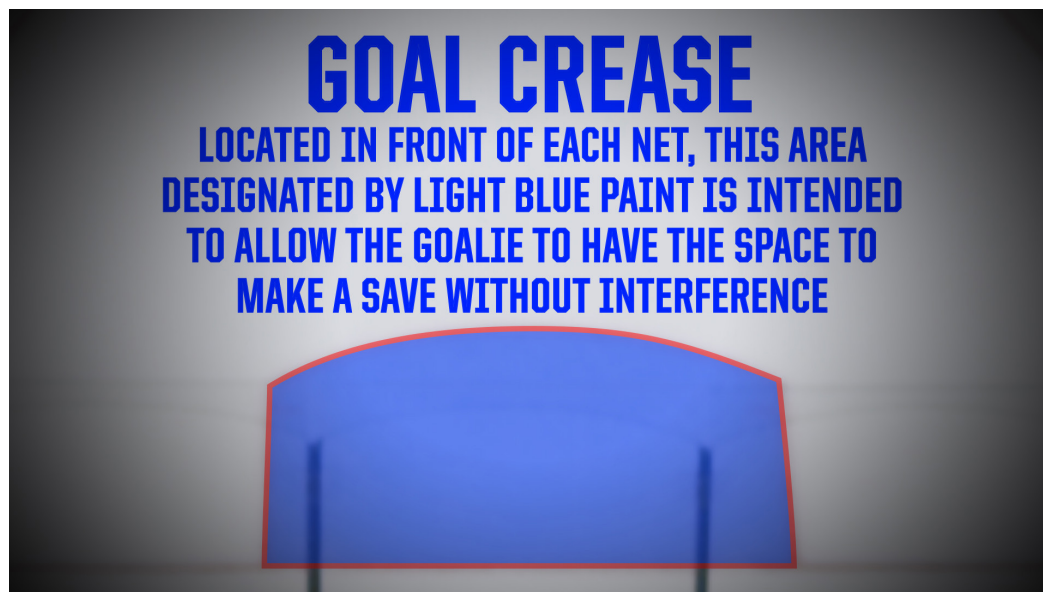
Center (Red) Line: Runs across the center of the ice dividing the rink in half and is used for calling icing.



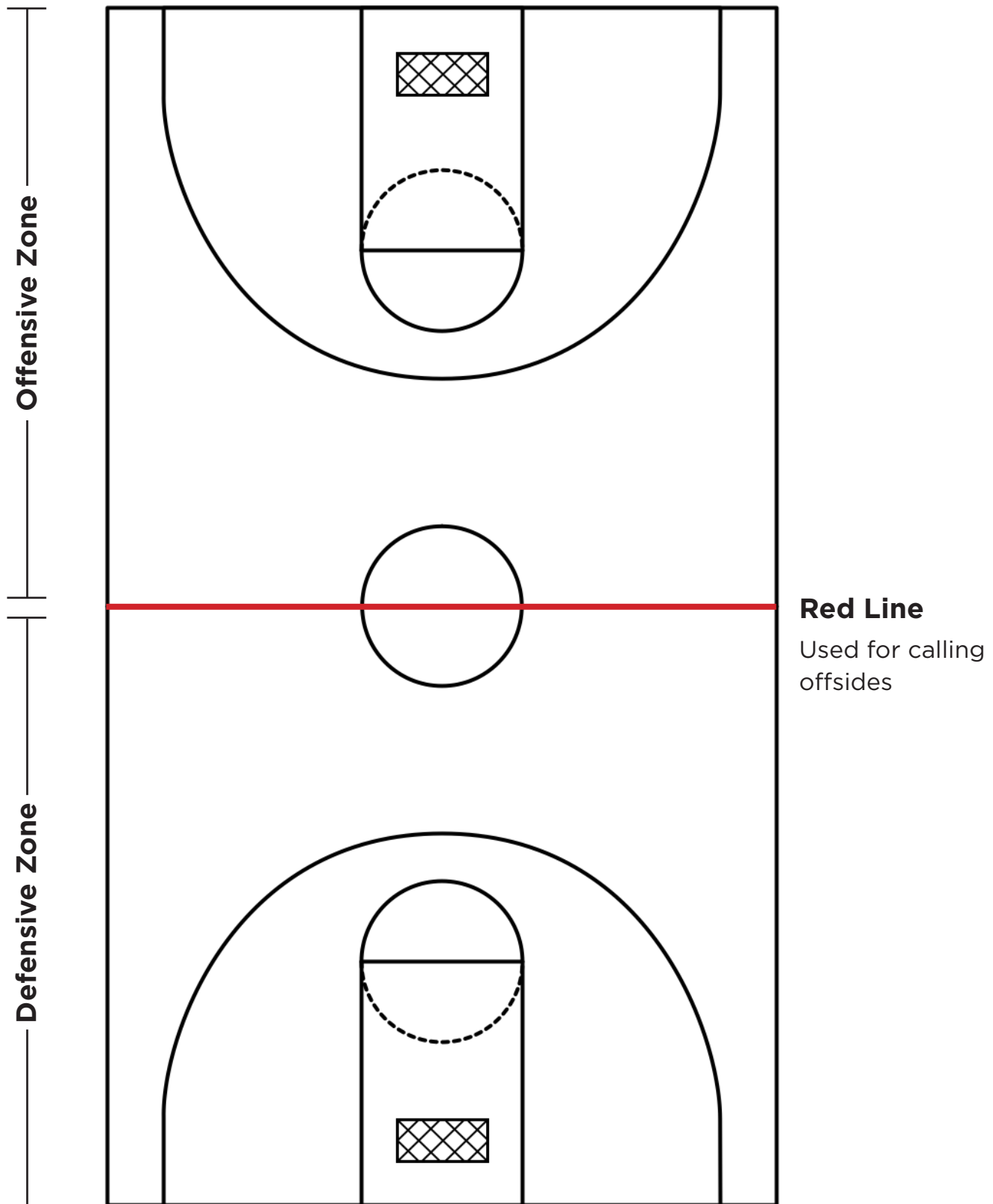
Goal Lines (2): These lines are located at each end of the ice. They are referred to as the “goal line” as the net sits behind this line and the puck must completely cross this line as it enters the net to be considered a goal.



Goal Crease (2): The goal crease is designated by the blue paint in front of each net. This area is to allow for the goalie to have space to make a save without interference from the opposing team.



Street Hockey Rink on an Outdoor Basketball Court

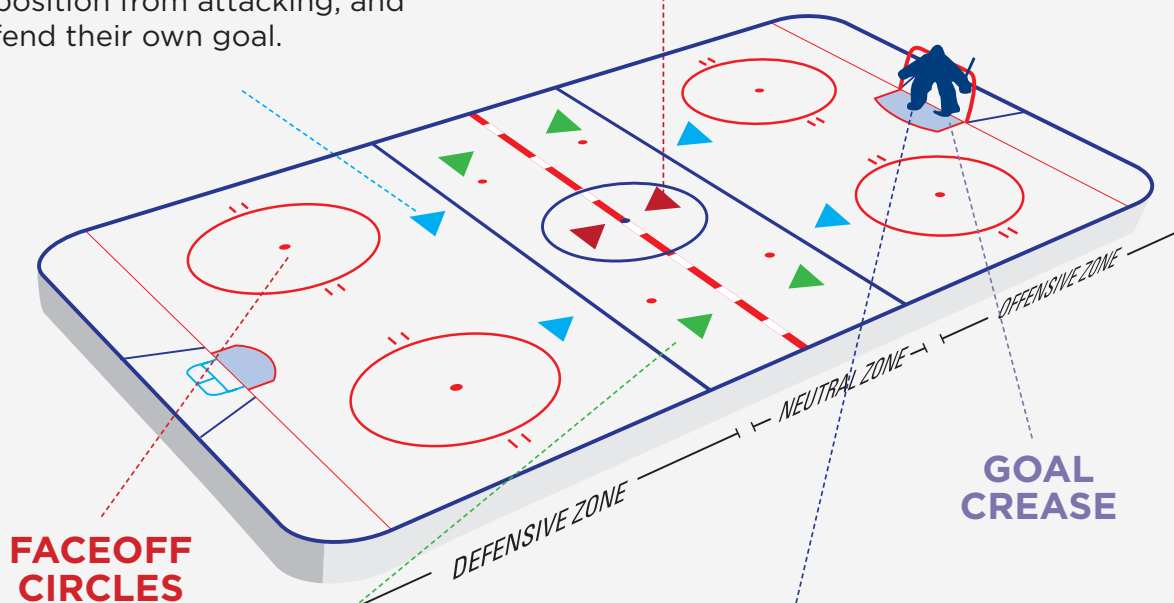


Team Players and Positions

There must be twelve (12) players in the game at any given time (6 per team). The positions for the six players are three (3) forwards, two (2) defensemen and one goalie. Running is a huge part of street hockey. It is important to have more than six players on a team for multiple rotations in order to keep everyone fresh.

D **DEFENSEMEN:** Playing behind the forwards, the main objective of a defenseman is to stop the opposition from attacking, and defend their own goal.

C **CENTER:** General duties as the center man are to win face-offs, cause traffic in front of the other teams net, stop players and pucks in front of your own net, score goals, make passes, help out your wingers, lead break-outs and back check.



FACEOFF CIRCLES

GOAL CREASE

RW
LW **RIGHT/LEFT WING:** As forward positions, right and left wing play on either side of the center, and generally stay to their side of the ice. Duties include digging in the corner, feeding the center men or defense, and wreaking havoc in front of the other team's net.

G **GOALIE:** It is the goalie's job to protect the net and ensure no pucks cross the goal line. The goalie can do this utilizing almost any means necessary including kicking it, catching it, grabbing it and batting it out of the way. The goalie generally plays the entire game, and rarely comes out of their designated area, known as the crease.

Fill in the Blank

Using the diagram below, fill in the blanks with the name of each corresponding line.

1. _____

The net sits behind this line. The puck must completely cross this line and go into the net in order to score a goal.

2. _____

Divides ice into 3 distinct zones. Also used in calling offsides.

3. _____

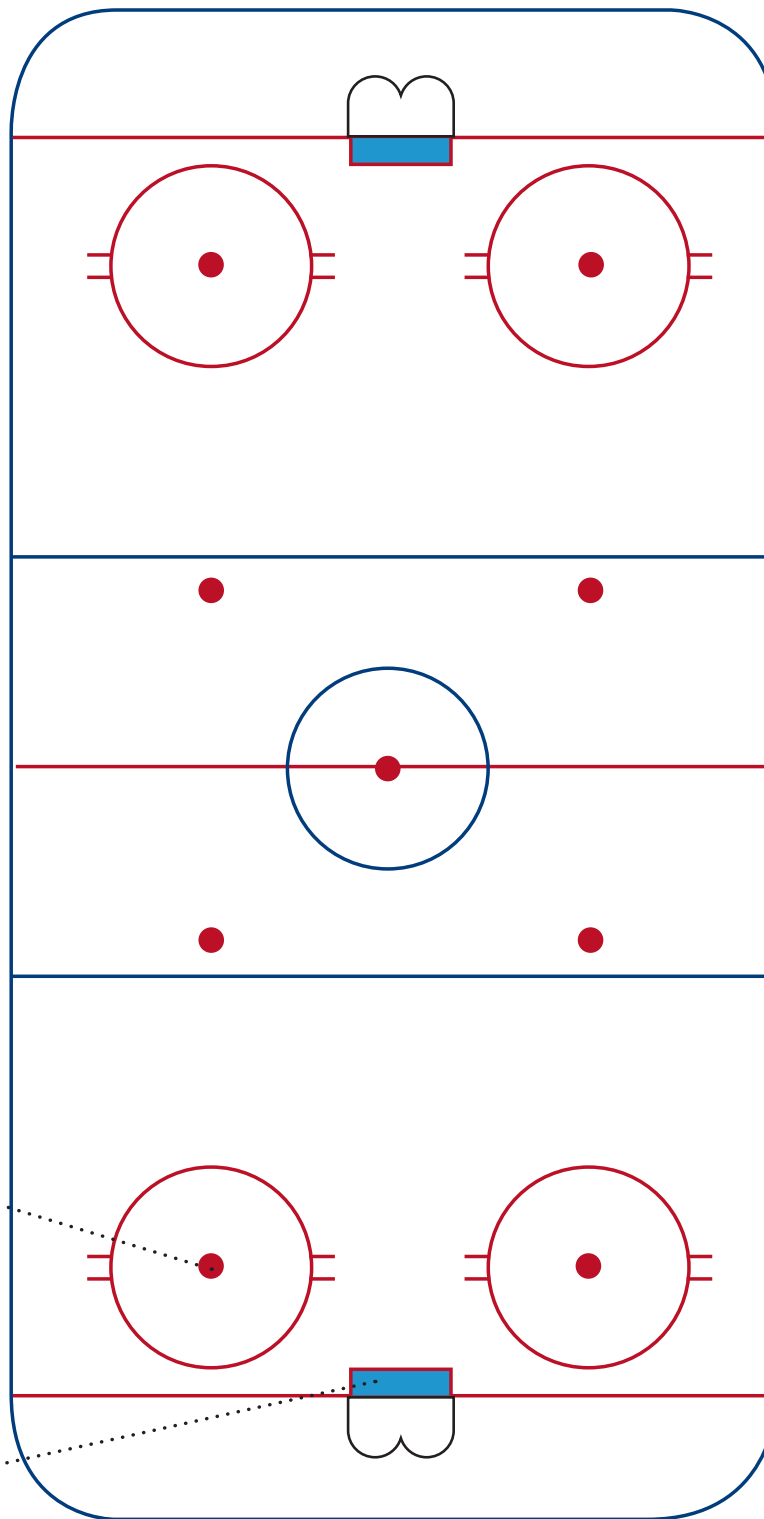
Divides the rink in half. Also used in calling icing.

4. _____

Represents a face-off location.

5. _____

This area allows the goalie space to make a save without interference.

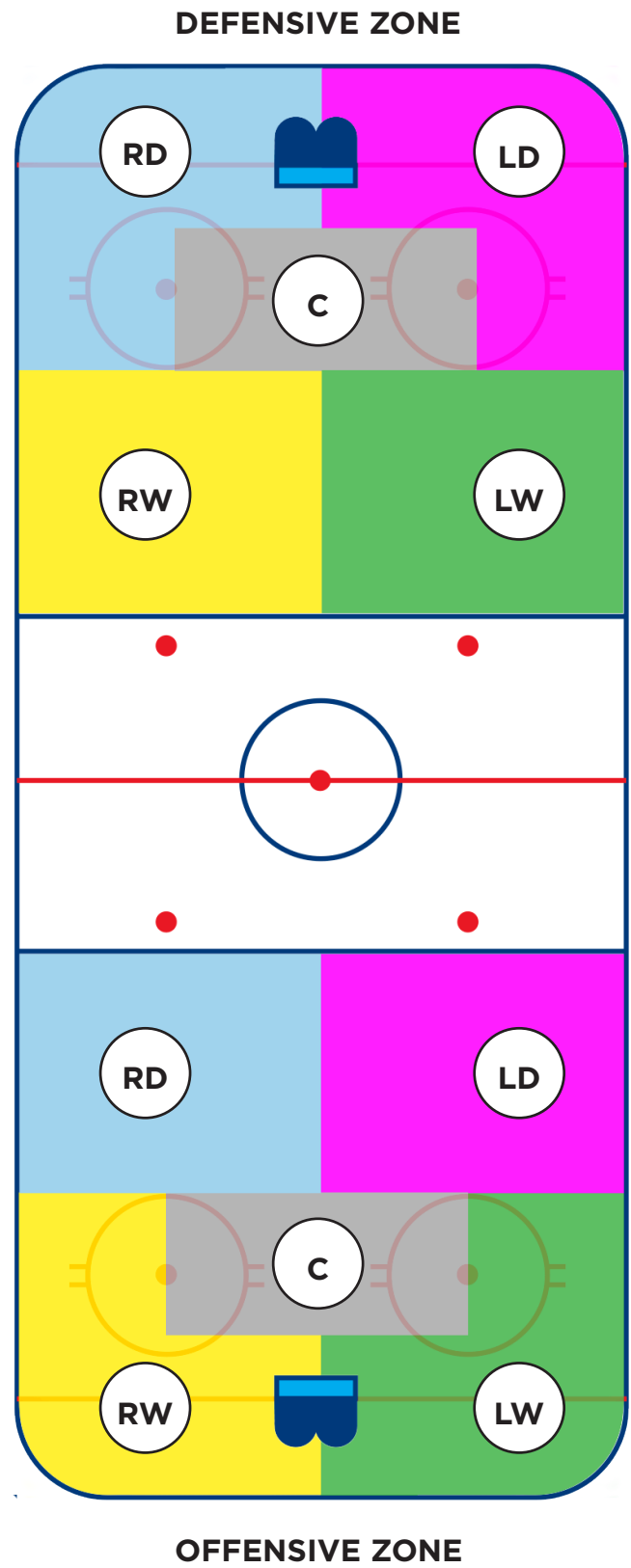


Basic Offensive and Defensive Positioning

Hockey players have designated zones on the ice. The zones are important to follow in street and ice hockey.

- The colors on the ice outline where each position should cover
- Players will stay in their designated zones 80% of the time.
- Centers (C) will support all other players in both offensive and defensive zones.

	Center
	Right Wing
	Left Wing
	Right Defenseman
	Left Defenseman

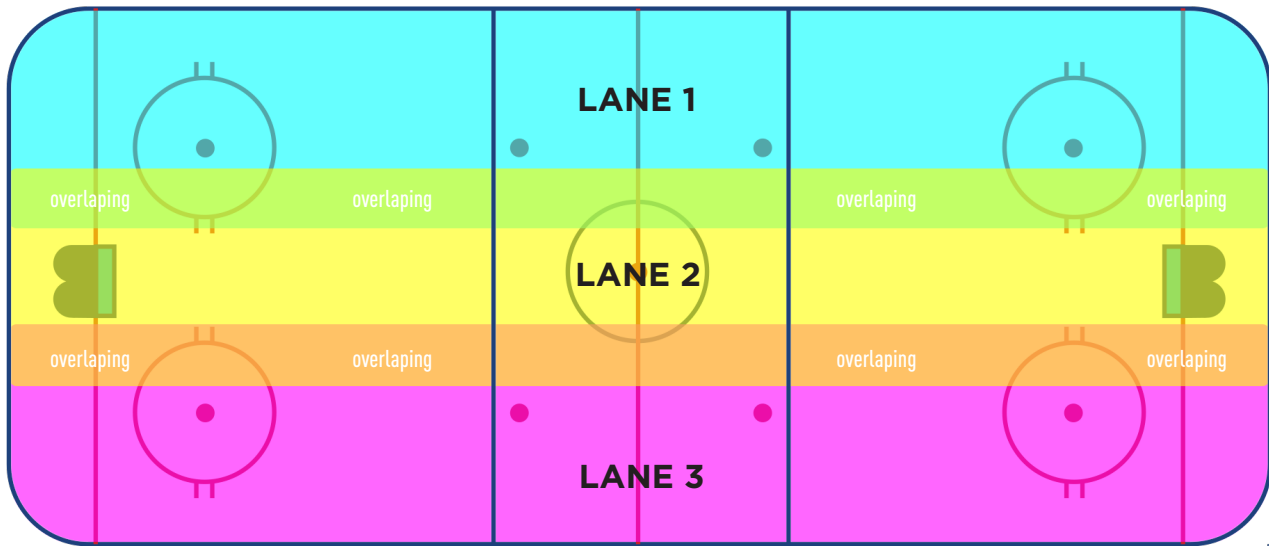


Strategies

There are a couple basic strategies that can be used while playing at all levels.

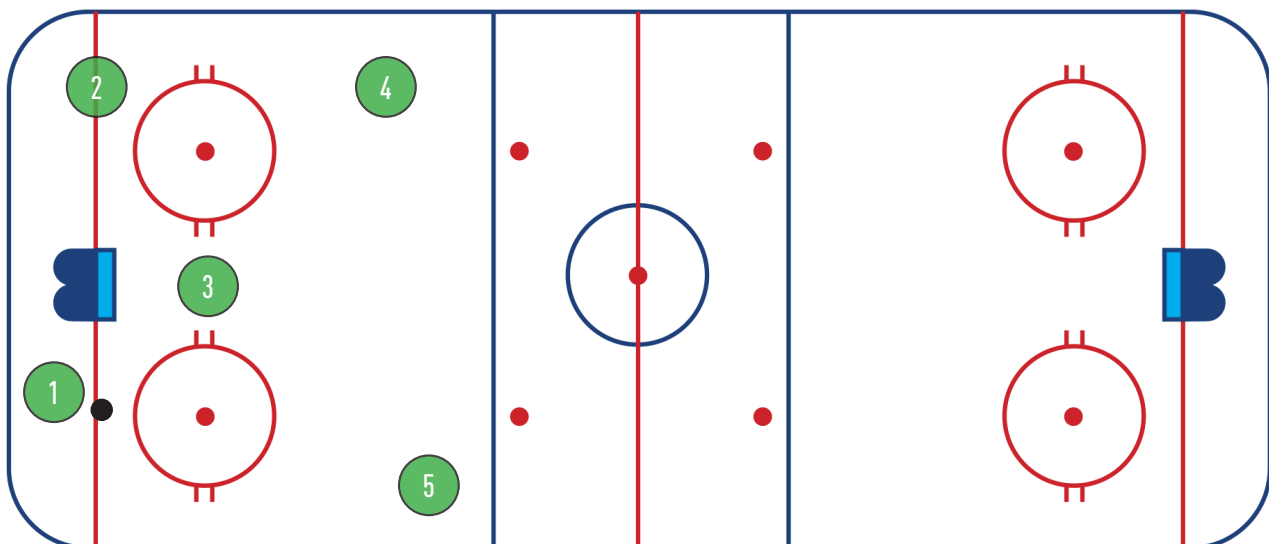
Player Lanes

Lane spacing is a strategy where each player stays within a vertical lane from end to end. This ensures that a team stays on all sides of the rink. Depending on preference, the amount of players in each lane can vary. Below is an example of line hockey.



Spacing

Spacing is a strategy where each player stays spread apart to cover a maximum amount of space in the offensive zone. This strategy can be used to create better passing options for the offensive team by spreading out the opposition. Below is an example of spacing.



Goaltending

Being a top goalie in the NHL takes more than quick reflexes and nerves of steel. It also requires a firm grip on the key statistics of goaltending. Some of the most important statistics in the game of hockey are placed on how the goalie performs.

Save Percentage

The most important goalie statistics include **SAVE PERCENTAGE** and **GOALS AGAINST AVERAGE**. A goalie's save percentage is based on how many shots a goalie saves, versus how many shots he faced. For example if a goalie faced 10 shots, and saved 9 of them, you would simply divide the number of saves (9) by the number of shots faced (10) to determine his save percentage of .900 or 90%.



Andrei Vasilevskiy



Curtis McElhinney

Goals Against Average

A goalie's goals against average, or GAA is the average number of goals allowed per 60 minutes played (1 complete game). The GAA can be found by multiplying the number of goals scored by 60, and then dividing that number by the minutes actually played. For example, if Andrei Vasilevskiy only allowed 1 goal through 2 periods (40 minutes), but then left the game, you would take the number of goals scored (1) and multiply it by 60 (60). You would then take that number and divide it by the minutes he actually played (40) to determine his GAA is 1.5.

While there are many other factors that coaches use to determine who the starting goalie will be, coaches can use these statistics to determine who the best goalie is for the situation.

Game Clock

A hockey game is made up of 3 periods of equal length. A regulation NHL game is made up of three 20 minute periods. The clock stops on all whistles. If the game is tied after three periods played, the game will go into a 5 minute overtime. If still tied at the end of overtime, the game will be decided in a shootout.

What is a shootout?

A shootout is a series of 1-on-1 breakaways between a shooter and a goalie with each team alternating shots. Each team will select 3 shooters; best of 3 shots wins. If teams remain tied, they will go shot for shot until a winner is declared.

Starting Play

Each game or period is started with a faceoff between the opposing centers. A faceoff will also take place after each whistle to start play.

Standard Face-Off

Opposing centers face each other with their sticks one foot apart on the ground. Be ready, the ref will drop the puck and then it's TIME TO PLAY HOCKEY!



Stopping Play

Play will be stopped after a goal, when the puck goes out-of-bounds, or when a penalty/infraction is called. When the referee blows the whistle that means the play stops.

Referee

The referee is responsible for making sure the rules are followed by all active players at all times. The referee starts the game and each period with a face-off. The “ref” calls all penalties, confirms all goals and is the last word in any dispute during the game. It is considered poor sportsmanship when a player argues or questions a call made by a referee. Never argue with a referee or their decision.

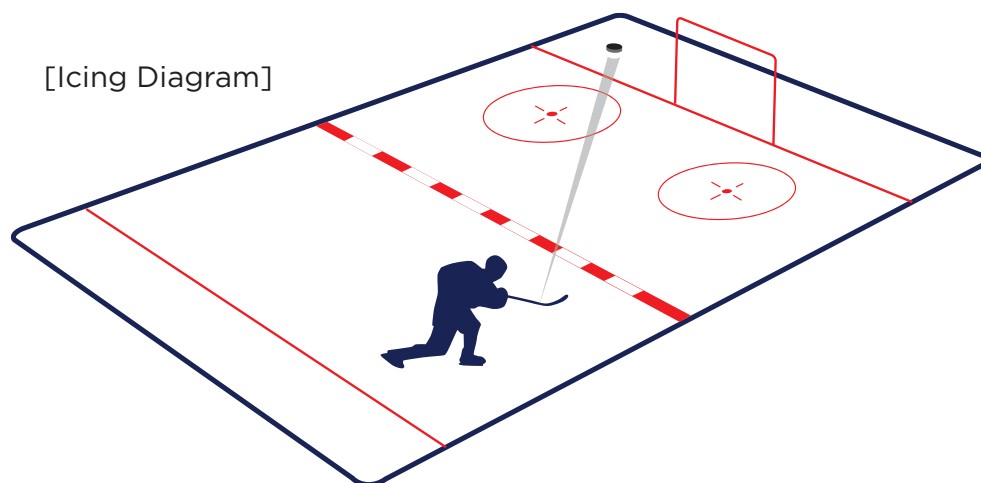
An Example of Violations That Stop Play

Passing the puck out of bounds or intentionally knocking the puck into your opponent’s goal using anything other than your stick (feet, hands, or anything else.)

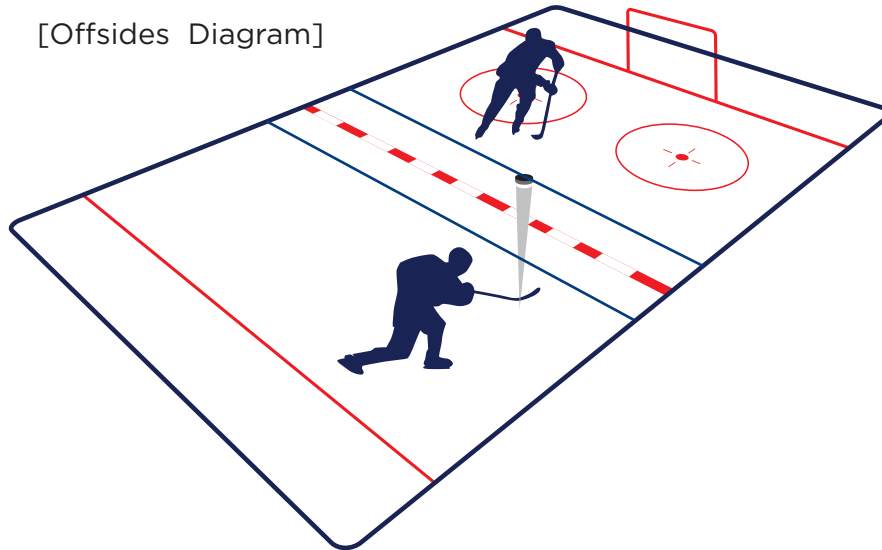
Technical Violations That Stop Play

Icing

A player shoots the puck from behind your team’s side of center ice all the way past the opposing team’s goal line without anybody touching it. The referee will blow the whistle and a face-off will take place at the spot closest to where the puck was shot from. However, if the goalie touches the puck when it reaches the other end, play will continue as normal.



[Offsides Diagram]



Offsides

In street hockey, there is only a center red line (no blue lines like in ice hockey). You are considered to be offside if both your feet cross the center red line before the ball crosses it. This will only be called when your team is entering your offensive zone.

In ice hockey, offsides occurs if both of your feet cross the blue line in your offensive zone before the puck crosses it.

Penalties

There are 3 types of penalties that can be called during a game; minor penalties, major penalties, and misconduct penalties.

Minor Penalty: This is the most common penalty called. A minor penalty results in the penalized player sitting out for 2 minutes. If a goal is scored by the opposing team during that time, the penalized player may leave the penalty box, and the penalty is over.

Major Penalty: Major penalties are generally the same infractions as minor penalties, only to a higher, more severe degree. Major penalties result in the penalized player sitting in the penalty box for 5 minutes. Regardless if a goal is scored, he must remain there for the entire 5 minutes.

Misconduct Penalty: In the event of a misconduct penalty to any player except the goalie, the player will be charged with a 10 minute penalty at a minimum. That individual player will not be allowed to enter the game until the entire penalty has expired. However, the team on which that player belongs to will not be shorthanded.

Penalties by Hand Signal



Boarding



Charging



Cross Checking



Elbowing



High Sticking



Holding



Hooking



Interference



Slashing

Penalty Descriptions

A referee can use these following call to assess a penalty throughout the course of a game.

Cross-Checking: When you hold onto your stick with both hands and use the shaft of the stick to strike or push an opponent

Elbowing: When a player extends their elbow to contact an opponent

High Sticking: Hitting an opponent above the shoulders with your stick

Holding: Using your hands to physically grab an opponent or his/her equipment

Hooking: Using your stick in a hook like manner to impede the forward progress of an opposing player

Interference: When a player interferes with another player who does not have possession of the puck

Slashing: When a player uses their stick to strike or hit another player. This includes on their body or stick

Tripping: Using your stick or any part of your body to trip an opponent

Terms the Pros Use

Hockey players use a unique set of vocabulary. While some of these terms are official hockey terms, players also use slang terms to describe elements of the game. (*slang term)

Assist: The pass or passes which lead directly to a goal. Two player assists can be awarded per goal. While scoring goals is important, the assist on a goal is equally important and is worth the same as a goal

Between the Pipes*: This means to play goalie. “A goalie plays between the pipes.”

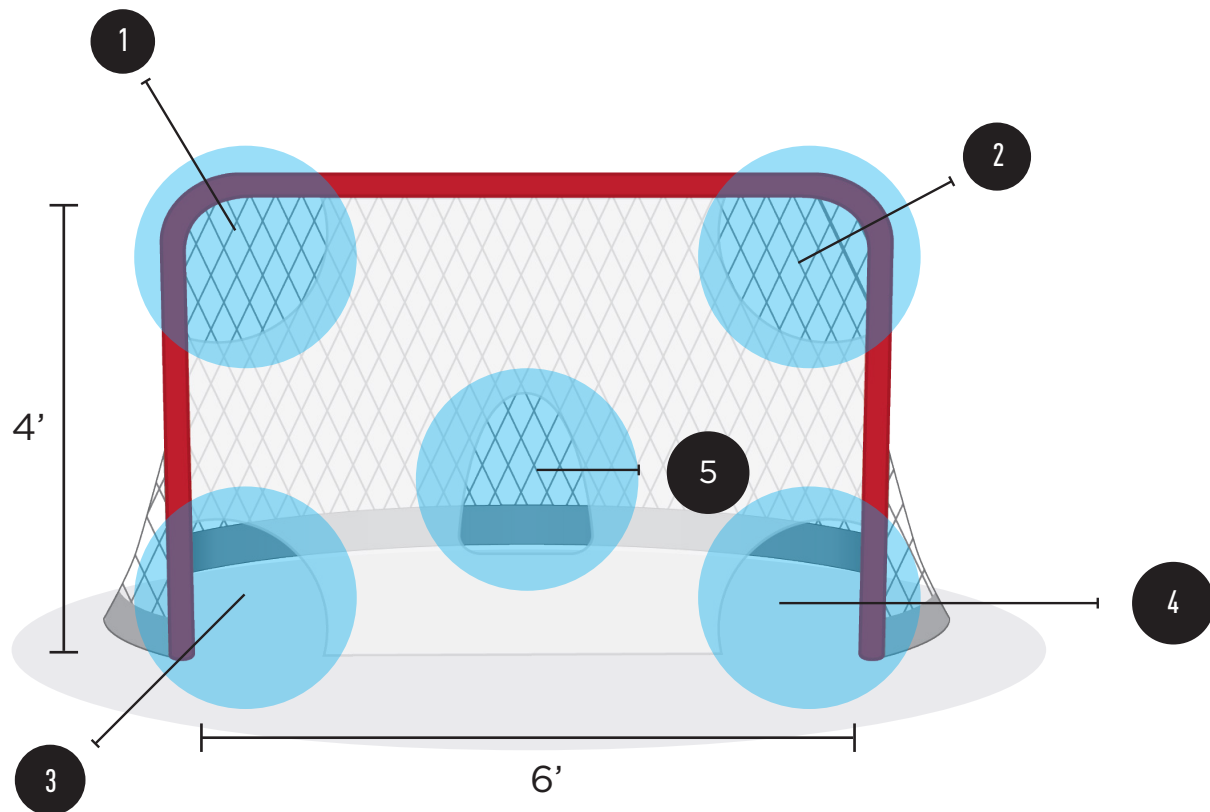
Biscuit*: This is a nickname for the puck. “Pass me the biscuit.”

Breakaway: When a player clears past the opposition and moves in one-on-one with the goalie

Dangle*: A player with good stickhandling skills. “He dangled through the defense.”

Deke: A fake made by the puck carrier to get around an opponent. Similar to a juke made by a football player. “He deked left and then went right to get around the defender.”

Feed*: A term used for passing the ball/puck to a teammate. “Feed me the puck.”



Five Hole: When a goalie stands in the net, there are four natural open “holes” (upper left/right corner and lower right/left corner). The fifth hole is the space between the goalie’s legs.

Hat Trick: Three goals scored by one player in one game

Lid/Bucket*: A term used for a player’s helmet

One-Timer: When a player shoots the ball immediately after receiving a pass without trapping it first. “He one-timed the puck into the net.”

Sweater*: A term used for a player’s jersey

Top Shelf*: When a player shoots the ball into the top part of the net. “He scored top shelf.”

Twig: A hockey stick

Wheels: A term used to describe a player with exceptional speed

You Make the Call

Below are four (4) pictures of penalties being committed. Label each picture with the proper penalty name from the wordbank.

Wordbank: Hooking, Tripping, Cross-Checking, Holding, Elbowing, Interference

1.



2.



3.



4.

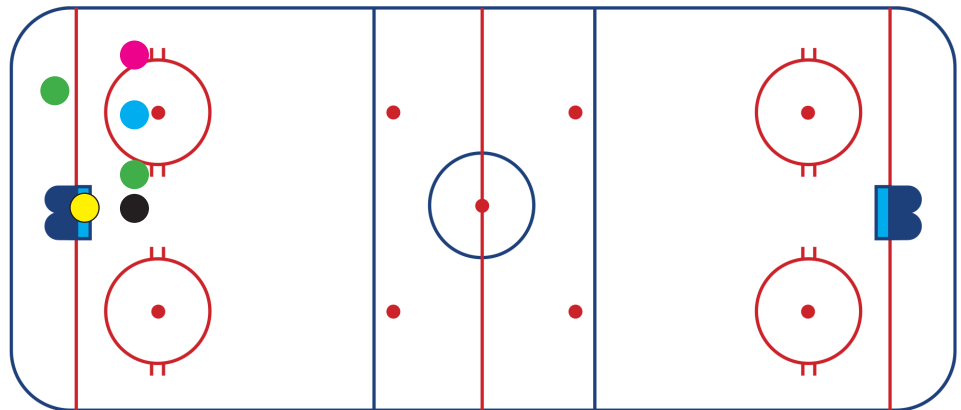


Face-Offs

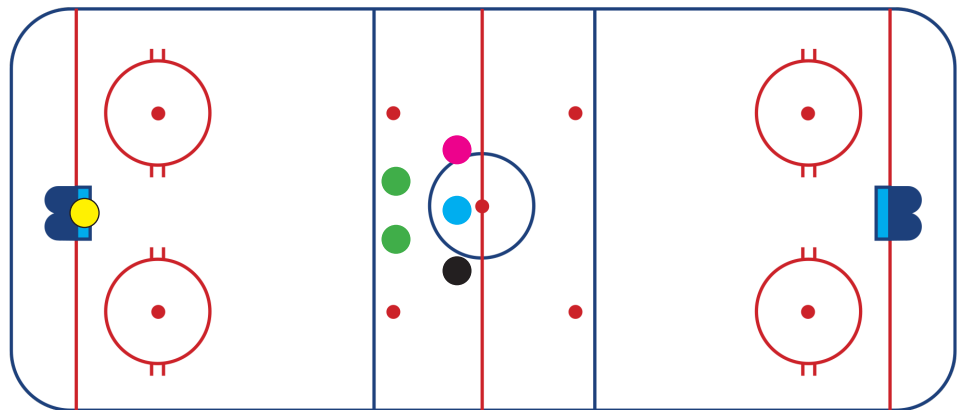
Just as in street hockey, there are 12 players on the ice at one time; each team is allowed 5 skaters and 1 goalie. Below are the starting points in each zone of play. Once play has started, positioning is similar to that of street hockey for each position.

LEGEND	
	Center
	Left Wing
	Right Wing
	Defenseman
	Goalie

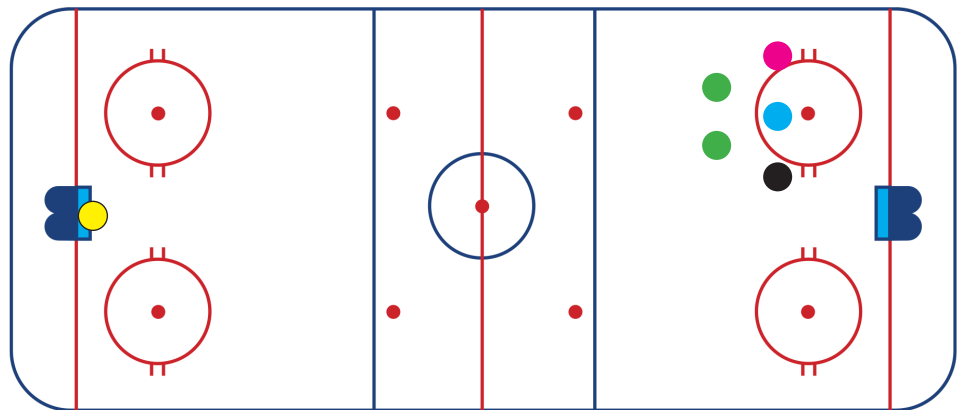
Defensive Zone Starting Points



Neutral Zone Starting Points



Offensive Zone Starting Points



Safety

Here at the Lightning we want Street Hockey to be the most successful unit in your PE curriculum. Therefore we also want it to be the most fun but most importantly safe for all participants involved. Below are a few guidelines and helpful hints for when setting up your lesson for the day.

Stick on the Ground: The very first day it is imperative that you emphasize to your students how important it is for them to **keep their stick blade on the ground at all times**. When shooting or passing they must maintain a 'sweeping' motion that can still be as close to the ground as possible. If a student brings his or her stick any higher than their knee, especially in game play, ask them to sit out for two minutes for 'high sticking'.

Hand Placement: It is crucial for students to keep their dominant hand half way down the shaft of their stick to help keep control of the blade. Try to avoid 'golf hands' where the students would keep their hands too close together towards the top of their stick (the knob).

Cover the Knob of the Stick: Along with keeping their stick on the ground, ask them to cover the knob of the stick with their non-dominant hand to help reduce the number of potential injuries to occur.

Spatial Awareness: Emphasize spatial awareness especially with control of the ball and body of the player.

Goalie Crease: Create a goalie crease. When in game play, outline with chalk or cones a 'goalie crease' where only the goalie may stand. No other player will be allowed in that crease, not even their own teammates. If a goal is scored while an opposing player is in the crease the goal should be disallowed.

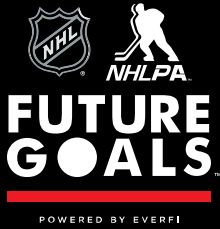
Spacing: In the first couple of days of your unit, emphasize the importance of staying open for a pass. Once the students understand their side, they should remember to stay on their side which will help eliminate crashing into the ball.

Ball Retrieval: When a ball leaves the player's area when practicing skill development, encourage the students to simply walk over and pick the ball up with their hands rather than chasing after it with their stick.

No Checking: Continue to reinforce that checking or bumping of an opponent is prohibited and could result in a penalty leading to their team playing with a man down.

Clean and Safe Playing Surface: Ensure that the playing area is a smooth surface that is dry and free of any debris.





FUTURE GOALS **HOCKEY SCHOLAR™ INCENTIVE PROGRAM**

ELIGIBILITY: All participating teachers in each of the 5-counties who have implemented the Future Goals program with one full class of students participating (completing at least one module) will receive 2-tickets to one of the following Lightning games of their choice:

DATES: December 8, January 10, February 7, February 12,
February 25, March 18

HOW TO REDEEM TICKETS: Eligible teachers who have qualified for the complimentary tickets must contact Mathew Kirouac at least 7-days prior to the game they wish to attend.

Verification will be made that eligibility criteria has been met then a confirmation email will be sent. Tickets will be mailed to the recipients address of choice. Tickets are limited and will be provided on a first come fist serve basis.

Contact: mkirouac@everfi.com | 813-903-2633



K-12 Learning Resources

EVERFI

Questions? Contact:
 Michelle Schamp
mschamp@everfi.com 727.254.9003

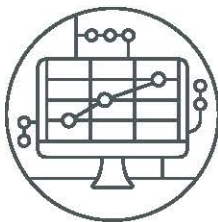
EVERFI empowers teachers to bring critical skills education into their classrooms. With digital lessons focused on topics like financial literacy, entrepreneurship, STEM exploration, social-emotional learning, and health & wellness, EVERFI helps schools and educators prepare their students to be successful in the real world. Thanks to hundreds of partners who share this mission, EVERFI provides these resources to K-12 schools and students free of charge.

Resource	Grade Level	Time	Topics Addressed	Curriculum Fit
Elementary School Resources				
Healthier Me - Elementary School	1-4	30 mins.	<ul style="list-style-type: none"> ○ Basic Food Groups ○ Well-Balanced Meals ○ Healthy Habits 	Health/Counseling
The Compassion Project	2-4	5 hours	<ul style="list-style-type: none"> ○ Empathy and Compassion ○ Mindfulness and Growth Mindset ○ Identifying Emotions 	Health/Counseling
Summer Slugger	4-5	6 hours	<ul style="list-style-type: none"> ○ Reading Comprehension ○ Vocabulary ○ Math Concepts 	Reading/Math
Future Goals: Hockey Scholar	4-7	6 hours	<ul style="list-style-type: none"> ○ Math and Science in Real World ○ STEM Careers 	Math/Science
Vault: Understanding Money	4-6	3 hours	<ul style="list-style-type: none"> ○ Decision Making ○ Income & Careers ○ Savings & Investing 	Social Studies/Math
Middle School Resources				
Ignition: Digital Literacy & Responsibility	6-8	3 hours	<ul style="list-style-type: none"> ○ Digital Footprint ○ Internet Safety ○ Cyberbullying 	English/Advisory/ Computer Skills/CTE
Healthier Me - Middle School	6-8	45 mins.	<ul style="list-style-type: none"> ○ Basic Food Groups ○ Well-Balanced Meals ○ Nutrition Labels 	Health/Advisory
Character Playbook	7-9	4 hours	<ul style="list-style-type: none"> ○ Understanding and Managing Emotions ○ Communicating Effectively ○ Resolving Conflicts 	Advisory/Counseling
FutureSmart	6-8	4 hours	<ul style="list-style-type: none"> ○ Financial Values and Goal-Setting ○ Budgeting & Opportunity Costs ○ Risk vs. Return 	Social Studies/Math
Endeavor: STEM Career Exploration	6-9	2 hours	<ul style="list-style-type: none"> ○ Engineering Design Process ○ Interpreting and Analyzing Data ○ Exposure to STEM Careers 	Counseling/STEM/ Career Exploration/ CTE

High School Resources

Venture: Entrepreneurial Expedition	7-10	2 hours	<ul style="list-style-type: none"> Thinking Like an Entrepreneur Building a Team and Managing a Business Creative an Effective Business Pitch 	CTE
Honor Code: Beyond Bullying	8-10	1.5 hours	<ul style="list-style-type: none"> Relationships and Leadership Resilience Courage 	Advisory/Counseling
Mental Wellness Basics	8-10	45 mins.	<ul style="list-style-type: none"> What is Mental Health? Symptoms, Disorders, and Illness Coping Strategies 	Health/PE/ Counseling
AlcoholEdu	9-12	3 hours	<ul style="list-style-type: none"> Drinking Laws Alcohol & the Brain Challenging Common Myths 	Health/PE/ Counseling
Prescription Drug Safety	9-12	45 mins.	<ul style="list-style-type: none"> Prescription Drug Basics Addiction & the Brain Refusal Skills 	Health/PE/ Counseling
306: African American History	9-12	2 hours	<ul style="list-style-type: none"> Grit and Perseverance through Leaders and Events Trans-Atlantic Slave Trade Underground Railroad 	Social Studies
EVERFI: Financial Literacy	9-12	8 hours	<ul style="list-style-type: none"> Credit Cards and Interest Rates Financing Higher Education Saving and Investing 	Economics/Personal Finance/CTE
Marketplaces: Investing Basics	9-12	1.5 hours	<ul style="list-style-type: none"> How the Market Works The Economy & Government Personal Investing 	Economics/Personal Finance/CTE
Keys To Your Future	9-12	1.5 hours	<ul style="list-style-type: none"> Exploring career pathways College admissions process Soft skills development 	Homeroom/ Advisory/ Counseling/CTE

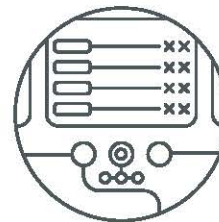
In addition to interactive digital resources aligned to state standards, educators also receive:



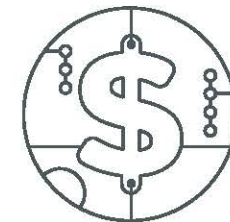
Real-time reporting to see students' baseline knowledge and growth



Lesson plans and discussion questions



Access to EVERFI's ever-growing library of digital curriculum



Student scholarship opportunities

Create your account today!
www.everfi.com/k-12

EVERFI



NHL & NHLPA Future Goals – Hockey Scholar Program

Future Goals - Hockey Scholar™ brings science, technology, engineering, and math (STEM) concepts to life using the exciting, fast-paced game of hockey. Through immersive real-life simulations, students build their understanding of fundamental STEM concepts, such as geometric constructions, energy, and forces.

In *Hockey Scholar*, each module is designed to build students scientific thinking and problem solving skills. As students progress through a module, they parallel the steps of a science investigation.

Recommended Grade Level: 3-8

Total Modules: 12 (20-30 minutes each)

Total Time: 3-5 hours

Subject Fit: Math, Science, & Technology classes

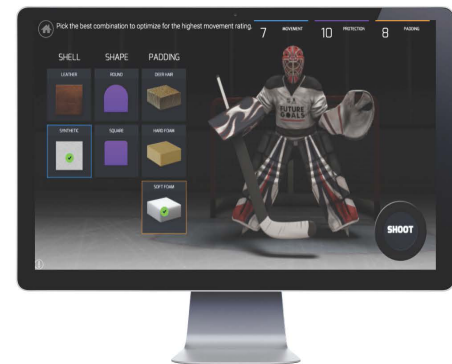
Standards Alignment: Next Generation Science Standards, Common Core Math Standards, U.S. State & Canadian Provincial Math/Science Standards

As a teacher, you receive:

- Real-time student score reports on your teacher dashboard
- Supplemental, offline lesson plans
- Detailed standards alignment guide with your state-specific standards
- Answer Keys for all assessments
- Engaging discussion guides

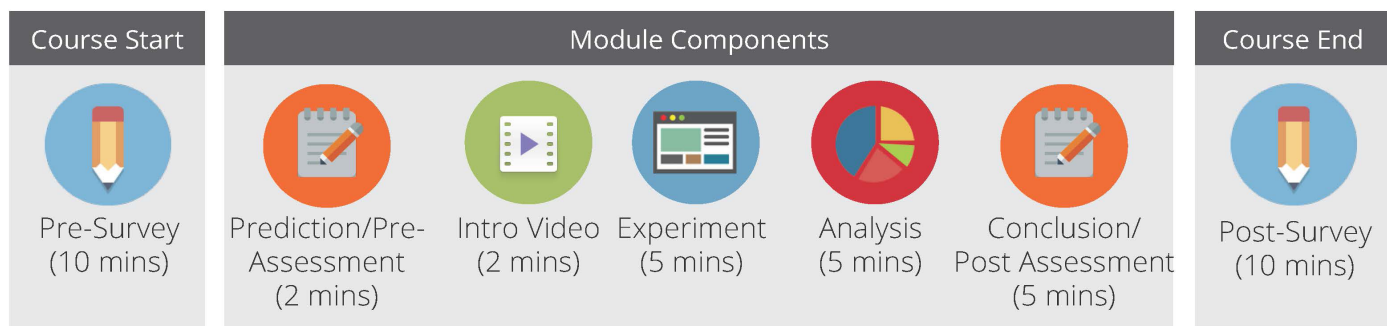
Your students will receive:

- Engaging animations providing explicit direct instruction on new topics
- Guided practice activities that reinforce financial knowledge and skills
- Engaging, performance-based games
- Immersive, interactive learning experience



Optimizing Material for Goalie Leg Pads Criteria

NHL & NHLPA Future Goals – Hockey Scholar Program Course Flow



Learn more about EverFi and Future Goals at futuregoals.nhl.com

EVERFI.COM

Hockey Scholar Course Elements

Pedagogy based on the **Universal Design for Learning (UDL)** and **Teach for Understanding (TFU)** frameworks:



Engaging multi-media content for all types of learners



Pre, post, and formative assessments for evidence-based learning



Certificate-based skill development

Select Course Modules

Exploring Angles and Reflection - The right angle makes all the difference between victory and defeat. Every bank pass is a lesson in the law of reflection. In this module, students measure each angle of their pass to complete the play.

Understanding Applied And Frictional Force - Forces are at work when players shoot, pass, skate, and even stand still. Students investigate how applied and frictional forces interact in hockey to successfully shoot the puck.

Geometric Constructions On Ice - Geometry exists everywhere, even on a hockey rink. In this module, students must use their understanding of geometry and the coordinate plane to correctly place the points, line segments, and circles on the hockey rink.



Understanding Angles To Complete A Bank Pass

This course is available to you at no cost thanks to the NHL and NHLPA



Course Module Topic Areas:

- Using Design Criteria
- Calculating Area
- Phases of Matter & Temperature
- Coordinate Planes
- Graphical Analysis
- Experimental Variables
- Calculating Speed & Averages
- Kinetic & Potential Energy
- Body Systems
- Measuring Angles
- Types of Forces

For more information about the Future Goals - Hockey Scholar Program, please visit futuregoals.nhl.com

Your Schools Manager is:

Dan Lindsay
dlindsay@everfi.com



Healthier Me (Nutrition)

Classrooms must complete “Meal Builder” through Healthier Me before qualifying for the Nutritional Challenge.

In addition to providing the Future Goals Healthy Lifestyles program and modules for the students to utilize, schools who choose to participate in the Healthier Me program will receive some marketing life size posters of Tampa Bay Lightning players featuring information including their favorite foods, how much water they drink throughout the day and various fun facts about healthy eating. The schools will also receive a standings board to put on display in their cafeteria for classroom competitions. Teachers will need to record their students on the following stats and report it on the main standings board every Friday after school. The students will combine their points for the week to record. Classrooms will compete weekly and record their own scores using the following sheet. They will add up their weekly scores and report to their teacher. Classrooms may have individual competitions amongst your students, or you may compete as classrooms.

- Games played – if the student completes their food diary for the day
- Vegetable servings will account for goals
- Pieces of fruit brought for lunch will account for assists
- Students will score a power play goal for their healthy grains
- Students will score a short-handed goal for their protein
- Bottles of water consumed and refilled by the school water fountain. Students will receive a plus for drinking water, and a minus for consuming sugary drinks or soda
- Hat trick – if a student completes a BOLTS force challenge, their food diary and physical fitness challenge
- Penalty minutes for every piece of processed or unhealthy food

The classroom with the most points at the end of the school year will receive a life-size inflatable Stanley cup and an opportunity to win a trip to Amalie Arena for a healthy lunch with select players.



Florida Standards Alignment Guide Grades 1 - 4

As a teacher, in addition to an interactive digital course aligned to your state standards, you'll also receive:

- Real time reporting to see your students' baseline knowledge and growth
- Offline lesson plans and discussion guides
- Access to EVERFI's ever-growing library of digital curriculum

This course will not only be fun for your students, but will help them make connections between the real world and important health topics like:

- Making healthy decisions
- Eating well-balanced meals
- Nutritional properties of foods
- Benefits of physical activity
- Balancing strength, endurance, and flexibility
- So much more

Visit www.everfi.com/login to create an instructor account

Florida Standards
ELD.K12.ELL.SI.1
HE.1.B.5.2
HE.1.C.1.1
HE.1.P.7.1
HE.1.P.8.1
HE.2.B.5.2
HE.2.C.1.1
HE.2.P.7.1
HE.2.P.8.1
HE.3.B.3.2
HE.3.B.5.1
HE.3.B.5.2
HE.3.B.5.4
HE.3.B.5.5
HE.3.C.1.1
HE.3.P.7.1
HE.3.P.7.2
HE.3.P.8.1
HE.4.B.5.4
HE.4.C.1.3
HE.4.C.2.2
HE.4.C.2.3
HE.4.C.2.6
HE.4.P.7.2
HE.4.P.8.1
LAFS.1.RF.3.3
LAFS.1.RF.4.4
LAFS.1.RI.2.5
LAFS.1.RI.2.6
LAFS.1.RI.3.7
LAFS.2.RF.3.3
LAFS.2.RF.4.4
LAFS.2.RI.2.4
LAFS.2.RI.2.5
LAFS.3.RF.3.3
LAFS.4.RF.4.4
LAFS.4.RI.1.3
LAFS.4.RI.2.4
LAFS.4.RI.2.5
LAFS.4.SL.1.3
LAFS.K12.L.2.3
LAFS.K12.L.3.6
LAFS.K12.SL.1.2
LAFS.K12.SL.2.5





Florida Standards Alignment Guide Grades 6-8

As a teacher, in addition to an interactive digital course aligned to your state standards, you'll also receive:

- Real time reporting to see your students' baseline knowledge and growth
- Offline lesson plans and discussion guides
- Access to EVERFI's ever-growing library of digital curriculum

This course will not only be fun for your students, but will help them make connections between the real world and important health topics like:

- Making healthy decisions
- Eating well-balanced meals
- Nutritional properties of foods
- Benefits of physical activity
- Balancing strength, endurance, and flexibility
- So much more

Visit www.everfi.com/login to create an instructor account

Florida Standards
HE.6.B.5.1
HE.6.B.5.2
HE.6.B.5.3
HE.6.B.6.1
HE.6.B.6.2
HE.6.B.6.3
HE.6.B.6.4
HE.6.P.7.1
HE.7.B.5.1
HE.7.B.5.2
HE.7.B.6.1
HE.7.B.6.2
HE.7.B.6.3
HE.7.P.7.1
HE.7.P.7.2
HE.8.B.5.2
HE.8.B.5.3
HE.8.B.6.1
HE.8.B.6.2
HE.8.B.6.3
HE.8.P.7.2
RI.6.7
L.6-8.3
L.6-8.4
L.6-8.6

Healthier Me

Wellness Fundamentals for Elementary School

The health-related choices students learn to make when they're young can have a lasting impact on their lifetime well-being, happiness, and academic success. *Healthier Me* is an innovative digital course that arms elementary school students with the tools to make healthy, informed decisions when it comes to nutrition and fitness.

In *Healthier Me*, students embark on fun wellness adventures through interactive games and a spunky monster sidekick named Chester. From choosing how to get to school to creating a well-balanced cafeteria lunch, students experiment with true-to-life scenarios to achieve positive wellness outcomes.

Course Highlights

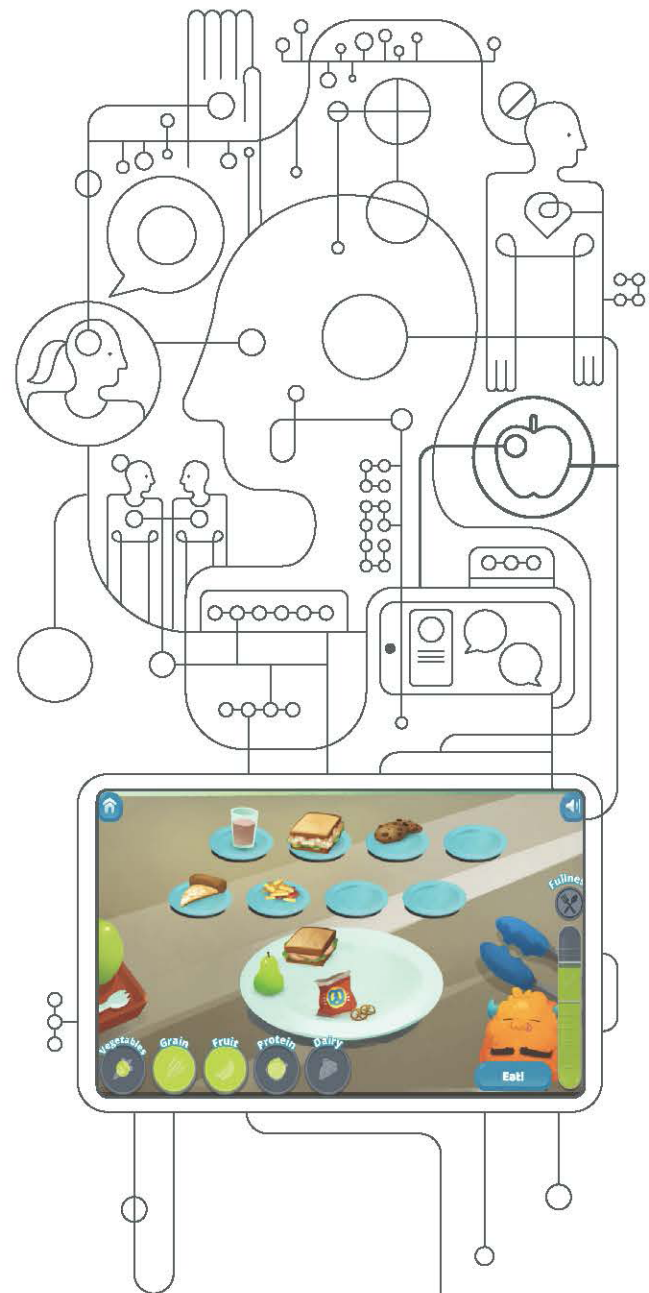
- Interactive, gamified activities that reinforce key learning objectives in nutrition and fitness
- Just-in-time instruction that provides guided practice and targeted feedback
- Clear visuals to reach students at lower literacy levels

Course Topic Areas:

- Making healthy decisions
- Eating well-balanced meals
- Nutritional properties of foods
- Benefits of physical activity
- Balancing strength, endurance, and flexibility

As an Instructor, You'll Receive:

- Flexible implementation options and timelines
- Real-time student score reports on your teacher dashboard
- Curriculum Guide with detailed course outline
- Supplemental lesson plans
- Detailed standards alignment guide with your state-specific standards



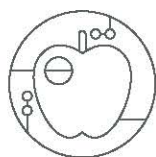
Recommended Grade Level: 1-4

Total Time: 20-25 minutes

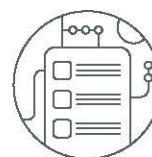
Subject Fit: Health

Standards Alignment: National Health Education Standards (NHES), USDA Dietary Guidelines

Course Flow



Lesson 1
Meal Builder



Lesson 2
Healthy Planning

97% of elementary school teachers believe nutrition education is important¹.

75% of schools require nutrition education as part of health curriculum².

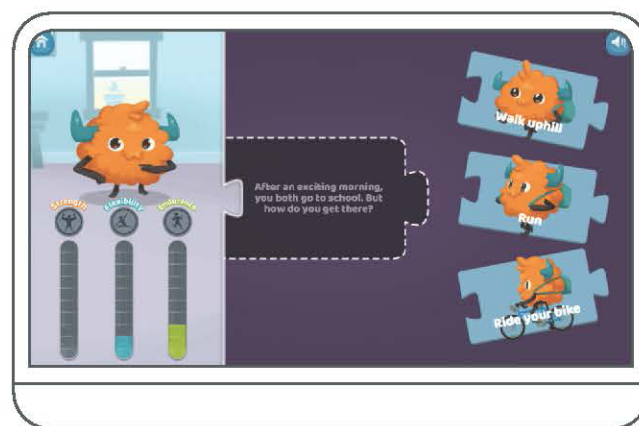
96% of elementary schools are unable to provide daily physical education³.

Learning Activity Highlights

Meal Builder - Whether at home, at school, or out at a restaurant, young students need to learn to create healthy meals based on their available options. In this activity, students help their pal Chester eat well by creating three balanced and healthy meals over the course of a day. To succeed, they must learn about food groups (fruits, vegetables, grains, proteins, and dairy) and build colorful meals that meet the U.S. MyPlate dietary guidelines.

Fitness Adventure - For elementary-aged students, being physically fit means making small choices throughout the day that add up a fun and active lifestyle. Through an interactive storybook of their day, students help Chester prepare for a lively game of “beastball” with his friends. By choosing anything from a living room obstacle course to carrying a friend’s books to class, Chester needs enough strength, endurance, and flexibility to beat out the competition.

For more information about bringing this program to your school or district, visit everfi.com/k-12



EVERFI is the leading education technology company that provides learners of all ages education for the real world, through innovative and scalable digital learning.

EVERFI

3299 K Street NW
Washington DC, 20007
202-602-1295
www.everfi.com

1. Centers for Disease Control and Prevention (2014)

2 Perera et al (2015)

3. White House Task Force on Child Obesity (2010)





GAME DAY CHALLENGE

There will be a different challenge for every day the Tampa Bay Lightning have a game.

Classrooms must complete “Fitness Adventure” through Healthier Me before qualifying for Game Day Challenge.

For more information, please contact Kristen Bowness at kbowness@amaliearena.com

K - 2nd Grade: ThunderBug Breakaway

- ThunderBug Breakaway will be one of 3 challenges the students can complete throughout the school year. Each challenge will be linked to the Tampa Bay Lightning's schedule. The teacher will decide which student has earned the title for the day and they will receive a sticker to wear throughout the day.
- All-Star** - Spent time wisely during PE or recess to stay active or try something new
- Captain for the day** - Showed an example of leadership in their classroom
- 1st Star** - Made a healthy food choice at breakfast or lunch

3rd - 5th Grade: Steps Challenge

Students will each be given a pedometer to wear for the day while they're at school. The amount of steps needed to complete the Game Day Challenge will be determined by how many miles the Tampa Bay Lightning opponent's arena is from Amalie Arena. Each teacher will be given a Game Day Challenge bulletin board pack so they can display the step challenge count for the day.

For games that have less than 1,000 steps, students must complete the step challenge, a BOLTS Force responsibility and an Everfi Future Goals assignment. Teachers can take this program further to help with their mathematics lessons, as well as geography to help the students learn where the arenas are in North America.

< **Steps than to that arena... the student will lose the matchup**

> **1-50 steps the student will win in a shoot out**

> **51-100 steps the student will win in overtime**

> **101-150 steps the student will win in regulation**

> **151-200 steps the student will receive a shut-out win**

Opponent	Arena	Steps	Opponent	Arena	Steps
Anaheim Ducks	Honda Center	2,512	Montreal Canadiens	Bell Centre	1,494
Arizona Coyotes	Gila River Arena	2,173	Nashville Predators	Bridgestone Arena	703*
Boston Bruins	TD Garden	1,350	New Jersey Devils	Prudential Center	1,129
Buffalo Sabres	KeyBank Center	1,242	New York Islanders	Barclays Center	1,138
Calgary Flames	Scotiabank Saddledome	2,785	New York Rangers	Madison Square Garden	1,138
Carolina Hurricanes	PNC Arena	660*	Ottawa Senators	Canadian Tire Centre	1,461
Chicago Blackhawks	United Center	1,175	Philadelphia Flyers	Wells Fargo Center	1,043
Colorado Avalanche	Pepsi Center	1,857	Pittsburgh Penguins	PPG Paints Arena	1,031
Columbus Blue Jackets	Nationwide Arena	1,025	San Jose Sharks	SAP Center	2,867
Dallas Stars	American Airlines Center	1,111	St Louis Blues	Scottrade Center	1,011
Detroit Red Wings	Little Caesars Arena	1,179	Toronto Maple Leafs	Air Canada Center	1,340
Edmonton Oilers	Rogers Place	2,812	Vancouver Canucks	Rogers Arena	3,232
Florida Panthers	BB&T Center	251*	Vegas Golden Knights	T-Mobile Arena	2,324
Los Angeles Kings	Staples Center	2,530	Washington Capitals	Capital One Arena	903*
Minnesota Wild	Xcel Energy Center	1,579	Winnipeg Jets	Bell MTS Place	2,042

6th - 8th Grade: Exercise Challenge

The exercise challenge for each student will be determined by the division that their opponent originates from.

- **Aerobic - Atlantic division**
(Boston, Detroit, Montreal, Buffalo, Florida, Ottawa and Toronto)
- **Muscular endurance - Metropolitan division**
(Carolina, New Jersey, NY Rangers, Pittsburgh, Columbus, NY Islanders, Philadelphia, Washington)
- **Muscular strength - Central division**
(Chicago, Dallas, Nashville, Winnipeg, Colorado, Minnesota, St Louis)
- **Flexibility - Pacific division**
(Anaheim, Calgary, Los Angeles, Vancouver, Arizona, Edmonton, San Jose, Las Vegas)

The students will not only learn the various exercises they can do to improve their overall fitness, but also the accountability and commitment needed for a successful season. They can also download the Lightning app where the Game Day Challenge will be accessible. If they complete the exercise, they will earn 2 points, similar to a Lightning win. If they complete a different exercise, not one from the assigned component, they will receive 1 point. If they do not complete the exercise at all then they will not receive any points. Each homeroom will be given a standings board where students can update their points daily. The classroom who receives the most points will earn the opportunity for a field trip to Amalie Arena at the end of the season. If the students want to achieve a hat trick they must complete the fitness challenge, a BOLTS force responsibility and an Everfi Future Goals assignment.

Classrooms will be given “Game Day Challenge” bulletin board packs complete with posters, an overall schedule, a spot for ‘exercise of the day’ or ‘steps of the day’, fun facts and health and fitness tips from the players. Teachers who register will receive the game day challenge exercise and BOLTS Force tasks for the day but will also be available through the Tampa Bay Lightning app.







Character Development:

Be a **B.O.L.T.S.** Force

B - Brave

O - Open-minded

L - Leader

T - Teammate

S - Strong

Students will be asked to showcase to their teacher how they were a BOLTS force during the school day. Did they do something brave for themselves or another student? Were they open-minded about something they may not have been about before? Were they a leader in some sort of way? How were they a teammate with their friends, family or classmates? Did they show strength in something without using physical force, but through courage and bravery? They can post their picture and story online through our Lightning Instagram with a #beaBOLTSforce hashtag, after their teachers or parents validate their actions.



When students achieve all five positive character traits, they will receive a Rookie Level ThunderBug's Kids Club package to showcase that they understand what hockey is all about. To learn more about ThunderBug's Kids Club check out the information on the back of this playbook.



GRADES K-2

*Physical Education
Lesson Plans*







Day 1 | Overview of the Game. Safety & Equipment

Sunshine State Standards: PE.K.C.2.2 PE.K.C.2.5 PE.K.R.5.2 PE.1.C.2.2 PE.1.M.1.13 PE.1.C.2.7 PE.1.2.5.2 PE.1.C.2.7
PE.1.M.1.14 PE.2.C.2.2 PE.2.R.5.2

Today I will... learn the basics of street hockey

So I'll be able to... play street hockey when at school and at home

I'll know I have it when... I feel comfortable and safe holding the stick and controlling the ball

Equipment Needed

- Hockey Stick (1 per student)
- Hockey Ball (1 per student)
- Hula Hoop

Key Words

- Blade
- Shaft
- Knob
- Forehand
- Backhand

Specific Positive Feedback Examples:

“I like how Johnny is keeping his head up while he is stickhandling.”
“Great job Kasey on keeping your ball under control.”

Introduction

Join the students in one big group and discuss the objective of the day. Today they will be starting to learn about hockey. Discuss the safety concerns when playing hockey and point out the various parts of the stick (knob, shaft, blade). Be sure to over emphasize that the blade of the stick must remain as close to the ground as possible always. This will help keep everyone safe during play.

Fitness/Warm-up Activity

Give each student their own hockey stick. Have the students hold it for a bit, get to know and understand the feel of the stick. Have everyone space themselves out around the area and ask them to place the stick gently on the ground in front of them. To start off, have them jump continuously on one side of the stick. At the blow of your whistle, have them hop on one foot on the same side of the stick, then use the other foot to hop. They can jump over the stick, hop back and forth from front to back or side to side. Get creative with them and allow them to get their heart rate up. After about 2-3 minutes of jumping/hopping, ask them to pick their stick up by the knob (the top of the stick) while keeping their blade on the ground. They can hold on to the stick with

both hands while they stretch out their back to leaning to the front and on either side. Maybe practice their balance while they hold on to the stick and grab one ankle at a time to help stretch out their quadriceps. They can even place the stick over their shoulders and sway side to side to stretch.

Lesson Task: Stickhandling

While the students are spread out, give them each a hula hoop, lay it on the ground and ask that they keep both feet inside the hula hoop for the time being. Give each student a street hockey ball to use with their hockey stick. Allow them some exploratory time to get used to the feel of the stick and stickhandle with the ball, just make sure they stay inside their hula hoop. This will help with spacial awareness and will give them time to get used to controlling the stick before they accidentally cross another student's path. After about 5-7 minutes, ask that each student freeze as you teach them about the forehand and backhand side of the blade. Describe that stickhandling in hockey is very similar to dribbling in basketball or soccer. They want to keep the ball close to their body so that they do not lose control. When you are ready, have them stickhandle back and forth with their ball inside of the hula hoop. They can start out slow, then try to go fast and return back to slow – up to you. If they lose control of the ball and it skips over the “boards” ask that they simply run and pick it up with their hands to return back to their hoop, do not allow them to use their stick to bring it back. Those students who are able to keep their ball under control and have not lost their ball to over the “boards” are able to return their hula hoop and move around the area once you have advised them to do so.

Closing Activity: Zamboni

Have all the students return their sticks and balls and line up on one end of the activity area. Choose one student to be the “zamboni driver” that student has been tasked with cleaning up the ice. At the whistle, all the other students must run from one side of the activity area to the next without being tagged by the “zamboni driver”. If they are tagged then they too become a “Zamboni driver”. Try to encourage different locomotor movements such as skipping, galloping or sliding.

Review/Closure/Student Reflections

Ask the students how they felt stickhandling with the hockey ball. Was it different from what they are used to? How does hockey relate to basketball or soccer?

Probing/Follow-Up Questions

What other similarities does hockey have with other sports?

Review the parts of the stick and what the main objective of stick handling is. Review safety rules with students to ensure they comprehend.

What to look for (check for understanding)

Make sure all the students are holding the stick properly with their dominant hand half way down the shaft of the stick and their non-dominant hand covering the knob. Both thumbs should be pointing down towards the blade of the stick.



Day 2 | Passing

Sunshine State Standards: PE.K.C.2.1 PE.K.C.2.5 PE.K.C.2.7 PE.K.M.1.1 PE.K.R.5.2 PE.K.M.1.13 PE.1.M.1.1 PE.1.M.1.4
PE.1.C.2.7 PE.1.R.5.2 PE.2.M.1.4 PE.2.M.1.1

Today I will... learn how to pass with my teammate

So I'll be able to... pass effectively in an activity or game

I'll know I have it when... I can make and receive a pass successfully from my teammate

Equipment Needed

- Hockey Stick (1 per student)
- Hockey Ball (1 per student)
- Cones

Key Words

- Stickhandle
- Dribble
- Shaft
- Knob
- Blade
- Heel
- Toe

Specific Positive Feedback Examples:

“Great job Aaron using the toe of your stick”

“Sara is using great communication passing with her partner”

Introduction

Ask the students to review what they learned from the previous activity. What do they have to keep in mind when stickhandling the hockey ball?

Fitness/Warm-up Activity: Heading into Overtime

Have the students spread out and find their own space in the activity area. Starting with their hands stretched out over their head, begin to count down from 10...9...8. As the numbers decrease the students start to crouch down smaller and smaller until they are almost on the ground. When the count gets to 1 the teacher yells “overtime!” and the students pop up as fast as they can and run, walk, skip, hop, leap around the activity area. When the teacher blows his/her whistle the students freeze where they are and start again with their hands stretched out over their head. Switch up the locomotor movement with each turn.

Lesson Task: Passing

Give each student their own stick and ball and allow them to stickhandle around the activity area for a few minutes to get used to the stick again. After about 2-3 minutes ask them to drop their stick and have all eyes on the teacher. Explain that when passing, you want to pass gently to your partner because you do not want the other team to steal the pass. The passes should be made “blade to blade” and just like with stickhandling, you want to keep control of the ball.

Have the students pair up with a partner and create two lines a few paces apart. Have them practice passing to their partner using only their forehand. They should focus on using their dominant hand (the hand that is half way down the shaft) to control the stick and blade when passing the ball. After a few tries they can use the backhand side of their blade as well. They can also focus on which part of the blade they are passing with, the heel or the toe. After about 5-7 minutes, ask all the students to freeze for a quick game. Instruct the kiddos that on the start of go, they must make a complete pass to their partner. If they do, then they can stay standing and in the game. If they do not, then they must sit where they are and wait to restart the game. The pair that stays standing the longest wins!

Closing Activity: Penalty Box

Have the students create a few small circles with about 5-6 students and one ball in each and select one student to be in the penalty box. That student must stand in the middle of the circle and try to intercept a pass made by someone in the circle. If they are successful in stealing the pass, then they may switch places with that student and join the circle. The student who lost their pass is now in the penalty box.

Review/Closure/Student Reflections

Was it difficult to effectively pass to your partner?

What do you feel was easier, passing with the heel or the toe of the blade?

Probing/Follow-Up Questions

What is the use of a penalty box in a real hockey game?

What to look for (check for understanding)

Be sure to insist that the students keep the blades of their stick on the ground at all times. Check the hand placement for all the students to make sure they are holding the stick properly, especially the hop hand covering the knob of the stick so it does not accidentally hit another child.



Day 3 | Shooting

Sunshine State Standards: PE.K.C.2.2 PE.K.C.2.5 PE.K.C.2.6 PE.K.M.1.4 PE.K.R.5.2 PE.K.R.6.3 PE.1.C.2.5
PE.1.C.2.6 PE.1.R.5.2 PE.1.R.6.3 PE.2.C.2.5 PE.2.C.2.7 PE.2.M.1.4 PE.2.R.5.2

Today I will... learn how to shoot in street hockey

So I'll be able to... play street hockey at school and at home

I'll know I have it when... I can successfully release the ball and aim it to where I want it to go

Equipment Needed

- Hockey Stick
(1 per student)
- Hockey Ball
(1 per student)
- Cones
- Hockey Net

Key Words

- Blade
- Shaft
- Knob
- Sweep
- Toe

Specific Positive Feedback Examples:

"I like how Tony is keeping his head up when moving the ball"

"Great job Stacy keeping the ball close to you"

Introduction

Today the students are going to work on target practice and shooting. When instructing the students, be sure to maintain the same sweeping motion as passing, however they should try to control the direction of the ball with the toe of their blade when releasing the ball.

Fitness/Warm-up Activity

Play a game of shark. Give each student their own stick and ball and give them a few minutes of exploratory time on the activity floor. They may walk around the space while keeping control of the ball. After a few minutes, have everyone freeze and start to take away 4-5 balls from random students. When you blow your whistle, have those kids who had their ball taken away try to steal the ball of another student. After a ball is stolen, that child must steal the ball from another student.

Lesson Task

Allow the students to practice the motion of shooting. They still want to sweep the ball with their blade, point the toe of the blade to the direction of where they want the ball to travel to and not raise their blade any higher than their knee. Do not allow the students to take a large backswing as that is not at all necessary for a successful shot. After a few minutes of practicing the form, have them break into 3-4 groups and stand a few paces away from an open net. You can place 3 cones on the goal line for the students to aim for – one on the inside of the right post, one on the left and one in the middle. Allow them the time to practice trying to hit down the cones one at a time.

Closing Activity

To make a fun game, have the kids form a line to start the relay race. To start, one student shoots, then heads to the back of the line so the next student can have a turn. The first team to knock over all three cones wins.

Review/Closure/Student Reflections

Think, pair, share: Have the winning team tell the class what techniques they used to help them be successful in the game. Have the other teams tell you something they could work on as a team to help them win the game.

Probing/Follow-Up Questions

Have the students brainstorm as to why they think the follow through of a shot is more important than the wind up? Did they still enjoy shooting when they were not successful the first time? What was something exciting they learned?

What to look for (check for understanding)

The students are holding the stick properly and are giving the shooters enough space to be successful.



Day 4 | Stations

Sunshine State Standards: PE.K.C.2.2 PE.K.C.2.5 PE.K.M.1.4 PE.K.L.3.3 PE.K.R.6.1 PE.K.R.6.3 PE.1.C.2.2 PE.1.M.1.4 PE.1.C.2.7 PE.1.R.5.2 PE.1.R.6.1 PE.1.R.6.3 PE.2.C.2.2 PE.2.M.1.4 PE.2.L.3.3 PE.2.R.5.2 PE.2.R.6.2

Today I will... practice the skills I have learned from previous lessons independently

So I'll be able to... learn how to play street hockey

I'll know I have it when... I know and understand the drills at each station to practice on my own

Equipment Needed

- Hockey Stick (1 per student)
- Hockey Ball (1 per student)
- Cones
- Hockey Nets (3-4)
- 2 Soccer Balls
- Pinnies for Two Teams

Key Words

- Eye-Hand Coordination
- Eye-Foot Coordination
- Physical Literacy

Specific Positive Feedback Examples:

“Nice work Sandy keeping a safe space”

“I love how Derek is using both the front and back side of his blade to practice passing”

Introduction

Start a quick conversation with the class about what it means to be physically literate. Allow them to talk about what other sports they may enjoy playing and inquire about how they relate to street hockey. Soccer has many of the same qualities as hockey does, similar positioning and style of play. Your students can benefit working on their eye-hand coordination, as well as their eye-foot coordination.

Fitness/Warm-up Activity

Speed soccer. Before starting the lesson task for the day, have the kids play a quick game of speed soccer in the hockey space. Add two soccer balls to the game so the students are constantly in motion - and more importantly, have no idea what the score is! Let them play for about 5-10 minutes before breaking into the lesson focus for the day.

Lesson Task: Stations

Break your students into 4 groups of equal size and similar skill level. Run through each of the stations before allowing the students off on their own. It would be best to make station signs with pictures beforehand. Review safety rules with the class before beginning.

Station #1: Passing. Allow the students to find a partner and simply give them enough space to pass back and forth using both the forehand and backhand of the blade. Usually it is best to draw two lines on the court for the kids to stand on to help organize the group.

Station #2: Shooting. Set up a net (preferably with a wall behind it) and mark 3 lines on the ground. Have the students line up beside a cone that is next to the net and practice one by one shooting at the net. After they make a shot at the first line, for their next turn they can attempt to shoot from the line that is further back from the net. They must make the shot before moving further from the net.

Station #3: Stick handling. Set up 3 lines with 4-5 cones of equal distance. Allow the students to form their own groups to travel in and out of the lines. They may only use one ball at a time and must pass the ball back to their teammate in line so they may travel with the ball. Be sure to emphasize that it is not a race and they must maintain control of the ball throughout the exercise in order to be considered successful.

Station #4: Free play. Set out hula hoops, jump ropes, chalk for hop scotch and some music for a dance party. The students may select their own cardiovascular activity but they must remain active for while they are at that station.

Review/Closure/Student Reflections

Ask the students which stations they enjoyed most and which they found the most challenging. Were they able to switch it up if they found the activity to be too difficult?

Probing/Follow-Up Questions

Why do they think we added in other activities, separate from hockey? What are some benefits of learning new skills? How can you implement more physical activity into your day? Before and after school?

What to look for (check for understanding)

Make sure the students are not only performing the tasks correctly and staying on task, but also enjoying themselves and having fun. With a little bit of freedom, it will be beneficial to see which kids enjoy the challenges hockey can prevail and also what is most enjoyable for them.



Day 5 | Review

Today I will... learn the basics of street hockey

So I'll be able to... play street hockey at school and at home

I'll know I have it when... I can play a game safely with my friends

Equipment Needed

- Hockey Stick (1 per student)
- Hockey Balls
- 4 Cones
- 2 Hockey Nets
- Pinnies for Half Your Class

Introduction

Review the week and what the students learned. Ask them to repeat the safety rules discussed at the beginning of the week and what they loved most about learning about street hockey.

Fitness/Warm-up Activity

Start off the day with a game of Zamboni. However this time, ask 2-3 students to be the 'zamboni drivers' in the middle of the activity space. Everyone else may grab a ball and head to the goal line on the same side. They must run with control of their ball to the other side without one of the Zamboni drivers knocking it away from their stick. If they lose possession of the ball then it must go back to that driver and they are now in the middle. If your activity area is not large enough, you can split the kids into two travelling groups to help with crowd control.

Lesson Task: Follow Your Pass

To start out the lesson task, set 3 cones in a large right-angle triangle in front of the net. Have one student at each cone. Have the students

pass the ball to one another in succession, and then have the 3rd receiver shoot on net. After a few go arounds, they can follow their pass after they send it to their teammate to practice a 'follow your pass' technique used frequently in games.

From there, you can set up a 4th cone to create a large square. Divide the students into two different teams to do a few relay races. Starting out, have one student stickhandle with the ball and turn around the cone on the left before passing the ball to the next student in line. For the second race, have them travel around the cone on their right. For the third, they can travel up to the cone, pass the ball back to the next student in line, only to receive it back again and travel back in line. The next student will then stickhandle to the cone, pass it to the 3rd person and stickhandle back to the line.

Closing Activity

For a fun activity to end the unit, break the class into two teams and give a pinnie to one side. You can include goalies but do not necessarily need to. Have the students line the sides of the court, each by their goalie. When you yell out a number, that number of students may run out to the court and play against the other team to attempt to score. You can call out any number for the kids to play against one another. As soon as the ball is hit out of play or a goal is scored then the game is over and they may head to the end of the line. Be sure to emphasize sticks on the ground and do not allow the blade to travel up higher than the knee. If the game gets a little chaotic, you can simply have them play 1-on-1 or 2-on-2 and play until the ball is dead.

Review/Closure/Student Reflections

At the end of your unit, you can bring the kids together to talk about different ways they can continue to play hockey in and out of school. Let them know that they will each be taking home their own stick and ball and allow them to be creative with different ideas of how they can continue playing.

Probing/Follow-Up Questions

How is hockey like other sports they have played? Are the rules similar to other games? How are they different?

What to look for (check for understanding)

Since you are giving the kids more and more freedom to work independently with their hockey stick, it is imperative that they understand the rules of safety. If any student struggles at all with keeping their stick on the ground, simply take it from them and allow them to use their feet for the ball until they are ready to get their stick back.



GRADES 3-5

*Physical Education
Lesson Plans*







Day 1 | Stickhandling

Sunshine State Standards: PE.3.C.2.2 PE.3.C.2.5 PE.3.M.1.4 PR.3.M.1.5 PE.4.C.2.2 PE.4.C.2.6 PE.4.M.1.4
PE.5.C.2.6 PE.5.M.1.4 PE.5.M.1.5 PE.5.R.5.2

Today I will... learn how to stick handle with the hockey ball

So I'll be able to... control the ball easily when in a game

I'll know I have it when... I can maintain control of the ball and keep it away from an opposing player

Equipment Needed

- Hockey Stick (1 per student)
- Hockey Ball (1 per student)
- Cones
- 2 Hockey Nets

Key Words

- Blade
- Shaft
- Knob
- Stickhandle
- Dribble

Specific Feedback Examples:

“I love how Sandy is keeping her blade on the ground”

“Great job Bobby keeping your top hand covering the knob of your stick!”

Fitness/Warm-up Activity: Rock, Paper, Scissors Tag

Have each student find a partner and face each other with their backs to the side line. On your command, have them challenge each other to rock, paper, scissors. Whoever loses the battle must turn and run to the side line of the court before getting tagged by his or her partner. Their partner will win the challenge if they are able complete the tag. Have them come back to the center of the court to play again after they have finished.

Lesson Task: Overview & Introduction

Have the students collect together to introduce to them the sport of hockey. Safety is our biggest concern with the Lightning and we want to ensure every student has a safe and enjoyable experience while playing our favorite game. Start out by reviewing the parts of the stick to the students. The knob on top should always be protected by the student's non-dominant hand. Their dominant hand should wrap around the side of the shaft that is facing downwards with their thumb point towards the blade. The blade should always remain on the ground no matter what. Never allow a student to lift their blade higher than their knees

to ensure that no one gets hit. Explain to them that stick handling is very similar in hockey as dribbling is in basketball and soccer. They want to maintain possession of the ball so that the opposing team cannot steal it from them.



After reviewing the safety rules, hand each student a stick and ask them to spread out so they can get the feeling of holding it. Once they figure out which is their dominant hand for holding, give everyone a ball to practice maintaining control. Allow them to move around their own area, always keeping their head up so they can see other students if they get too close. After 3-5 minutes ask every student to face you with their blade and ball on the ground. Instruct them on how important their eye-hand coordination is for this sport so they can keep their head up while still controlling the ball. Have them stick handle while standing still and hold up a variation of numbers with your fingers. They must repeat the number on your hand(s) while dribbling the ball. After a few minutes allow them to walk around the area while stick handling. After

a blow of your whistle have them jog around the area, still maintaining control. Alternate between walking and jogging while stick handling with the ball until everyone is comfortable and confident maintaining control.

Game: Dangle Derby

Give every student except 3-5 students a ball for them to keep on the ground and have them spread out across the whole activity area. At the blow of your whistle, those 3-5 students without a ball must try to gain possession of the ball from another student. If a student's ball is taken from them, then they must try to go steal the ball from another student. Students may stickhandle throughout the entire area. Please be sure to encourage them to keep their heads up so they do not crash into another player.

Probing/Follow-Up Questions

Ask the students to reflect which sports are like hockey. What are the similarities and how are they different? How will practicing stickhandling affect their overall performance in a game?

What to look for (check for understanding)

Make sure your students are holding the stick correctly with the right-hand placement. When they are stick handling, they are doing their best to maintain control of the ball while also keeping their head up. It will be imperative that you make sure their blade does not travel any higher than their knees to ensure no one received a high sticking penalty.

Safety Focus

Make sure your students understand the importance of keeping their hand on the top knob. This will help them maintain control, and also prevent another student getting hit by the stick.



Day 2 | Passing & Shooting

Sunshine State Standards: PE.3.C.2.2 PE.3.M.1.2 PE.3.M.1.4 PE.3.R.5.1 PE.4.C.2.2 PE.4.M.1.4 PE.4.M.1.5
PE.4.R.5.1 PE.4.R.5.2 PE.5.M.1.2 PE.5.M.1.4 PE.5.R.5.2 PE.5.R.5.3

Today I will... learn how to pass and shoot effectively

So I'll be able to... pass efficiently to my teammates and shoot on goal

I'll know I have it when... I can control my blade and send the ball in the direction I chose

Equipment Needed

- Hockey Stick (1 per student)
- Hockey Ball (1 per student)
- 6-8 Cones
- Targets
- 2 Hockey Nets
- Dome Cones
- Bowling Pins

Key Words

- Blade
- Toe
- Heel
- Wrist Shot

Fitness/Warm-up Activity: Gongshow

Divide the students into two equal groups on either side of the center court line. At both keys of the basketball court, have about 5-7 hockey balls on the top of the net. At the blow of your whistle, the students must run to the other side of the court and try to steal a ball and bring it back safely to their side without getting tagged. They may stay in the key of the court as a safety zone without getting tagged but they may not throw the ball when inside the key. They can throw it to a teammate to avoid losing possession of the ball, but if the ball is dropped then the ball must return to the original net and the student must return to their side. The first team to gain possession of all hockey balls on top of their net wins. This is simply a running activity, not to be played with hockey sticks.

Lesson Task: Passing & Shooting

Passing: Explain to the class before starting out that each blade has a forehand and backhand side to it. It will be important for them to be comfortable with both to be successful in the game. Allow them to partner up and practice passing a ball at least 6 feet apart from one another. Be sure to encourage them to pass 'blade to blade' so that they may have a focus point for where they want to send the ball. Be sure they use both the forehand and the

backhand side of their blade when sending and receiving a pass. After about 5 minutes, have the students line up between either 2 or 4 cones at the edge of the court. With their partner, they must travel up and down the court passing the ball back and forth while stick handling and in motion. They will be able to use both sides of the blade at each turn.

Shooting: Place 2-3 dome cones at the goal line of the net. Instruct the students that when they are shooting on net, they want to point the toe of their stick towards their target. That is executed when their dominant hand is rolled by the wrist over the top of the stick. They do not need to lift their blade to do so. They can maintain the same “sweeping motion” as when practicing passing. Have them create two different lines on either side of the net. One at a time and alternating lines, have them stick handle the ball up to and around a cone, then shoot on the open net switching lines after they complete the shot. After about 2-3 turns, switch the exercise so that the person in line waiting is passing the ball to the person from the other line looking to shoot. They will run to the same cone, receive the pass and shoot on the open net.

Closing Activity: Stamkos Shooting Lane

Divide the students into groups of about 4-5 students. Each group will receive their own lane with a full line up of bowling pins (total of 5). Each student in the group will have a role and they will be compete against other groups. One student will be the shooter, the other will watch the line to make sure the shooting student does not step over. Another student will be helping set up the pins while the next is along the lane to help catch the ball in case it does not go straight (the 5th student can be on the other side of the shooting lane). When the teacher says “go” the student at the pins will set out one pin. The shooter must knock over that one pin with the street hockey ball before the group rotates. Once the pin is knocked down, the students rotate rolls and the next student at the pins sets up 2 pins. The shooter must knock over both pins before rotating again. The first group to knock over all 5 pins with one shot will win the challenge.

What to look for (check for understanding)

When passing the ball, be sure they are watching the ball in the direction they wish it to travel. Do not allow them to keep their head down, but rather eyes are on the target.

Probing/Follow-Up Questions

When playing the game with your team, how did you work together? Were you helpful and supportive of your teammates or negative and combative? Which do you think would be most beneficial in helping your team succeed?

Safety Focus

Remind your students that even though they cannot allow their blade any higher than their knees, they can still pass and shoot effectively by directing the toe of the stick in the direction of where they want the ball to travel.



Day 3 | Puck Races, Obstacle Course, Keep Away

Sunshine State Standards: PE.3.C.2.2 PE.3.C.2.6 PE.3.M.1.4 PE.3.M.1.5 PE.3.R.6.2 PE.4.C.2.2 PE.4.M.1.2
PE.4.M.1.4 PE.4.M.1.5 PE.4.C.2.5 PE.5.C.2.5 PE.5.M.1.2 PE.5.M.1.4 PE.5.M.1.5 PE.5.R.5.1 PE.5.R.5.2

Today I will... learn different forms of competition in hockey

So I'll be able to... adapt properly when in a game

I'll know I have it when... I can think on the fly in a game and react with the appropriate action

Equipment Needed

- Hockey Stick (1 per student)
- Hockey Balls
- 2 Hockey Nets
- Cones
- Soccer Balls

Key Words

- Forehand
- Backhand
- Stick Handle
- Control

Specific Positive Feedback:

“Great job Gary making eye contact with your partner before passing the ball”

“Nice work Susan keeping your body between your partner in the ball to prevent her from stealing it from you”

Fitness/Warm-up Activity: Lightning and Bolts

Divide the students into two teams, team Lightning and team Bolts. They must line up shoulder to shoulder with their teammates with their backs to the opposing team along the center of the court. When you yell either Lightning or Bolts, that team must run as fast as they can to the end line. If they are tagged by the opposing team who is chasing them, then they must switch alliances and go on the other team to line up. The first team to tag the most people on the opposing team wins.

Lesson Task

Keep Away: Have the students partner up and share one ball. Ask them to separate by a few paces so they can practice passing the ball using both their forehand and backhand with their blade. After a few minutes, the partner who has the ball after you blow the whistle now has control of the ball. His or her partner must now try to steal the ball from them using their stick. They can move throughout the area but encourage them to keep their head up and watch for other students. After 3-5 minutes blow your whistle again to have everyone

freeze. Instruct them that they can now steal the ball from anyone, does not have to be just their partner.

Puck races: Have the original partners line up apart from one another creating two different teams for the next activity. Have them start from behind the goal line and run to center court where a ball will be at the center. The first to reach the ball may stick handle towards the net and try to score. The second person to reach the ball may try to steal it from them and shoot on net as well. You can change the route to add a few cones and the path they take.

Obstacle course: Keeping the students in their teams, create different paths for them to stick handle the ball through and around different obstacles so they must keep the ball controlled and on their blade. Feel free to exercise some freedom with this, whether it is a relay race, a shooting competition or challenging enough where control and not speed are the focus.

Closing Activity: 5-hole

Have the students form one large circle with their feet spread hip-distance apart. Their feet must be touching on the side. Put 4-5 soccer balls in the middle of the circle and have the students only use their hands to move the ball. The objective of the game is to score points on another student's '5-hole' which is between their legs. They cannot score on the person to the right or the left of them and they must all keep track of their own points. If they score on another student, then they gain one point. If someone scores on them, then they lose a point.

Review/Closure/Student Reflections

How important is it to keep the ball on your blade when trying to protect it? Were you able to use your body too?

Probing/Follow Up Questions

Have the students share one piece of positive feedback to their partner and something they can also work on. Have them also come up with their own idea of something for them to work on to improve their own game. What are some other ways to appreciate the performance of others, those on your team and opposing team? What do you think the benefit of recognizing this would be?

What to look for (check for understanding)

Students are able to use their eye-hand coordination by keeping their head up when travelling with the ball to avoid collision.

Safety Focus

Help the students understand why it is imperative for them to keep their head up when dribbling the ball.



Day 4 | Forwards vs. Defense

Sunshine State Standards: PE.3.C.2.2 PE.3.C.2.8 PE.3.M.1.4 PE.3.M.1.5 PE.4.C.2.2 PE.4.M.1.4 PE.4.M.1.5
PE.4.C.2.9 PE.5.C.2.8 PE.5.M.1.4 PE.5.M.1.5 PE.5.R.5.2

Today I will... learn the difference of what it means to be offense and defense
So I'll be able to... play the game effectively with forecheck and backchecking
I'll know I have it when... I can easily transition between the two and understand my role in each

Equipment Needed

- Hockey Stick (1 per student)
- Hockey Ball (1 per student)
- 5 Hula Hoops
- Set of Foam Balls
- 30-35 Balls of 4 colors
- 12-16 Bowling Pins

Key Words

- Face-Off
- Offense
- Defense

Specific Positive Feedback

“Awesome job with the timing of your face-off Jeremy!”
 “Way to defend the ball Oliver”

Fitness/Warm-up Activity

Explain the use of a face-off in a game. It is used to either start the game, period or after a goal is scored. Have the students pair up, each with their own stick and a ball to share. After spreading out throughout the activity area, have the students leave their blades on the ground and stand in hockey position. Lifting their stick up to knee height and slapping the shafts of the sticks over the ball, they will say N. Have them hit the ground again and lift the stick once more



to say H. For a 3rd time, they will say L and both try to gain possession of the ball. From there they can play keep away until their partner steals the ball then they must reset and play again.

Lesson Task: 2 on 1

Break the students into three different groups. One group will be the right wing, one will be left wing and one will be defense. Have the groups line up around the activity area. At the blow of your whistle, the right wing will pass the ball to the left wing and they two will carry the ball towards the end of the court. Once the left wing receives the pass, the first person in the defender line will try to gain control of the ball. The two wingers will try to score on net while the defender will either try to gain possession or knock the ball out of bounds to stop the play. Have the students rotate lines after the play has stopped. Be sure to continue to remind the students to pass effectively, use the open space and keep control of their stick.

Game: Goonball

Use a set of foam balls and have the students all spread out in the activity area, divide the students into two teams on opposing sides of the basketball court, they may not cross the center line. Set 4-6 bowling pins behind each team. The objective is to knock down all the bowling pins on the opposing side of the court. The first team to knock down all the pins from the opposing team wins.

Review/Closure/Student Reflections

How did the students do when defending the ball? Were they able to read the pass efficiently to intercept?

Probing/Follow Up Questions

Ask the students what is the main purpose of both offense and defense and how do they feel they differ? Are players able to play both? How do you transition between the two? Allow them time to compare their role when they played the warm up game. Once they stole the ball back, were they automatically on offense? Or did they have to wait until they were in the offensive zone to be considered on offense? Allow them time to discuss with 2-3 other students to compare and contrast their opinion.

What to look for (check for understanding)

Ensure that the forwards are communicating together and looking for the pass (both sending and receiving)

Safety Focus

Have them express the need for space when playing their game and communicating efficiently with their partner.



Day 5 | Game Play

Sunshine State Standards: PE.3.C.2.2 PE.3.M.1.4 PE.3.C.2.8 PE.3.L.3.3 PE.3.L.3.4 PE.3.R.6.3 PE.4.C.2.2 PE.4.M.1.4 PE.4.C.2.9 PE.4.L.3.3 PE.4.L.3.4 PE.4.R.6.3 PE.5.C.2.8 PE.5.M.1.5 PE.5.M.1.4 PE.5.L.3.3 PE.5.L.3.4 PE.5.R.5.2 PE.5.R.6.3

Today I will... play with my team in a round robin tournament

So I'll be able to... learn the rules of the game

I'll know I have it when... I can play safely without any interruption

Equipment Needed

- Hockey Stick (1 per student)
- Hockey Balls (2-3 extra balls per activity area)
- 2 cones per playing area
- Pinnies

Key Words

- Face-Off
- Offense
- Defense

Specific Positive Feedback

“Great teamwork over here with excellent communication and sportsmanship!”

“Way to support your teammates with great encouragement Trevor!”

Lesson Task & Game: Round Robin Tournament

Have the students create teams of 4-5 for a round robin tournament style. They can form their own teams, or you can create teams of equal skill. Allow for the students to make their own team name and write it on the score board. You can create 4 playing areas on an outdoor basketball court, or your activity area. The students will face each other in a 3-on-3 fashion and use small cones as their nets. Once a team knocks over the cone with the ball, not stick it will count as a goal. Have the students set up their own face-off with the N-H-L call out every time a goal is scored or to start out the game. If the ball is knocked out of bounds, then the opposing team may hit it back into play from the boundary line.

Depending on the time allotment for your physical education class, the kids can play in a round robin to set a seeding, or simply use a ladder format where they will move up to the first court after they win, or down closer to the fourth court if they lose.

Extra Games

Bring the class in together to discuss offense and defense roles and responsibility in any sport, not just hockey. Discuss how it is for the team and not simply the one player. Divide your class into four different teams and set up an activity area with one hula hoop in the middle and four others creating a large square. Put all the balls in the middle hoop and have each team line up behind their hoop. It'll be easiest to coordinate the color of balls with the color of the hula hoops so no one gets confused. The idea of the game is to steal all the balls of their team color back into their hoop in order to win. Each team can steal the balls from the center hoop, but also the team hoops as well. If they see their color in other teams hoops they can try to steal them using their stick, or steal the color ball of the team that is winning. They can steal any color of ball and bring back to their hoop. They must use their stick to steal the balls and stick handle back to their hoop. The team with all their color balls in their hoop wins. This is a great activity for students to alternate roles of offense and defense.

Safety Focus

Students are using their space efficiently and not crowding the ball. Encourage them to stay open for a pass and communicate with their team.

What to look for (check for understanding)

Space and timing is imperative in hockey. Similar to other sports, being open and aware are vital to being successful, along with communication with their teammates and opposing team.

Probing/Follow-up Questions

How can students stay involved with playing hockey while in school or at home? How can they show great sportsmanship when playing against other teams?



GRADES 6-8

*Physical Education
Lesson Plans*







Day 1 | Overview of the game. Safety and Equipment

Sunshine State Standards: PE.6.R.5.5 PE.6.M.1.12 PE. 6.M.1.2 PE.7.M.1.7 PE.7.C.2.8 PE.7.R.5.5 PE.8.M.1.4
PE. 8.R.5.5 PE. 8.C.2.7

Equipment Needed

- Hockey Stick (1 per student)
- Hockey Ball (1 per student)
- Hockey Net or Cones
- Goalie Equipment
- Basketballs or Soccer balls

Key Words

- Blade
- Shaft
- Knob
- Hockey Stance
- Dribble

Objective

Students will learn the important safety rules of playing street hockey. They will be able to identify the equipment as well as understand how to hold the stick properly and control the ball.

Positive Specific Feedback

“I like how Jenny is holding the stick with two hands”
“Way to keep your head up when sticking handling, Charles”
“Thank you for not lifting your stick higher than your knees, Susan”

Fitness Activity/Warm-Up

8-10 minute fitness activity related to lesson focus.

Idea: Fun and Fitness circuit. Set up a circle of 8 cards alternating between fun and fitness. Allow the students to create their own group and pick a station to start.

#1: Mountain climbers - as many as they can do in the allotted time

#2: Hand wrestling - grasp partners hand like a handshake. Place left foot forward and right foot back. Try to make partner move their front or back foot.

#3: Squat jumps - have students jump in a square

#4: Basketball bump-out - allow students to play a quick game of bump out

#5: Standard, travelling or modified push-ups

#6: Jump Rope - allow students to have exploratory time with the jump rope and choose any activity they would like to participate in

#7: Row the Boat - have students sit on their glutes with feet crossed and dangling in the air. Hold the ball with both hands out straight. Keeping their core right, back straight, rotate the ball to the left and to the right of their body.

#8: Volley game - Have a beach ball out for the students to circle up and bump it to each other and not allow it to touch the ground.

Review with your students the components of physical fitness and ask them which activities helped to elevate their heart rate? Which component does each of these exercises support?

Introduction

Ask the students if they have ever played a street hockey game, watched an ice hockey game or even been to a game. Ask them what they already know about the game and ask what they would like to know. What are they confused about when watching ice hockey and what rules would they like clarification of. Write all the misconceptions on a big sheet of paper and save it to compare after the unit is complete.

Lesson/Content Tasks:

- 1. Class Discussion** - Bring class together to review rules and overall objective of street hockey.
- 2. Discuss Safety** - Safety is always the number one concern when teaching physical education, especially when teaching striking with an object. Show the students how to properly hold the stick with their dominant hand halfway down the shaft and non-dominant hand holding on to the knob. The students will have greater control of the blade if they keep their hands separated and will have less chance to hit someone else with the knob if they are holding on to the top. Anytime the blade is raised higher than the knee should be called for 'high sticking' so that the students get used to the feeling of keeping their stick on the ground. Just like in any sport, they want to try and keep their head up rather than watching the ball on the ground.



- 3. Review Equipment** - Select a student to model the goaltender equipment to show the students how to wear it properly and exhibit how well it covers the body. Also discuss the various parts of the stick.
- 4. Review Hockey Stance** - When a student is in either hockey player or goaltender stance they should have two hands on the stick with their knees bent. Goaltenders should have their blocker hand on the stick and glove hand up and ready.



5. Exploratory time with stick and ball - Allow students time to get a feel for holding on to the stick and be comfortable with their hand placement. Give them a ball to stick handle freely around the playing area. Explain to them that they want to keep the ball close to their blade at all times to prevent another player from stealing the ball. Similar to dribbling in soccer or basketball.

6. Gongshow - Give every student a ball and have them spread out throughout the activity space. Select 5-6 students to take away their ball so they are left with only their stick. Those students are now cherry pickers and are assigned to stealing a ball away from another student. Once a student's ball is taken, they must go and take the ball away from a different student.

Review/Closure/Student Reflection:

Have the student's pair up and discuss what they found to be difficult or uncomfortable about holding the stick or controlling the ball. See if they can offer any tips to one another to help them feel more comfortable with stickhandling. Bring everyone together to see what the main consensus was. Was anyone surprised by anything? What other sports can they compare hockey to?

Probing/Follow-up Questions:

Have the students look up some hockey clips on YouTube or watch a game at home. Ask them to come back with what they observed or what they heard from the televised commentators.

What to look for (check for understanding)

- Correct hand placement
- Right hand vs left hand on stick
- Blade on the ground
- Head up





Day 2 | Stick Handling

Sunshine State Standards: PE.6.M.1.12 PE.6.R.5.3 PE.6.R.5.5 PE.7.M.1.1 PE.7.M.1.3 PE.7.M.1.6 PE.7.C.2.9 PE.8.M.1.5
PE.8.M.1.6 PE.8.C.2.8

Equipment Needed

- Hockey Stick (1 per student)
- Hockey Ball (1 per student)
- Lines of 5-6 cones evenly spaced
- Pinnies

Key Words

- Stick handle
- Forward pass
- Trap

Objective

Students will be able to learn how to gain control of the ball and practice keeping their head up when playing.

Positive Specific Feedback

“I like how Tom is keeping his head up when going around the cones”
“Thanks for not speeding through the drill Jay, way to keep control”

Fitness Activity/Warm-Up

8-10 minute fitness activity related to lesson focus.

Coast to Coast: Select 2-3 taggers to be in the middle of the field while the rest of the class is lined up on one side. Together have them decide when the runners should cross the activity area at the start of “go”. If they are tagged then they join in the middle and become a tagger. The last one standing wins.

Introduction

Review lesson from yesterday. Talk about importance of stick-handling and how the student will want to keep control of the ball to not lose it to the opposing team. Review stickhandling and safety emphasizing on hand placement on the stick.

Lesson/Content Tasks:

Have the student's line up behind a row of cones in groups of 5-6. Have the students practice each skill at least two times.

- 1. Stick handling around cones** - Have students stick handle with the ball forwards around the last cone and back. Make sure they keep their head up when travelling and use both sides of the stick blade dribbling (short, small taps) with the ball.
- 2. Stick handling while weaving in-between cones**
Emphasize - Keeping their head up and focusing on control over speed.
- 3. Stick handling while switching side of the blade**
Emphasize - Using both sides of the blade and switching at each cone.
- 4. Passing to partner in the next line at each cone**
Emphasize - Have the student's practice calling for the ball and passing with their backhand. They want to lead with a forward pass to where the receiving partner is headed.
- 5. Stick handling around cones and then sending pass back to person in front of the line**
Emphasize - Firm, swift passes to the start of the line. Could make this into a relay race to end the lesson.
- 6. Biscuit Battle** - Have the students form groups of 3-4 and choose a section of the rink created with cones (2 groups per area). Give one group in each rink a set of pinnies. The object of the game is to have the group make 4 successful passes to each of their teammates without having the ball taken from the opposing team. If the ball is trapped or stolen by the opposing team or knocked out of bounds then they will need to steal the ball back and restart the passes. The first group to make successful passes to each member of their group wins. **Emphasize-** Remind the players to always be ready for a pass. Encourage them to move around the area and try to break free from their opponent. Making sure their sticks are on the ground is imperative for them to receive a pass.

Review/Closure/Student Reflection:

Were the students able to use their bodies to help defend against the ball? Did they innately close off their defender by blocking them away from their stick during keep away?

Probing/Follow-Up Questions:

Ask the students how they felt dribbling the ball and defending it. How does it compare to other sports? Is it similar? What other sports have the same characteristics as hockey?

What to look for (check for understanding)

- Students keeping their head up
- Using both sides of the blade
- Playing cooperatively



Day 3 | Passing with Forehand/Backhand Pass

Sunshine State Standards: PE.6.C.2.3 PE.6.C.2.6 PE.7.M.1.6 PE.7.C.2.6 PE. 8.M.1.2 PE.8.C.2.5

Equipment Needed

- Hockey Stick (1 per student)
- Hockey Ball (1 per every 2 students)

Key Words

- Forehand Pass
- Backhand Pass
- Touch Pass
- Trap

Objective

Students will be able to pass effectively using a hockey stick to a partner using both sides of the blade.

Positive Specific Feedback

“I like how Jimmy is calling for a pass by tapping his stick blade on the ground.”
“Way to follow through with that pass, Donna.”

Fitness Activity/Warm-Up

8-10 minute fitness activity related to lesson focus.

Have the students create their own fitness circuit using three of the five physical fitness components:

- Cardiovascular Endurance.
- Muscular Strength.
- Flexibility.

They must pick two exercises for each component from the list below.

Cardiovascular Endurance: 4 laps around the court, up and down the court with high knees, up and down the court with back kicks, karaoke around the court, wheelbarrow walks with a partner

Muscular Strength: 30 sit ups, 20 squats, 20 lunges, 20 push-ups, 30 leg lifts.

Flexibility: hamstring stretch, quadricep stretch, tricep/bicep stretch, wrist and ankle stretches, shoulder stretch and rolls

Discuss with your students – Why were these three components selected to help with street hockey? Which of the exercises chosen were aerobic vs. anaerobic?

Introduction

Have all the students take their stick and ball to practice stick handling independently and freely on the court. After 2-3 minutes pick 4 students to be the ‘sharks’ whose main role is to knock other students balls off the court. If a student’s ball is knocked out of the lines they must complete 20 jumping jacks, 10 pushups or 25 mountain climbers in order to come back in. You can switch up the sharks after a few minutes.

Lesson/Content Tasks:

- 1. Passing the ball and receiving a pass with a partner:** Have the students pick a partner and line up facing their partner in two parallel lines. Ask them to focus passing and receiving the ball using the front side of the blade. After a few minutes have them use the back side of their blade to pass and receive. Students should feel comfortable with both the forehand and backhand pass using either side of their blade. Review the ‘sweeping’ motion with them so they know to not allow the blade to get too high in the air.
Emphasize - Be sure to reiterate that it is best for the students to ‘trap’ the ball to gain control and help the ball lose momentum before sending the ball back to their partner. Allow students to move their hands and feet while they are passing with their partners. This does not need to be a stationary activity. If the ball is knocked out of the playing area have them pick the ball up with their hand and bring it back to their playing area rather than running after it with their stick.
- 2. Touch Passing** - A touch pass is a quick passing motion where the person receiving the pass does not trap the ball but simply taps it back to their partner. It may be helpful to have the students lower their dominant hand on the shaft to help gain better control of the ball.
Emphasize - Have the partners pass back and forth but this time not trapping the ball. Emphasize using the heel of the blade and be sure to push through with your bottom hand while pulling back with your top hand (push-pull action).
- 3. Circle Passing (groups of 3-4)**
Emphasize - Have students create groups of 6-8 and create a large circle. Students may use both their forehand and backhand to pass the ball around the circle. For 3-5 minutes they must trap the ball. After that time they may use touch passing. For the more advanced players, have them pass the ball on the forehand and receive it on the backhand. Add two balls to the circle to really have the students more engaged.

4. Monkey in the Middle

Emphasize – When ready, blow the whistle and ask everyone to freeze to move on to the next activity but stay in their current group. The student who has the ball is now considered the monkey for monkey in the middle. The monkey must intercept a pass to switch positions with someone else in the circle. If the ball goes out of play they can try and gain control of the ball.

Review/Closure/Student Reflection:

Ask the students to find a partner to discuss and also offer helpful hints or what they should look for in terms of their form or technique. Also, discuss the difference between passing and touch passing. Did they notice a difference in gaining control? Which one did they find easier?

Probing/Follow-Up Questions:

What technique worked best for the students when passing with a partner? Did they notice hand placement or grip strength? What part of the partners stick should they have been focusing on when passing the ball? What about their own stick?

What to look for (check for understanding)

- Students trapping the ball with each pass
- Two hands separated on the stick (No golf hands)
- Completing the sweeping motion when passing
- “Blade to blade”





Day 4 | Shooting - Wrist Shot with Forehand/Backhand

Sunshine State Standards: PE.6.R.5.5 PE.6.M.1.2 PE.6.M.1.4 PE.7.M.1.6 PE.7.M.1.9 PE.7.L.4.2 PE.8.C.2.6
PE.8.R.5.4

Equipment Needed

- Hockey Stick
(1 per student)
- Hockey Ball
(1 per student)
- UNO cards
- 2 Hockey Nets
- Cones
- Yarn Balls

Key Words

- Wrist Shot
- Push/Pull
- Assist

Objective

Students will learn the mechanics of how to shoot and be able to practice shooting on net with a wrist shot.

Positive Specific Feedback

“Awesome job rolling your wrists when you shoot, Darla!”

“I like how Bobby is moving the ball from the heel of his blade to the toe.”

Fitness Activity/Warm-Up

8-10 minute fitness activity related to lesson focus.

Uno Fitness - Before starting, take out all the cards numbered 0-3. Use a white board to assign a different activity or exercise to each color of UNO cards (red, yellow, blue and green). Have the students create groups of 2-3, different from whom they tend to group with and give each group a card. When the group receives the card they must do the activity or exercise that corresponds to that color as many times as the number on the card says. Relate all the exercises to the physical fitness components.

Red = Flexibility, Green = Cardiovascular Endurance, Yellow = Muscular Endurance, Blue = Muscular Strength

Different exercises can include burpees, laps around the court or push-ups. The activities can be free throw shots, football throws or jump ropes and hula hoops. After the group completes the activity they can come back and grab another card.

Introduction

In the same groups, have the students review each of the five components of physical fitness and how it relates to street hockey. How can the students improve their flexibility? Cardiovascular endurance? Body composition? Muscular strength? Muscular endurance? How will having 5 strong components help their overall performance when in a game?

Lesson/Content Tasks:

- 1. Wrist Shot Motion:** Have students each hold a stick and teach them how to 'roll' their wrists. Standing in hockey position (knees and ankles bent, with head and chest up), the body is turned to the side with their weight on their back foot with the bottom hand lower on the shaft and a firm grip. Ball begins on the heel of the blade with the blade cupped. Sweep the ball forward and shift the weight to the front leg. Use a quick push/pull motion with the arms and quickly roll the wrists over (top palm up, bottom palm down). Rotate the upper body toward the net; shoulders should finish square to the net. The ball will move from heel to toe of the stick blade as it is released. Roll the wrists over, follow through low and have the toe of the blade pointing towards your target. Have the students repeat the motion a few times before moving on. Ask the students to pair up and practice shooting to their partner with a yarn ball. Have them try and lift it for the partner to catch.
Emphasize - rolling the wrists with the top of their palm up and the bottom of their palm down, as well as pointing the toe of the blade towards their target.
- 2. Wrist Shot Using Backhand:** Same set up as with forehand wrist shot, however using the backside of the blade to lift the ball on the opposite side of the body. Again, have students practice shooting a yarn ball to their partner, trying to lift it so they can catch the ball.
Emphasize - Remaining in hockey position with the body weight starting off on the back foot. Proper weight transfer gives the shot the most power. The backhand wrist shot is also the most difficult for the goalie to defend.
- 3. Stickhandling Wrist Shot:** Set 4 cones about 3 feet apart in a line in front of the net. Have the student's line up behind the cones. One at a time, have the students stick handle around the cones and then shoot on net. If a student would like to be goalie, they can each take a turn protecting the goal after they have taken a shot.
Emphasize - keeping their head up while stick handling around the cones and try to not allow them to lose momentum when they jog in to take a shot.
- 4. Pass, Catch and Wrist Shot Contest:** Form 2 lines to the left and right of the net but behind the goal line. Have a student from the left line run out to the front of the goal (about 10 ft out) and receive a pass from the right line. Have the student shoot on goal and join the line on the right. Keep rotating through so everyone has a few chances. May use both hockey nets. Students can shoot from either forehand or backhand. Can organize a game setting by having 2 teams shoot at each net and keep score of goals scored.
Emphasize - Proper follow through when shooting on net. The higher the follow through, the higher the shot however to keep the shooting range safe do not allow the students to lift the blade any higher than their knees.

Review/Closure/Student Reflection:

Discuss with the students what an assist is and how it is just as important to help set up a goal, not just score one. Goals and assists are of equal value when on the score sheet.

Probing/Follow-Up Questions:

Have the students reflect on whether or not they were making successful passes. Were they shooting it too soft or too short? Were they focusing on getting the ball on their partner's blade? Making sure they are making effective passes could reflect on an assist if their partner were to score.

What to look for (check for understanding)

- Rolling Wrists
- Sweeping motion with the blade
- Correct hand placement
- Players are in hockey stance



Day 5 | Stations

Sunshine State Standards: PE.6.M.1.12, PE.6.M.1.5, PE.6.R.5.3, PE.7.M.1.1, PE.7.M.1.6, PE.7.R.5.3, PE.8.M.1.6, PE.8.R.5.4

Equipment Needed

- Hockey Stick (1 per student)
- 10-20 Balls
- Goalie Gear (2 full sets)
- 2 Hockey Nets
- 5-10 Yarn Balls

Key Words

- Touch Pass
- Juggle
- Saucer Pass

Objective

Students will be able to practice what they have previously learned this week in a fun, small group setting.

Positive Specific Feedback

“Awesome job defending your zone, Trevor!”

“Make sure you are keeping 2 hands on your stick, Amanda”

Fitness Activity/Warm-Up

8-10 minute fitness activity related to lesson focus.

Plank Hockey - Create two lines, students standing shoulder to shoulder facing each other. Have students facing each other pair up and give them each a street hockey ball. Standing a few feet away from each other ask them to get in a straight arm plank and put the ball in-between them. Using their hands have them fight for the ball and try to score between their opponent’s hands. Play for a few minutes then have the winners of the dup jump up a spot along the line while the student who lost moves down a spot.

Which component of physical fitness is this exercise supporting?

Introduction

Ask the students to review with their ending partner what they have learned this week in the street hockey unit.

Lesson/Content Tasks:

Set four stations around the basketball court. Review each station to the class and have one student volunteer to demonstrate. Each station should last no longer than 5-7 minutes. Discuss their responsibility to behave reliably as they will be self-guided running the stations on their own.

- 1. Touch Passing:** Have the student's pair up and practice touch passes. See which pair in the group can get the most touch passes without losing control of the ball.
Emphasize – keeping the dominant hand lower on the shaft to help keep the ball on the heel of the blade.
- 2. Juggling:** Have each student try to bounce the ball off their blade consecutively without letting the ball hit the ground. Make sure the students all have their own set space. You can have each student stand in a hula hoop set on the ground. As soon as the ball is bumped out of control or out of the hoop it is considered to be dead.
Emphasize - eye contact, always keeping an eye on the ball.
- 3. Figure 8 Stickhandling:** Have the students repeatedly stick handle around 2 cones that are about 3-4 feet apart from each other. Have them stand 2 feet behind the cones in the middle. With their feet stationary, have them move the ball wide with the backhand side of the blade, catch the ball with the cupped backhand side of the blade and push it forward around the cones before bringing the ball across the body.
Emphasize – top hand should have a firm grip as that is the hand that controls the movement of the ball.
- 4. Saucer Pass:** Lay 4-5 sticks on the ground and have students across from their partner with the stick in the middle (about 4-5 feet in-between). Have the students try to lift the ball softly to their partner without hitting the stick that is on the ground.
Emphasize – soft hands, they want their partner to softly receive the pass even though they are lifting the ball.
- 5. First to 5:** Split the students into two teams and have them select one goalie. That goalie will be dressed in full gear and head to their net. Have the rest of the students line up at the red line facing the opposing team's goalie. Place 5 street hockey balls in front of each group. One by one the students will dribble the ball and take a shot on net. If they score then the ball will stay in the net. If they miss they must run and retrieve the ball to pass it to the next student in line. The first team to score five goals wins. Feel free to switch up the goalies with each round so that more than two students can have a turn.
Emphasize – Keeping the ball close while dribbling, keep their head up and look for the open space of the net.

Review/Closure/Student Reflection:

Ask the students why it was important for them to keep control of the ball even when they were in a hurry. Why would you keep reminding them to keep their head up and find the open space?

Probing/Follow-Up Questions:

Bring the students in for a class discussion. Break down each station one by one and ask them to discuss with a partner how each station would benefit their playing ability and what specifically they were focusing on at each stop. Ask them to compare and contrast their answers as a group.

What to look for (check for understanding)

- Students are aiming their blade accurately with the saucer pass
- Students are keeping their eye on the ball during the figure 8
- When touch passing, students are staying low and keeping their grip firm on the stick



Day 6 | Positions/Offensive & Defensive Strategy

Sunshine State Standards: PE.6.R.5.3 PE. 7.C.2.3 PE.8.M.1.6

Equipment Needed

- Hula Hoop
- 7-8 bean bags
- Cones
- Flags with 2 different colors (1 per student)
- Hockey Stick (1 per student)
- 12-15 hockey balls
- 2 nets
- Baseball Glove (For Goalie Activities)

Key Words

- Right Wing
- Left Wing
- Center
- Defense

Objective

The students will be able to identify the positions on the court, what their roles are and learn how to apply that to a game.

Positive Specific Feedback

“I like how Josh is not crowding the ball and waiting for a pass.”
 “I like how Tiffany is calling for a pass from her teammate.”

Fitness Activity/Warm-Up

8-10 minute fitness activity related to lesson focus.

Hedman (defense) v. Stamkos (offense): divide the class into two teams and give each student a flag. One team will be the Hedman team while the other will be the Stamkos team. The Hedmans are inside a large circle created by cones with the bean bags dispersed randomly inside the circle. The Stamkos’ are outside of the circle spread out. The Stamkos’ are trying to run in and steal a bean bag from the Hedmans without being caught. If they successful steal a bag have them come out of the circle and drop it inside the hula hoop. If their flag is taken by a Hedman then they must drop the bean bag and complete 10 jumping jacks to get back outside of the circle to regroup. The Hedmans may not step on any of the beanbags. Once all the beanbags are stolen have the groups switch roles and play again.

Introduction

Review passing and shooting with the students. Repeat the importance of keeping their blade low when shooting or passing to help keep safe surroundings.

Lesson/Content Tasks:

1. Review in the workbook the various positions on the court and where their area is. Use the students as demonstrators. Move the ball around the court and have the students move to the respective area where they should think they should travel to. Move the ball to different areas and have the students guess where they should be to optimize coverage of the court.
Discuss offense vs. defense, what the roles imply and
Emphasize Communication when out on the court with their teammates, calling for the ball or letting their teammates know they are open.
2. Break the students into groups of three. Have three students line up in an offensive line (right wing, center, left wing) facing the net. Facing them should be two defenders and one goalie. Shoot the ball in from the corner to an offender, have them stick handle the ball into the zone and try to create a scoring opportunity. The trio will get a point if they score, or the opposing trio will get a point if either the goalie maintains control of the ball or the defense can hit it out of bounds or over the 'red line'. Once the play is over have the offensive line become defense and bring a new trio in to participate. Can use both nets and split students up to utilize both sides of the court.
Emphasize - communication between the teams and do their best to maintain control of the ball.
3. **Lane Hockey**- After the students have all rotated through the previous drill a few times, split them up into 2 groups on each side of the court. Move the nets to the ends and give one team the pennies'. Assign each student a number. At random, call out different numbers to have the students face off against each other and try to score on the other team's net. The students can run in on the fly or you can set a formal face-off. Feel free to call 2-3 numbers at a time so the students can work together as a team. The students along the edge can help to keep the ball in play but may not maintain control of the ball.
Emphasize - having the students keep their sticks down and blades under control. If a student is guilty of tripping or hooking the point automatically goes to the other team and a new number is called.

Review/Closure/Student Reflection:

Ask the students to team up again in their groups of 3 and discuss how well they felt they played together. Were they communicating enough? Was there enough court coverage? How could they improve their positioning?

Probing/Follow-Up Questions:

Have the students pair up with a different partner and discuss how it felt playing lane hockey. Did they feel a sense of urgency when playing? How important was it to know who was on their team when more than one number was called. Were they thrown into an automatic offensive or defensive role?

What to look for (check for understanding)

- Positioning
- Communication with their teammates out on the court



Day 7 | Face-offs/Mini 3-on-3 Tournament

Sunshine State Standards: PE.6.R.5.3 PE.6.M.1.4 PE.7.C.2.1 PE.8.C.2.2

Equipment Needed

- Cones
- Hockey Stick (1 per student)
- Hockey Ball (1 per every 2 students)

Key Words

- Face-off

Objective

Students will be able to work as a team to compete against other students in a small, competitive setting.

Positive Specific Feedback

“Way to call for the ball, Trevor.”

“Nice pass, James.”

“Good job defending the ball with your body, Sarah.”

Fitness Activity/Warm-Up

8-10 minute fitness activity related to lesson focus.

Locomotor Relay Races - Divide the students into 4 lines behind cones. Complete various races to help the students get warmed up. Running forwards, backwards, karaoke, side shuffles and high knees.

Introduction

Review the past few lessons with your students. Ask them to reflect on the 3-on-3 drill from yesterday. What could they have improved on? How can they create a better scoring opportunity or a stronger defensive angle?

Lesson/Content Tasks:

1. **Face-offs:** Separate students into pairs. Explain to them the significance of the face-off, why and when it occurs. With their partner, place the ball on the ground and have them face each other with their blades on either side of the ball. Have them pick up their sticks and slap the shaft for N, drop the blade down and pick it up again for H, repeat one more time for L. After the 3rd clap the students may try to gain control of the ball. As soon as one partner has the ball, the other partner must try and steal it from them. After they gain possession have them re-group and practice the face-off again.

Emphasize – Fair play with three equal knocks of the blade and shaft. If a player is not completing all three have them restart every time there is a questionable call.

2. Have students create groups of three. Two students will be the offenders while one is the defense. There are no goalies. The opposing team may score by knocking over their cone with the ball. After about 5 minutes of playing have the winning teams move up a court while the other team moves down a court. Keep switching up and down for the remainder of the period.

Emphasize – Players keeping to their position and communicating with their teammates.

Review/Closure/Student Reflection:

Bring the class together and ask how they liked the 3-on-3 challenge? What did they find to be successful in their team game play? What did they find frustrating when playing against other teams?

Probing/Follow-Up Questions:

Have the students meet in their teams and discuss strategy. Were they able to make successful passes? Were they actively communicating while out on the court? Which players played more offensively or defensively?



Day 8 | Penalties/Mini 3-on-3 Tournament

Sunshine State Standards: PE.6.M.1.12 PE.6.R.5.3 PE.7.M.1.1 PE.7.M.1.2 PE.7.M.1.3 PE.8.M.1.6 PE.8.R.5.3
PE.8.R.5.4 PE.8.R.5.5

Equipment Needed

- 16 Hula Hoops (equal sized)
- Dome Cones
- 8-10 Foam Balls

Key Words

- Charging
- Hooking
- Icing
- Interference
- Offsides
- Slashing
- Tripping

Objective

Students will learn the different infractions while playing in a game as well as the different lines on the ice and how they can relate when playing on a court.

Positive Specific Feedback

“I like how Jared is keeping his blade on the ground when running on the court.”

“Nice job Amanda communicating with your teammates and calling for the ball!”

Fitness Activity/Warm-Up

8-10 minute fitness activity related to lesson focus.

Bar Down Bully: Create 2 domes with 6 hula hoops in each. Divide the students into two teams and have them each line up behind their dome. On the center line have the dome cones lined up with the dodgeballs on top. At the blow of your whistle the students will run to the center line to grab a ball and throw it to knock down the other team’s dome. The students may defend their igloo and cannot get ‘out’ if a ball hits them or is caught. Once a dome is knocked out restart the game.



Introduction

Review the different penalties with the students using demonstration. Explain to them the significance of the penalties and how they impede the player and the game.

Lesson/Content Tasks:

1. Review the various penalties with the class as a group as well as the referee hand signals. Discuss with them how important it is to not complete these actions as it will leave their team with a person down when playing in a game. Have the students break into groups and take turns playing charades having their partners guess which penalty they are referring to.
Emphasize – That not all calls are clear to make, sometimes it is up to the referees best judgment of whether or not to make the call.
2. Have students return to their position on the court of where they completed the day before and continue with the 3 on 3 mini tournament.
Emphasize – Complete movement on the court and working cooperatively with their teammates.

Review/Closure/Student Reflection:

Ask the students if they were able to identify any penalties while they were playing. Did their opponent commit any? Or someone on their own team?

What to look for (Checking Understanding):

- Sticks on the ground
- Movement around the court
- Defensive and Offensive play
- Dominant hand half way down the shaft of the stick



Day 9 | Gameplay

Sunshine State Standards: PE.6.M.1.12 PE.6.R.5.3 PE.7.C.2.1 PE.7.R.5.3 PE. 8.C.2.1 PE.8.R.5.3 PE.8.R.5.4

Equipment Needed

- Pinnies
- Hockey Sticks
- Goalie equipment
- 2 nets
- Score card
- Stop Watch
- Clear line for goalie crease (chalk or cones)

Objective

Students will experience game play with their peers, as well as take on the roles of linesmen, referees, score keeper, time keeper and coaches.

Positive Specific Feedback

“I like how Gary is giving his team equal playing time while coaching.”
 “Thank you for not arguing with the referee on that call, Zach.”

Fitness Activity/Warm-Up

Break the students into their teams (it’s best if the teacher assigns the team to break up the talent evenly) and have them each complete their own warmup together.

Introduction

Review every role and assign each student a role, whatever you feel is the best fit. Consider the student’s strengths and what role they would be most comfortable in.

Lesson/Content Tasks:

Have the students break into three groups. Based on the results of the 3 on 3 mini tournament, try to make the teams as evenly matched as possible. Explain to the students that every team will have the opportunity to play each team once, while the team who is not playing will all have a role in regulating the game. The team who is not playing, the players can choose the role of linesman, referee, coach, assistant coach (s), time keeper or score keeper. The time keeper will stop and start the clock so that there are 3 even periods. The score keeper will keep track of penalties, goals and assists. The coaches will be responsible for giving everyone equal playing time, as well as a specific position. The coaches may call a time-out and can pump up the team during intermission. The referees will watch for penalties and the linesmen will watch for off-sides. If a penalty is called, that team must play a player down for a set time. If an off sides is called the play is stopped and a face-off must occur outside the offensive zone (most likely center court). If a goal is waved off for entering the goalie crease then the goalie may take possession of the ball and pass it in to one of their teammates. Once the time is up, one team will continue to play while the other team will each pick a role of what they would like to do for the next game.

Emphasize fair play. There may be no arguing with the referees. Teachers may select the roles for each student to reduce any disagreement with their classmates.

Review/Closure/Student Reflection:

Ask the students to all shake hands after each game with the opposing team.

Probing/Follow-Up Questions:

What sports does hockey remind the students of? Did they find that hockey had more similar characteristics of one sport over another?

What to look for (Checking Understanding):

- Fair calls made by the referees
- Active participation from everyone
- Goals are scored outside of the goaltender's crease



Day 10 | Gameplay

Sunshine State Standards: PE.6.M.1.12 PE.6.R.5.3 PE.7.C.2.1 PE.7.R.5.3 PE. 8.C.2.1 PE.8.R.5.3 PE.8.R.5.4

Equipment Needed

- Pinnies
- Hockey Sticks
- Goalie Equipment
- 2 nets
- Score card
- Stop Watch

Objective

Students will gain playing experience in a game setting as well as practice being in coaching or referee role.

Positive Specific Feedback

“Great call made by referee, James.”

“Way to signal for the ball, Jane.”

Fitness Activity/Warm-Up

Break the students into their teams and have them each do their own warmup together.

Introduction

Review the tasks for the non-playing team and remind the playing teams to play cooperatively and fairly.

Lesson/Content Tasks:

Continue game from previous day and complete third game.

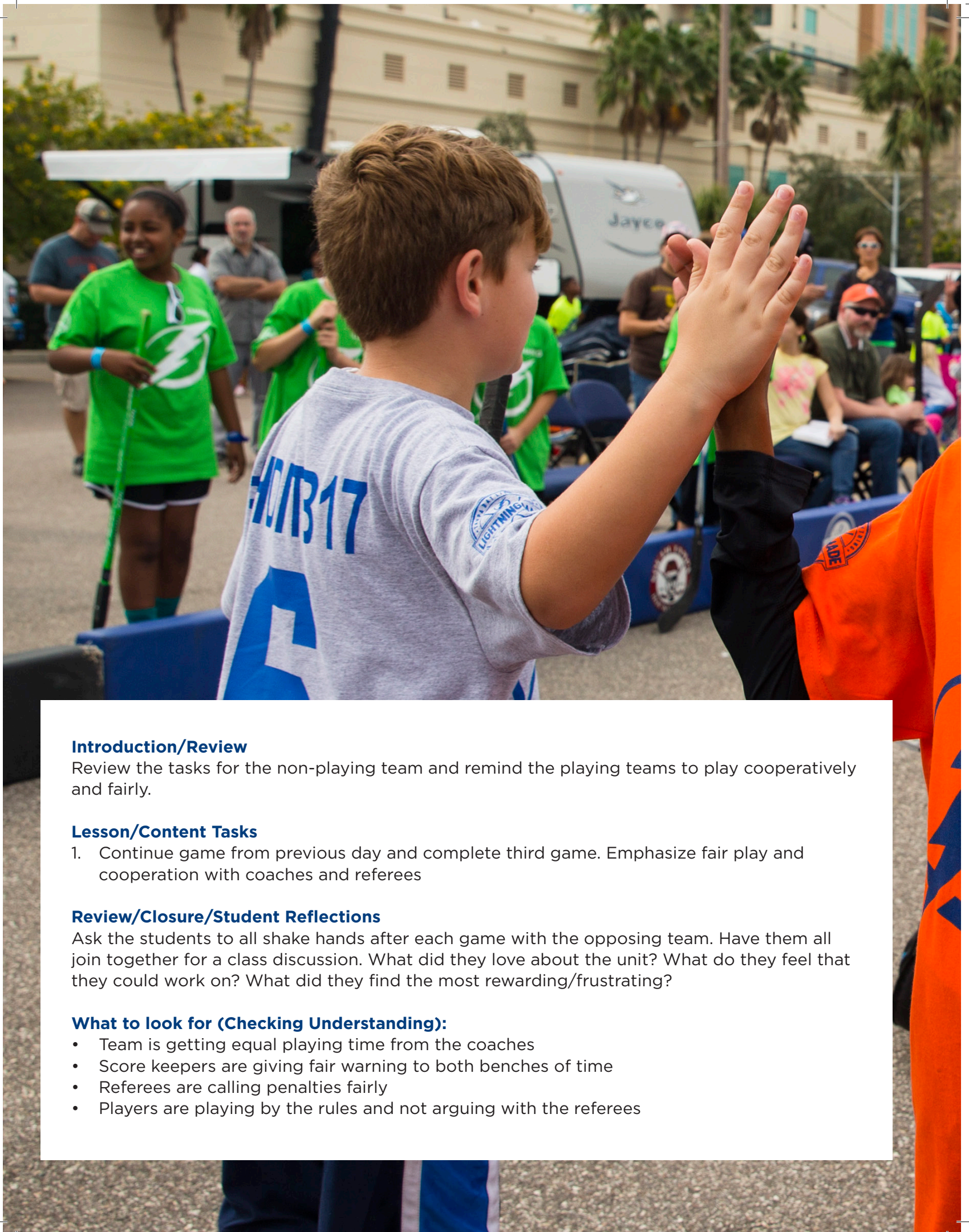
Emphasize - fair play and cooperation with coaches and referees.

Review/Closure/Student Reflection:

Ask the students to all shake hands after each game with the opposing team. Have them all join together for a class discussion. What did they love about the unit? What do they feel that they could work on? What did they find the most rewarding/frustrating?

What to look for (Checking Understanding):

- Team is getting equal playing time from the coaches
- Score keepers are giving fair warning to both benches of time
- Players are playing by the rules and not arguing with the referees



Introduction/Review

Review the tasks for the non-playing team and remind the playing teams to play cooperatively and fairly.

Lesson/Content Tasks

1. Continue game from previous day and complete third game. Emphasize fair play and cooperation with coaches and referees

Review/Closure/Student Reflections

Ask the students to all shake hands after each game with the opposing team. Have them all join together for a class discussion. What did they love about the unit? What do they feel that they could work on? What did they find the most rewarding/frustrating?

What to look for (Checking Understanding):

- Team is getting equal playing time from the coaches
- Score keepers are giving fair warning to both benches of time
- Referees are calling penalties fairly
- Players are playing by the rules and not arguing with the referees



Glossary

Assist	When a player passes the ball to a teammate who is able to shoot on net and score. The player who passed the ball will receive an assist.
Backhand	Passing the ball to a team mate or making a shot on net using the back side of your blade.
Basket	Another word for the net used to score goals. “Put the Biscuit in the Basket.”
Between the Pipes	Where the goalie plays.
Biscuit	This is another name for the puck. “Pass me the biscuit.”
Blue Line	The blue line helps to cut the court into three sections, the offensive zone, the defensive zone and the neutral zone. The puck must cross the blue line first when travelling into the offensive zone before a player so that the play will remain inside.
Breakaway	When a player is clear of all opponents and has a one-on-one with the goalie.
Center	The center is in-between the left and right wingers on the offensive line. The center will take the face-off and try to support all players on the court.
Cover	The goalie may cover the ball or puck with their glove to stop play. The referee must blow their whistle once they see the ball is covered.
Cross-Checking	When a player holds their stick with both hands spread out and uses the shaft to push an opposing player.
Dangle	A player with good stickhandling skills or moves. “He dangled through the defense and scored.”
Defense	The defense’s role is to help prevent the opposing team from scoring on their goalie.
Defensive Zone	The defensive zone is from the blue line to behind their goalie in ice hockey, or from the center line to behind their goalie in street hockey.
Deke	A fake made by an attacking player. The more official term for “dangle” a deke is similar to a juke made in football. “He deked left and then went right to get around the defender.”
Dribble	You can dribble the ball similar to soccer or basketball. It is small, quick taps with the ball on your stick, using both sides of your blade. You want to make sure to keep the ball on your blade so that the opposing team cannot take it from you.

Elbowing

When a player extends their elbow to contact an opponent.

Face-Off

A face-off is used to start the period, after a goal is made or when the referee blows their whistle. It is used to start play.

Feed

Term used for passing the puck to a teammate. "Feed me the puck."

Five Hole

When a goalie stands in the net, there are four natural open "holes" to shoot for (top left/right corners and bottom left/right corners). The fifth hole is the space between the goalies legs.

Forehand

Passing the ball to a team mate or making a shot on net using the front side of your blade.

Give and Go

Also known as "pass and go." When a player makes a pass to their teammate to an open space allowing them to receive the pass. The pass is made to where the player is going.

Goal Line

The goal line is between the two posts of the goalie net. A goal is scored when the puck or ball crosses the goal line completely.

Goalie

The goalie's only role is to prevent the opposing team from scoring. The goalie may pass the ball to their teammate or cover the ball to stop play.

Goalie Crease

The goalie crease is located in front of the goalie's net. It is the designated area for goaltenders to make a save without fear of interference. For safety reasons, only the goalie should be allowed in the crease. If an opposing player steps inside the crease the goal should not count.

Goalie Position**Hat Trick**

If one player scores three goals in a single game that is considered a hat trick. If scored at the player's home rink, fans will throw hats onto the ice in celebration.

High Sticking

Hitting an opponent above the shoulders with your stick.

Hockey Position



Holding

Using your hands to physically grab an opponent or their equipment.

Hooking

Using the blade of the stick in a hook like manner to slow or impede a progressing player. This usually occurs around a player's midsection.

Interference

When a player interferes with another player who does not have possession of the puck.

Left Wing

The left winger is considered to be an offensive player sticking to the left side of the center. The left winger is a forward player whose main responsibility is to score or help support their teammates to score.

Lid/Bucket

Term used for a player's helmet

Major

Major penalties are generally the same infractions as minor penalties except that they are of a more severe or dangerous nature. Major penalties result in a penalized player sitting in the penalty box for 5 minutes. The offending player cannot come out regardless of goals being scored until the entire 5 minutes is up.

Man-to-Man Defense

When you play man to man defense, one player from each team will cover the same player for their shift regardless of where they are in the rink.

Minor

These are the most commonly called penalties. A minor penalty will result in a player sitting out for 2 minutes. If the opposing team scores a goal during that time the penalized player may come out early.

Misconduct

If a player other than the goalie is charged with a misconduct penalty, they must sit for 10 minutes in the penalty box at a minimum. That individual player will not be allowed to enter the game until the entire penalty has expired. However, the team on who the offending player is on does not get any other disadvantage on the ice.

Neutral Zone

The neutral zone is in between the blue lines. There is no neutral zone in street hockey.

Offense

The offense's role is to help create pressure on the opposing team's goalie.

Offensive Zone

The offensive zone is from the blue line to behind the opposing team's goalie.

Offsides	When the offensive team has a player in the opposing team's zone before the puck has crossed the blue line.
One-timer	When a pass is made to an offensive player, the shooter is able to deflect the ball towards the net without losing the momentum of trapping the ball.
Pass	Lightly passing the ball to a teammate from your blade directly to their blade.
Red Line	The red line cuts the playing court in half.
Right Wing	The right winger is considered to be an offensive player sticking to the right side of the center. The right winger is a forward player whose main responsibility is to score or help support their teammates to score.
Shot	When a player uses their stick to make a shot on net with the ball.
Slashing	When a player uses their stick to strike at an opponent. Including body or stick. If intent is deemed violent, even not contacting the opponent can still be called.
Stick Handle	Short, small movements of the ball on either side of the blade where the player can maintain control and ward off their opponent.
Sweater	Term used for a player or teams jerseys. "Those are great sweaters they are wearing."
Top Shelf	When a player shoots the puck into the upperpart of the net. "They scored top shelf over the goalies glove."
Trap	When the goalie covers the ball under their glove to stop play or when a player stops the ball with their blade before passing.
Tripping	Using the stick or any other body part to trip an opponent.
Twig	A twig refers to a hockey stick. "I just got a new twig" or "I broke my twig."
Wheels	Term used to describe a player with exceptional speed. Can also be used to describe a player's skates. "That kid has great wheels."
Zone Defense	Where a defensive player will defend a specific area rather than a player on the opposing team.



Inclusive Strategies

While street hockey is a very active, fast moving game there are many ways a teacher can adapt the game to better fit the needs of his or her students.

Equipment:

Ball - You can always use a whiffle ball, tennis ball or even a yarn ball to help slow down the game or create a different target for students.

Net - Turn the net so that the bottom is up and the front is face down for a lower net if no one volunteers to be the goalie or players are struggling to keep their blade close to the ground.

Class Size - If you are finding the 5 on 5 to be too overwhelming, teams can play any variety.

Equipment - If a student requires the use of a wheelchair or crutches, they may still participate in an adapted form of street hockey. Sled hockey is a popular adaptation of ice hockey with modified equipment. A sled can easily be converted to have wheels rather than a blade. You can attach the stick permanently to their chair so they can still use the blade if the student does not have full use of their arms or hands.

Sled Hockey - A sit-down version of ice hockey for athletes whose disability inhibits them from playing stand-up hockey. Players sit in a bucket secured on a sled with their legs strapped in and a seatbelt around their waist to fasten them to the sled. They use two shortened sticks to move around the ice, or may be pushed by a coach.

There is not much difference in the rules or even style of play between sled and standup hockey. Each team has five skaters and a goalie on the ice at a time. There are two skate blades under the sled to help the athlete move around the ice and they have a shortened stick in each hand with metal picks on the butt end of the stick that helps them motor around the ice. Goalies have one stick and metal picks on the backside of their glove to help them move from post to post.

Players are outfitted with a hockey helmet with face mask and gloves. Their body protection includes shoulder pads, shin guards, elbow pads, a neck guard, and hockey gloves. Sled is a full contact sport meaning players are allowed to check one another.

Sled hockey is an impressive form of exercise and fitness. It increases strength and coordination while also conditioning the upper body. The balance used to propel, play the puck, and turn and stop gives the athlete's arms, back and abdominal muscles a great workout. Those who play regularly notice quickly a boost in their overall strength and balance both on and off the ice. Even able-bodied athletes appreciate the sport of sled hockey, but are commonly at a disadvantage due to the exceptional upper body strength of a wheelchair user.

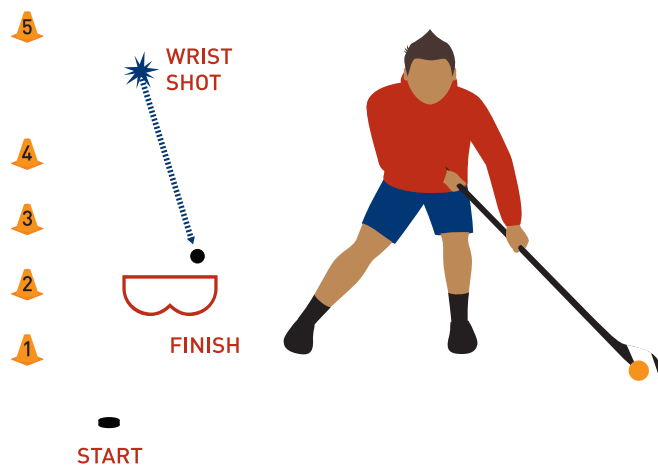
Ice sled hockey was first revealed at the Paralympic Winter Games in Sweden in 1976, and again at the 1988 Innsbruck Paralympics. It became an official event at the 1994 Lillehammer Paralympics. The United States Men's National Team won the Paralympic gold medal for sled hockey in Sochi, Russia in 2014 and at the World Championships in 2015. Tampa Bay's own Declan Farmer is now a decorated Olympian and was awarded Best Male Athlete with a Disability at the ESPY Awards in 2014.

If you have a disabled athlete in your class and would like to borrow a street sled so that he or she may participate fully in your hockey unit, please contact Kristen Bowness at kbowness@amaliearena.com.

Additional Drills & Skill Development



STICKHANDLE WRIST SHOT - INTERMEDIATE



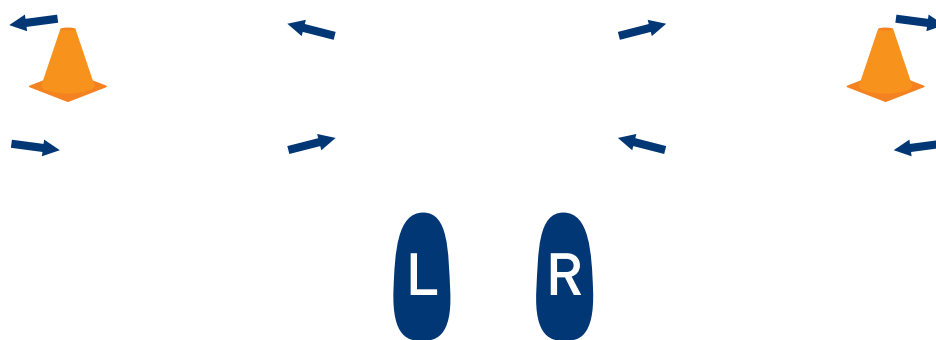
SETUP

- Cones 3 feet apart and the 5th cone 6 feet away from the 4th

MOVEMENT

- Stickhandle through the 4 cones and end with a wrist shot on goal
- Look over shoulder to find the net and opening before rounding the last cone
- Forehand wrist shot 20x
- Backhand wrist shot 20x

FIGURE EIGHT'S



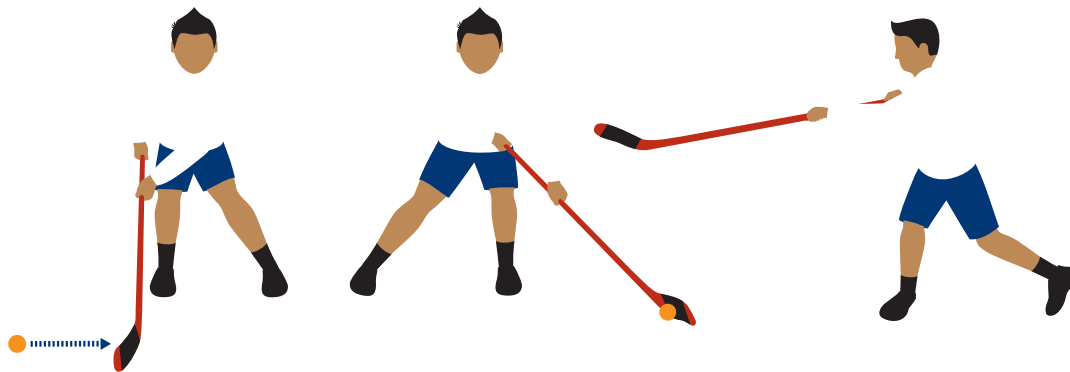
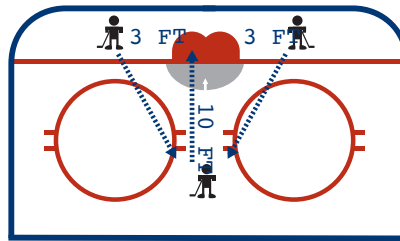
SETUP

- Cones 3 feet apart and the 5th cone 6 feet away from the 4th

MOVEMENT

- Stickhandle through the 4 cones and end with a wrist shot on goal
- Look over shoulder to find the net and opening before rounding the last cone
- Forehand wrist shot 20x
- Backhand wrist shot 20x

PASS, CATCH AND WRIST SHOT - INTERMEDIATE



SETUP

- Player stands 8-10 feet out from net while coach stands 3-4 feet to either the right or left of the net.

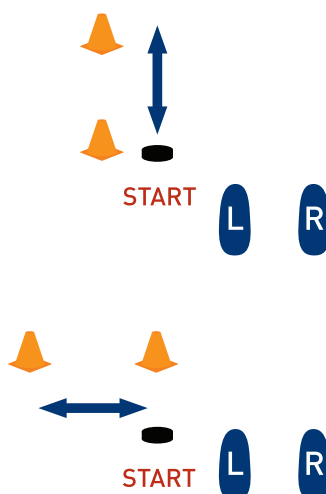
MOVEMENT

- Coach passes ball to player. Player must control the pass before taking a shot on goal
- Repeat 10-20x per player and rotate

TECHNIQUE

- Stand in hockey ready position
- Ball should begin on the heel of the blade. Rotate upper body towards net, shoulders should finish square to the net

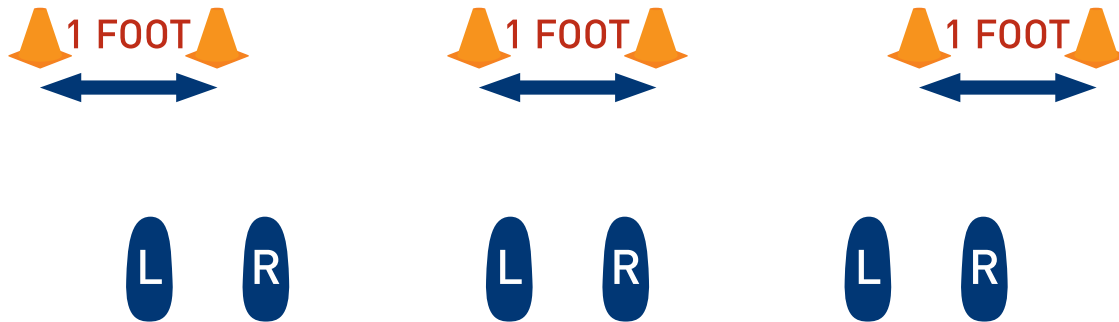
TOE DRAG



MOVEMENT

- Push ball away from body to entice opponent, and then quickly pull ball back using toe of blade
- Repeat process for both forehand and backhand.

SOFT TOUCH



SETUP

- Use a plastic no-bounce hockey ball, or a wooden stick handling ball
- Work on ball control. Players should be in total control of the ball at all times using soft touches with their stick to change direction

MOVEMENT

1. Stickhandle ball out in front of body from cone to cone
2. Stickhandle ball on the left side of body from cone to cone
3. Stickhandle ball on right side of body from cone to cone
4. Go for 20-30 seconds in each range

TECHNIQUE

- Head up, feet shoulder width apart
- Arms loose and away from body
- Emphasis is on wrist movement, NOT arm movement

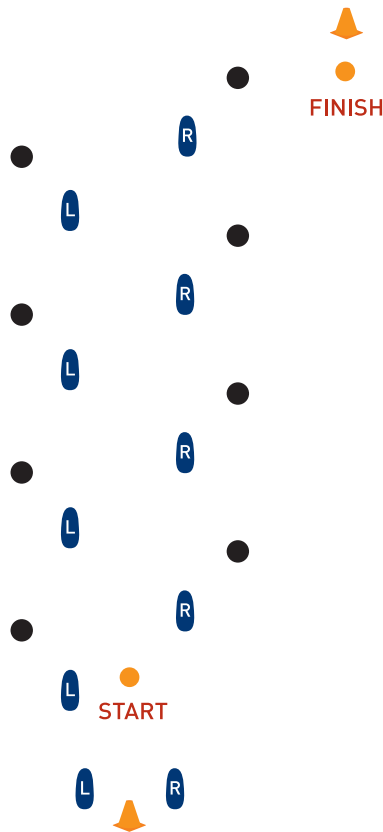
ADVANCED

- Quicker touches; look up at coach

MAKE IT FUN

- Once technique is mastered, have kids walk around a designated area stickhandling their ball while avoiding others

PUCK HANDLING - WIDE DRIBBLE



SETUP

- 8 stationary cones in a slalom pattern, with 3 feet between each cone

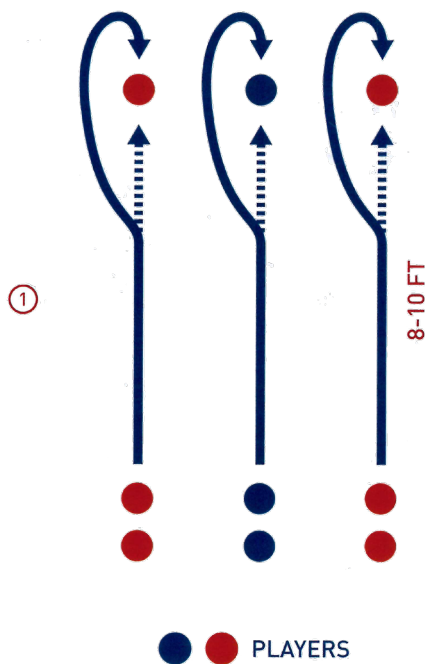
MOVEMENT

- Alternate extending the ball to both sides of the body while moving down the middle of the cones

TECHNIQUE

- Head up, feet shoulder width apart
- Tight grip on top hand, loose grip on bottom hand to allow for better control and movement

SHUTTLE PASSING



SETUP

- Players are divided into groups of three.

MOVEMENT

- Player with the ball takes 3-4 running strides, passes to player in opposite line and joins the back of that line.

TECHNIQUE

- Sweep the ball toward partner using push-pull action
- Be sure to keep a low follow through, pointing your stick at the target
- Transfer your weight from your back leg to your front as the ball is swept.

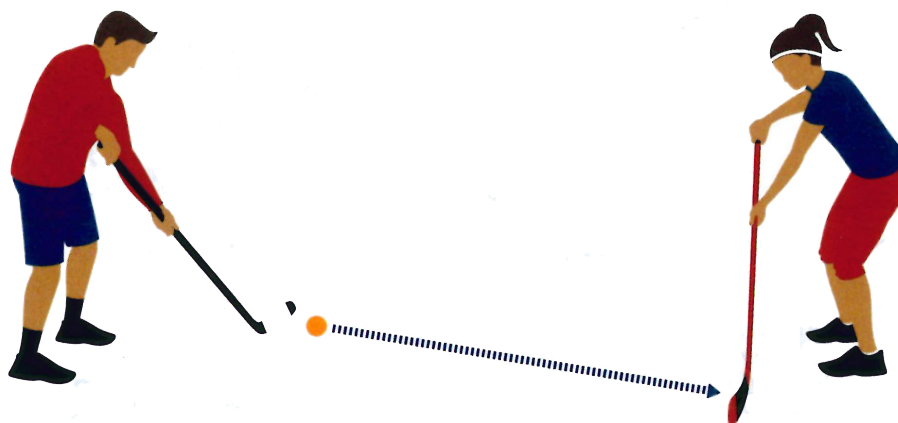
BACKHAND WRIST SHOT



TECHNIQUE

- Stand in a hockey ready position with your knees bent and your head and chest up.
- Make sure your body is turned to the side with your weight on your back foot.
- Move your stick and the puck so that they start behind your back foot.
- Sweep the puck forward and shift your weight to your front foot.
- Use a quick push-pull action with your arms and quickly roll wrists over (top palm down, bottom palm up).
- Rotate your upper body toward the net; shoulders finish square to the net.
- Follow through by pointing the toe of the stick toward the target.

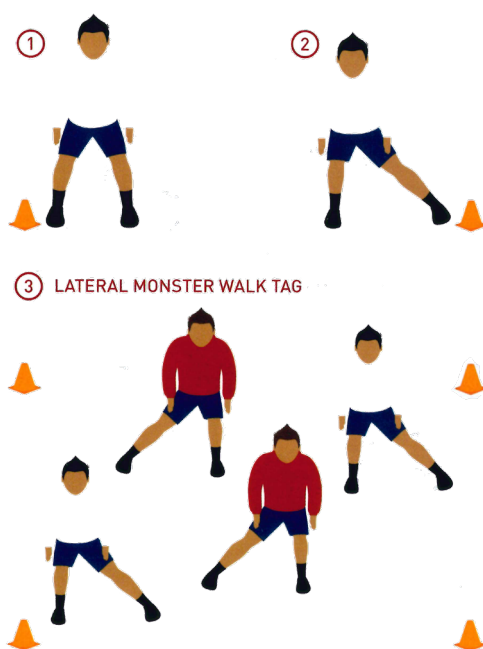
TOUCH PASSING



TECHNIQUE

- Bottom hand should be low on the shaft of the stick.
- Bear down, putting plenty of weight on the bottom hand.
- The ball should be touch passed using the heel of the blade
- As your touch pass to your partner, be sure to push through with your bottom hand and pull back with your top hand (push-pull action).
- Touch pass ball in slow controlled movement.
- Be sure to move your feet and hands as you pass back and forth with your partner.

LATERAL MONSTER WALK



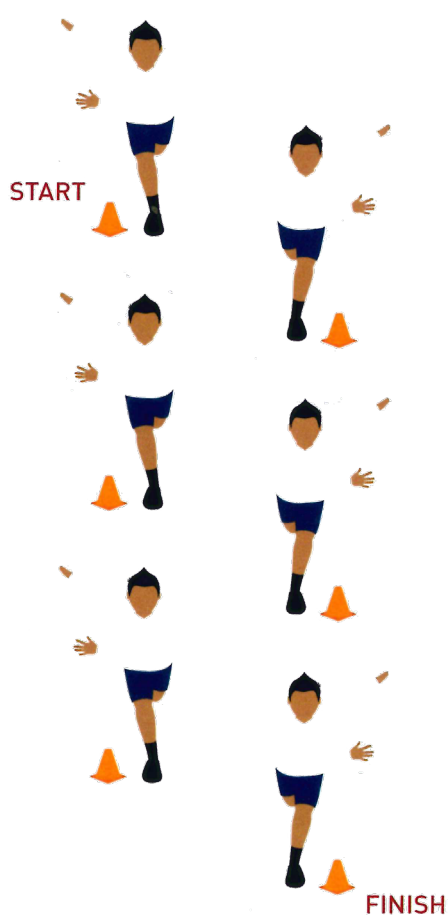
TECHNIQUE

- Stand with feet shoulder width apart.
- Step laterally, in 3/4 squat position
- Keep your arms bent at 90 degrees and take long strides so knee does not go past toes.
- Change direction by alternating legs.

GAME: LATERAL MONSTER WALK TAG

- In a designated area play freeze tag.
- All players must shuffle left and right to evade player who is "it."
- If you are tagged you are "it."

ZIG ZAG SKATERS



SETUP

- 6 cones 3-5 feet apart in a zig zag pattern.

MOVEMENT

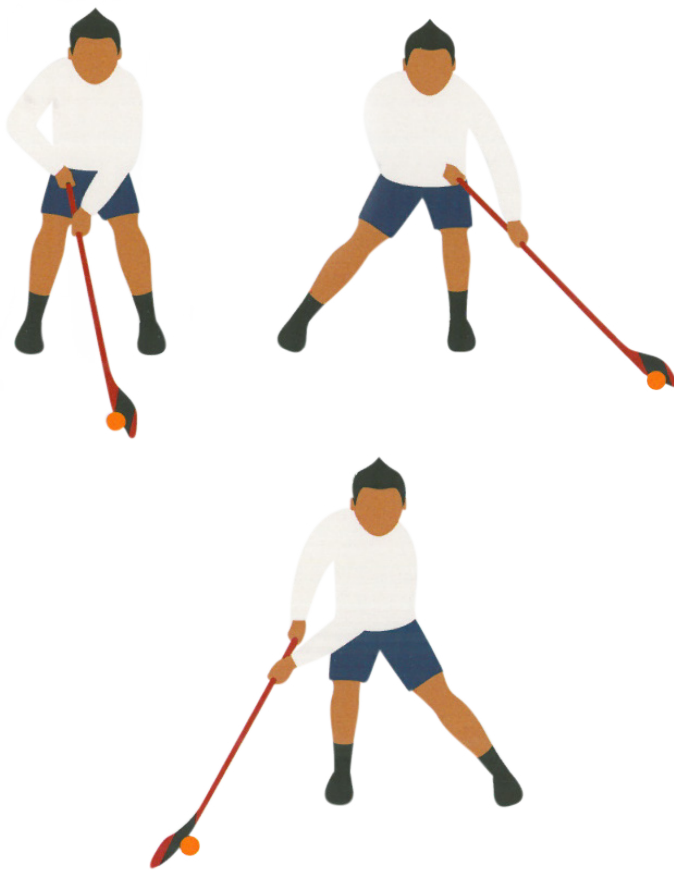
- Start standing comfortably on the inside of cone #1
- Load weight onto right leg with a deep knee bend.
- place left leg behind right leg in the air.
- Jump to cone #2 landing on the left leg while swinging arms to the left- simulating a hockey stride.
- Jump to cone #3 landing on right leg while swinging arms to the right.
- Perform skaters zig zagging through all 6 cones.
- Hold each landing for 3 seconds.
- Players jog back to line
- Repeat.

STATIONARY PARTNER PASSING

TECHNIQUE

- Receiver presents target
- Feet are parallel to partner to allow for cross body passing
- Begin with ball behind the back foot on the heel of the blade
- Sweet the ball toward partner and follow through pointing stick at target
- Transfer weight from back leg to front leg as the ball is swept

EXPANSION OF REACH



MOVEMENT

- Players will stickhandle in front of bodies
- Extend ball to maximum reach on forhand side
- Extend ball to maximum reach on backhand side of body

TECHNIQUES

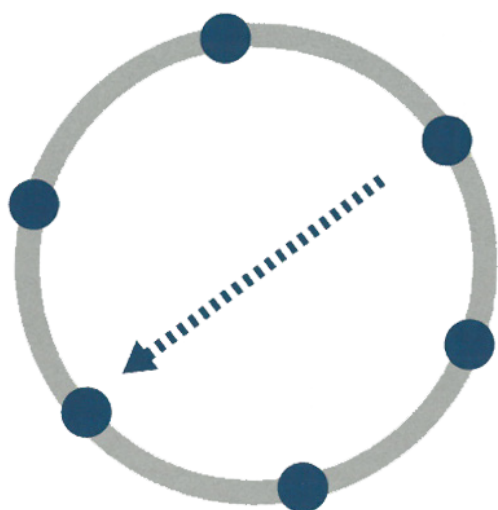
- Stand in basic hockey stance - feet shoulder width apart, head and chest up
- Tight grip on top hand, loose grip on bottom hand
- Arms loose and away from body
- Players should transfer weight during expansion for maximum efficiency

STATIONARY STICKHANDLING

TECHNIQUE

- Stand in basic hockey stance - feet shoulder width apart, head and chest up
- Head and chest are up with arms loose and away from player's body
- Start the drill by controlling the ball with the center of the stick blade
- Players will stickhandle in front of their bodies, sweeping the ball from side to side
- Next players will stickhandle to the side of their body while facing forward, continuing the sweeping front to back movement

CIRCLE PASSING



● PLAYERS

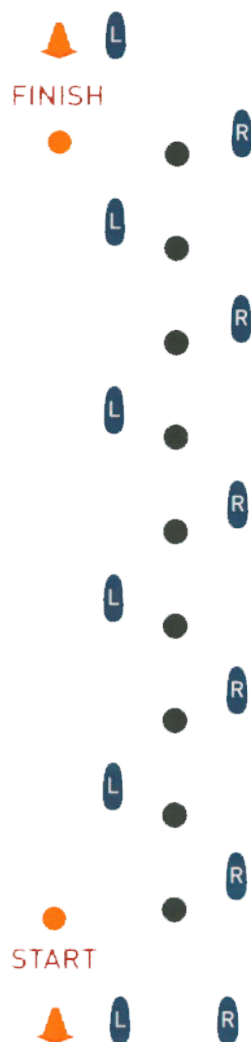
PASSING TECHNIQUE

- Allow for cross body passing
- Begin with ball behind the back foot on the heel of the blade
- Sweep ball toward teammate and follow through
- Transfer weight from back leg to front leg as ball gets swept through

RECEIVING TECHNIQUE

- Receiver presents a full target with stick blade
- Reduce grip tension on bottom hand to cushion the ball
- Keep arms free and away from body

QUICK STICK



TECHNIQUE

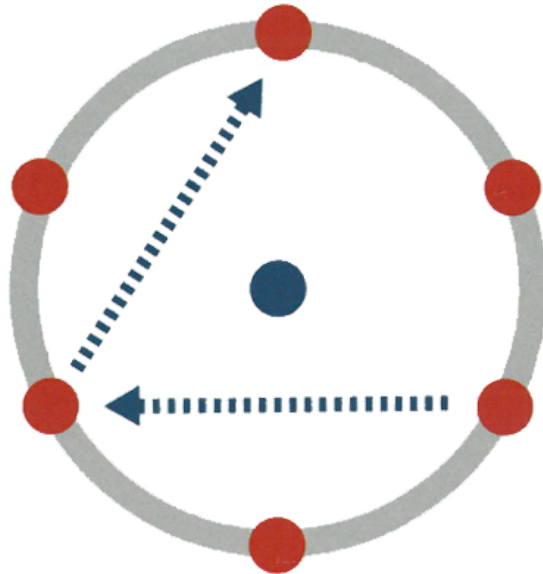
- Feet shoulder width apart
- Head and chest up
- Hands are closer together
- Tight grip on top hand of stick, loose grip on bottom
- Arms loose and away from body
- Emphasis is on the wrist movement, not arms for better control
- Cup ball on forehand and backhand side of blade
- Player rolls wrist to cup the ball

STICKHANDLING RELAY

SETUP

- Split players into 2 lines starting on the goal line
- 5 cones 10 feet apart down the rink in line with faceoff dots
- On whistle, first players from each line stickhandle around each cone
- Players turn around final cone and go through cones again back to the line
- When player finishes the last cone they pass the ball to the next player in line and that player goes
- Continue until last player in each line crosses. The team that crosses all players first wins

MONKEY IN THE MIDDLE



  PLAYERS

SETUP

- Players form a circle with one player in the middle
- The player in the middle attempts to intercept passes made by outside players
- If middle player steals the ball then they move to the outside and the player who passed the ball is in the middle

WISCONSIN DRILL

SETUP

- Line players up in all four corners of the playing area
- First person in line runs up and around a cone coming back towards center
- They receive a pass from opposite corner and take a wrist shot on net
- The player who made the pass now goes out and around cone, receives pass and takes a wrist shot
- Alternate corners one side at a time

Tampa Bay Area Rinks

ICE HOCKEY

- A** **Brandon Ice Sports Forum**
10222 Elizabeth Pl, Tampa, FL 33619
(813) 684-7825
www.theicesportsforum.com

- B** **Clearwater Ice Arena**
13940 Icot Blvd, Clearwater, FL 33760
(727) 536-5843
www.clearwatericearena.com

- C** **Ellenton Ice and Sports Complex**
5309 29th St E, Ellenton, FL 34222
(941) 723-3663
www.ellentonice.com

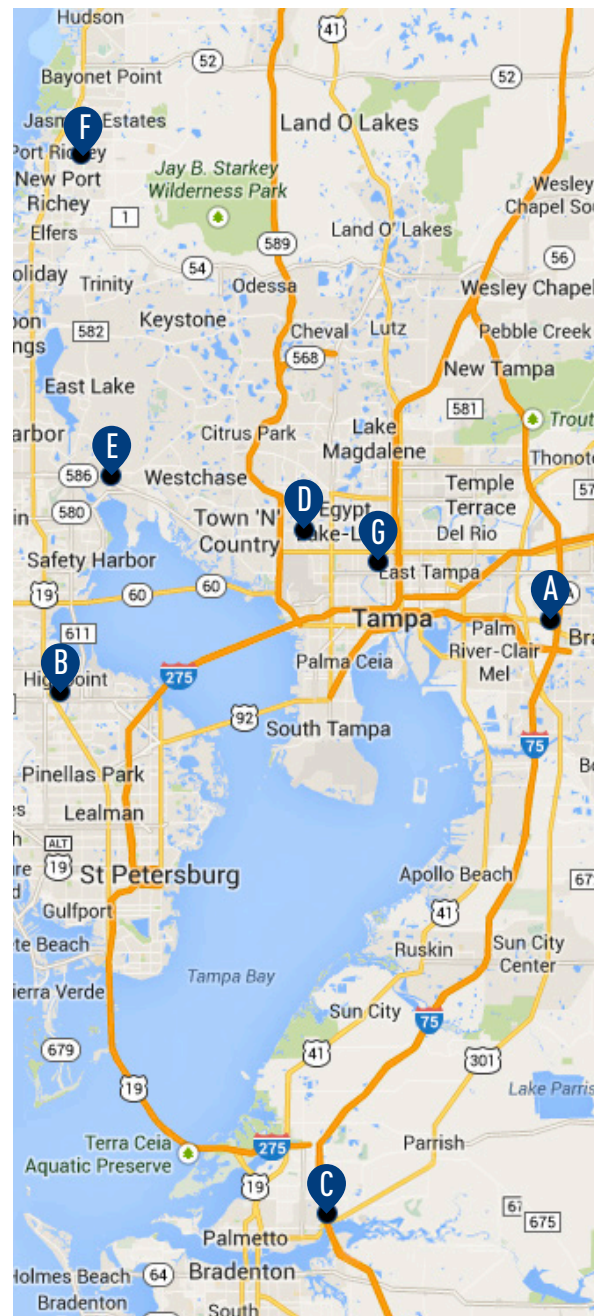
- D** **XTRA Ice**
6910 Asphalt Ave, Egypt Lake-Leto, FL 33614
813.843.1728
www.xtra-ice.org

- E** **Tampa Bay Skating Academy**
255 Forest Lakes Blvd, Oldsmar, FL 34677
(813) 854-4010
www.tbsa.com

ROLLER HOCKEY

- F** **All Sports Arena**
7716 Rutillio Ct, Port Richey, FL 34653
(727) 845-7808
www.all-sportsarena.com

- G** **United Skates of America**
5121 N Armenia Ave, Tampa, FL 33603
(813) 876-5826
www.unitedskates.com

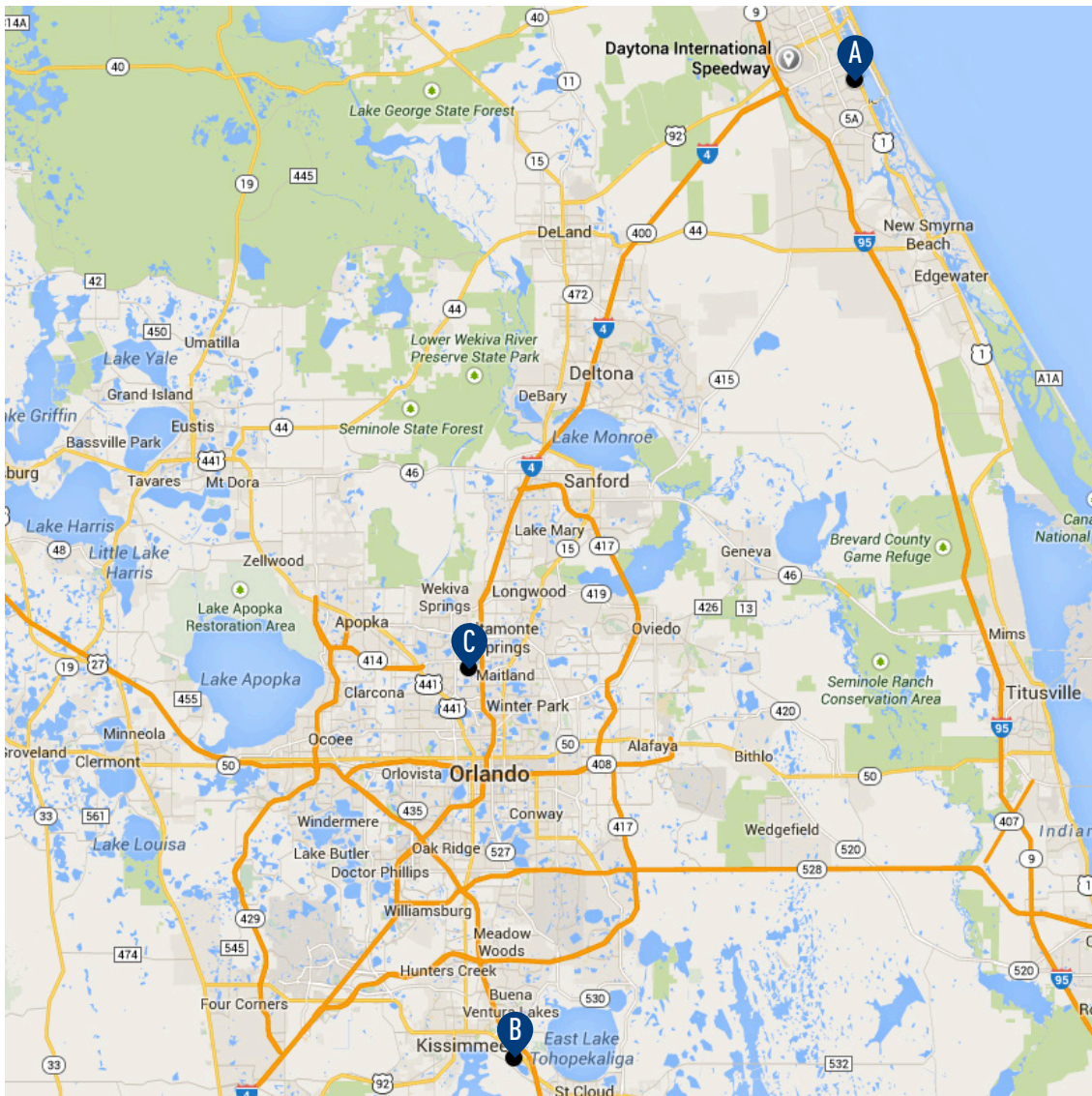


Orlando Area Rinks

A **Daytona International Skateway**
2400 South Ridgewood Ave. Suite 63D,
South Daytona, FL 32119
(386) 256-3963
www.daytonaicearena.com

B **The Ice Factory of Central Florida**
2221 Partin Settlement Rd, Kissimmee, FL 34744
(407) 933-4259
www.icefactory.com

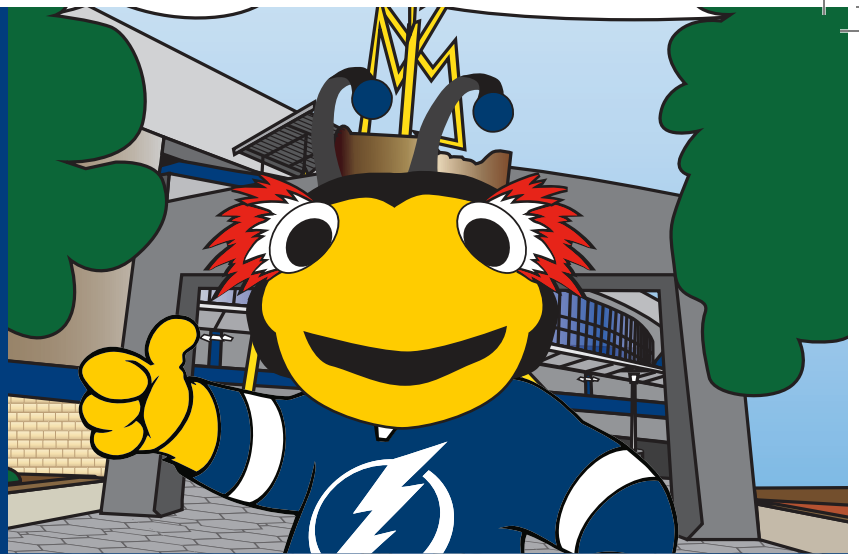
C **RDV Sportsplex Ice Den**
8701 Maitland Summit Blvd, Orlando, FL 32810
(407) 916-2550
www.mvpsportsclubs.com





presented by **Cheerios**

JOIN TODAY!



ROOKIE (FREE)

- Welcome Letter from ThunderBug
- ThunderBug Kid's Club Monthly Email Newsletters with Special Offers
 - Kid's Club Ticket Discount to Select Lightning Home Games
- Official Kid's Club Membership ID Card
- Coupon for \$10 off a \$25 One-Time Purchase at the Team Store
- Exclusive ThunderBug Kid's Club Rubber Wristband

BABY BOLT (\$30)

- Welcome Letter from ThunderBug
- ThunderBug Kid's Club Monthly Email Newsletters with Special Offers
 - Kid's Club Ticket Discount to Select Lightning Home Games
- Official Kid's Club Membership ID Card
- Coupon for \$10 off a \$25 One-Time Purchase at the Team Store
- Official Kid's Club drawstring bag that contains the following items:
 - Lightning Onesie
 - Lightning Fleece Blanket
 - Lightning Rattle
 - Lightning Bib
 - Lightning Pacifier

CAPTAIN (\$30)

- Welcome letter from ThunderBug
- ThunderBug Kid's Club Monthly Email Newsletters with Special Offers
 - Kid's Club Ticket Discount to Select Lightning Home Games
- Official Kid's Club Membership ID Card
- Coupon for \$10 off a \$25 One-Time Purchase at the Team Store
- Exclusive Invites to Quarterly Kid's Club Member Events including ThunderBug's Birthday Bash
- Free Admission to MOSI during the 2019-20 season
- Free Ticket to Great Explorations Children's Museum
- Free Terrace Level Ticket to Lightning Game (Good for either 11/16 or 3/15)
- Official Kid's Club drawstring bag that contains the following items:
 - Official Kid's Club T-Shirt
 - ThunderBug Kid's Club Light-Up Wristband
 - Lightning Pencil
 - Foam Puck
 - Lightning Lanyard
 - Lightning Coloring Pennant
 - Upper Deck Team Trading Card Set
- Autographed Lightning Puck

HALL-OF-FAME (\$75)

Limited to 200 people. Includes all of the Captain Membership perks, plus:

- Invitation to Exclusive Hall-of-Fame Level Player Meet & Greet (Post-Game on Kid's Day Game 2/29)
- Lightning Duffle Bag
- Lightning Pillowcase
- Andrei Vasilevskiy Cardboard Goalie Helmet
- Autographed Mini Stick (In-Exchange for the Autographed Puck in the other Levels)

PREMIUM (\$250)

Limited to 300 people. Includes all of the Hall-of-Fame Membership perks, plus:

- Exclusive Meet & Greet Opportunity with (1) One A/B List Player at One of Our Quarterly Kids Club Events (3 events throughout season to select from)
- Official Tampa Bay Lightning Jersey (Blue, White, or Third)

READY TO SIGN UP?

Join the Kids Club at
www.tampabaylightning.com/kidsclub

