

Inclusive Hockey Coaching



INTRODUCTION

Hockey Victoria's vision is to become a safe, welcoming and inclusive community sport of choice for all Victorians. Hockey Victoria (HV) recognises the importance of engaging a diverse community in growing participation. HV values inclusivity and understands the social responsibility sport has in providing opportunities for all.

This inclusive hockey coaching resource had been produced to assist coaches to adapt their delivery methods to best support participants of all abilities. Inclusive coaching should not be considered a separate coaching skill but a reflection of best practice.

Being inclusive means adapting and modifying coaching practices and activities to ensure that every participant – regardless of age, gender, ability level, disability or ethnic background – is included.

Coaching athletes with disabilities or those from various multi-cultural groups is no different to coaching any mixed group of athletes with varying abilities. To best support your participants it is important to have an awareness of different conditions, their ability to speak and understand English and how you can adapt your programs and activities to meet the different needs of all participants. Making small adaptations can often make a big difference in a participant's enjoyment of an activity, especially if it increases their ability to successfully complete a task.

Working with athletes of all abilities may require additional volunteers to assist in delivering the program. HV recommends a ratio of 4 athletes to 1 coach. This ratio is a guide only and will depend on the individual athlete or group of athletes you are working with and their individual needs.

Depending on their ability, some participants will need to be supported and communicated with in different ways. This resource is designed to help guide you as a coach on the best ways to communicate and provide tips on how you can adapt sessions to cater for all abilities. There are also additional facts sheets in the appendix for information about different disabilities/conditions.

Athletes with a disability and those from different cultural backgrounds play hockey for the same reason as everyone else; social interaction and developing new friendships, health and fitness, for fun and to build positive self-esteem.

This inclusive hockey coaching resource has been split into two sections:

Section 1 – Information and communication tips for working with participants with different conditions/ disabilities/ multi-cultural groups such as Indigenous and CALD , indicated on the activity cards with a Hockey stick and ball in the bottom right hand corner.

Section 2 - A practical activity guide with training activities and modified games, indicated on the activity cards with an image of a group of people.

The inclusive hockey coaching resource is also available online on the Hockey Victoria Website, where a number of other key resources and information can be found including, practical communication aids for coaches. There are a large number of disabilities not listed in this resource however the main conditions of those already engaged in hockey though the Access All Abilities programs or mainstream club hockey are listed. If you require any further assistance or would like to know more about Hockey Victoria's work in the Inclusion and All Abilities space please head to the inclusion tab on the Hockey Victoria website.

Section 1

Information and communication tips
for working with participants with
different conditions/ disabilities/
multi-cultural groups such as
Indigenous and CALD

PHYSICAL DISABILITY

Physical disabilities can cover a wide range or levels of restriction. A physical disability should never stop someone from taking part in sport; it just may mean the coach needs to adjust the activities slightly so a person with a physical disability can take part.

COMMUNICATIONS TIPS FOR COACHES

- When communicating with a person in a wheelchair try to position yourself at eye level with them. Crouch down or sit beside or in front of them. Do not pat the person on the head.
- When giving instructions to a participant in a wheelchair, consider carefully the words you use. Try to avoid instructions such as “run” to the end line. You could instead use “push” or “move”.
- Don’t touch a person’s wheel chair unless given permission. Treat the wheel chair like a part of someone’s body.
- If the person has limited movement of their hands, adapt what stick can be used and also think about taping the stick to the wheel chair if required.
- Be aware of conditions such as neurological diseases like MS and compartment syndrome that can cause physical affects, and will increase the rate at which a person tires.

OTHER USEFUL TIPS

- Some equipment may need to be adapted to accommodate the person’s needs.
- Be aware of each individual’s capabilities.
- Ask what support is required - do not assume without asking.
- Think about what other tasks individuals could also assist with in an activity, if they cannot actively participate.
- Offer to push the wheelchair so they can participate holding their stick with better control.
- Make them the Octopus (if playing the game “Hocktopus” with you,) if they need assistance pushing the chair so they can hold their stick
- Have a plan about other ways to allow someone to use a stick
- Plan the session to allow breaks or down times for those whose muscles might need a break.

Key Organisation for more information around Physical Disabilities please head to:

http://www.pdcnsw.org.au/index.php?option=com_content&id=49:what-is-physical-disability&Itemid=118 ²

² Information sourced from <http://www.disability-resource.org.au/> and http://www.pdcnsw.org.au/index.php?option=com_content&id=49:what-is-physical-disability&Itemid=118

DEAF OR HEARING IMPAIRED

People with hearing impairment in most cases have participated in or are currently participating in education programs to allow them to develop skills and understanding of their capabilities. Generally young people with hearing impairments don't consider deafness to be a disability. With appropriate support a person with a hearing impairment is able to fully participate in sport.

The communication skills of people with hearing impairments vary greatly. Many use sign language but the level of ability can vary greatly and it also depends on the ability of the receiver to understand the communication. Find out from the participant and the parents/caregivers the most preferred means of communication.

ENVIRONMENTAL CONSIDERATIONS

- Reduce background noise where possible and try to avoid situations with competing noise. If there is competing noise, bring the participants closer to address them.
- Think about the positioning of the sun or lighting around you: are there shadows on your face? Is there sun glare behind you making it difficult to see your face?

COMMUNICATIONS TIPS FOR COACHES

- Don't be afraid to ask the person how they would like to communicate.
- Gain the persons attention before speaking. A wave or gentle tap on the shoulder should be enough.
- Make eye contact.
- If you are using a whistle, ensure you also have a visual cue.eg. Raise one arm in the air as you blow your whistle.
- Encourage participants to teach you and the other members of the team the relevant and Hockey specific signs.

VERBAL COMMUNICATION TIPS

- When giving directions, demonstrate the skill, drill or instruction.
- Speak clearly and at a natural pace. Don't shout.
- Use plain English and give time for the message to be understood, particularly if there is an interpreter there.

OTHER USEFUL TIPS

- Use body language, gestures and facial expressions to support what you are saying.
- When you give instructions, make sure your mouth is clearly visible to all participants. This assists with lip reading. Be careful not to cover your mouth with your hand or turn you back.
- Use visual cues, including cones, flags and waving.
- Use communication cards or a pen and paper when communicating if necessary.
- The parents or caregivers may have a communication book that leaders could use.
- Buddy up with another participant if necessary.
- Make sure you give all the instructions before starting an exercise.

Key Organisation for more information around Deaf/Hearing Impairments please head to:
<http://www.vicdeaf.com.au/>³

³ Information sourced from <http://www.disability-resource.org.au/>
and <http://www.vicdeaf.com.au/>

VISION IMPAIRMENT

Vision loss is any reduction in the ability to see, including blurred vision, cloudy vision, double vision, blind spots, poor night vision, and loss of peripheral vision (tunnel vision). Vision loss may affect one or both eyes, it may occur gradually or suddenly, and it may be partial or complete. Vision changes may originate in the eyes themselves or may be caused by many different conditions that affect the brain or even the whole body.

In assisting a participant who is visually impaired it is important discuss with the participant the need to assist through touch before actually touching them. Familiarise them with an area and obstacles that may exist. Let them feel the area and give them time to explore. For clear communication be sure to be articulate and to give the fullest description of instructions; this may involve moving parts of their body to indicate a required movement for an activity.

Give the participant constant verbal feedback so that they know whether or not an action is being done correctly. Coaches also need to be constantly aware of the degree of vision impairment of a participant and consider this when developing a program and involving them in activities

ENVIRONMENTAL CONSIDERATIONS

- Cut down background noise where possible and try to avoid situations with competing noise.

EQUIPMENT MODIFICATIONS

- Be aware of what type of modified or supportive equipment is available.
- For further assistance or ideas head to:
<http://www.visionaustralia.org/shop/product-list/-in-department/departments/games-and-hobbies>

COMMUNICATIONS TIPS FOR COACHES

- Learn the participant's name. Call them by their name when giving instructions so that they know you are talking to them.
- When meeting someone identify yourself and others who you are with. Don't assume they will recognise your voice.
- Speak clearly and naturally. Try to speak with tone and emotion in your voice.
- Be specific when giving directions.
- Avoid language that needs visual reinforcement, such as "over there". Instead, direct the person who has vision impairment to their right or left.
- Indicate when you are leaving or finish a conversation.

OTHER USEFUL TIPS

- Be aware of each individual's capabilities.
- Ask what support is required - do not assume without asking.
- Make sure to provide an orientation to the program area.
- Provide 1:1 support if necessary.

Key Organisation for more information around Vision Impairment please head to:
<http://www.visionaustralia.org/>⁴

⁴ Information sourced from <http://www.disability-resource.org.au/> and <http://www.visionaustralia.org/>

AUTISM SPECTRUM DISORDER AND ASPERGER'S SYNDROME

Autism spectrum disorder is a developmental condition that affects the ability of the individual to communicate, socialise and think flexibly. Autism is not a one size or shape fits all disorder, everyone will be slightly different and will respond differently in different situations (e.g. some people will not be able to verbally communicate).

Asperger's syndrome is four times more common in males than females and is characterized by an inability to fit into peer groups due to a lack of social skills and language skills. People with Asperger's generally do not make friends easily. They have little imagination and cannot perceive how others might feel in particular situations. Possible signs that someone has Asperger's syndrome include: rare use of facial expressions and gestures, odd repetitive movements, refusal to alter routines, extraordinary memory and intense interest in a specific topic and an inability to play correlatively, just to name a few.

ENVIRONMENTAL CONSIDERATIONS

- Be aware that due to issues with sensitivity to sound, touch, smell, participants with autism may have extreme reactions.
- Try to select an environment with limited distractions.

COMMUNICATIONS TIPS FOR COACHES

- Explanations of programs or activities should be structured.
- Information needs to be visually presented as well as verbally.
- Participants need to be told beforehand of any changes to session structures.
- Use repetition – they like to repeat the tasks.
- Make sure they are watching you when giving instructions.
- Invite them to work with you in a pair until they become comfortable with the other participants.

PROGRAMMING CONSIDERATIONS

- Sport and active recreation games and social skills need to be taught.
- Speech is taken very literally so metaphors need to be explained clearly.
- A person may focus on specific objects and may not want to part from them.
- Structure the session so it doesn't have too many competing pieces of information.

OTHER USEFUL TIPS

- Participants may not learn through imagination.
- Encourage participants to see others in the group as useful in their play.
- Participants may appear to tune out so you will need to consciously draw them into groups.
- Have a provisional safe area where a player can go should they need to have a break.
- "Compic" cards can be used to visually give the person a timetable of the activities.
- Respect the participants needs for solitary play.
- Be aware of what is stimulating the participant and whether that is appropriate.

AUTISM SPECTRUM DISORDER AND ASPERGER'S SYNDROME CONT.

BEHAVIOURS TO BE AWARE OF

- Meet the child and their parents/carers prior to the program. Clarify triggers for reactions and discuss appropriate behaviour management strategies, understand the participants sensory needs (noise background or quiet).
- Fidgeting/ repetitive movements.
- Pushing others out of the way.
- Getting frustrated with themselves.

BEHAVIOUR MANAGEMENT STRATEGIES

- Let them go and get a quick drink to cool off.
- Repetition and familiarity makes the participant feel safe so when distressed the individual may relax when allowed to indulge in repetitive interests.

Key Organisation for more information around Autism spectrum disorder and Asperger's syndrome please head to: <https://www.autismspectrum.org.au/content/what-autism> ⁵

⁵ Information sourced from <http://www.disability-resource.org.au/> and <https://www.autismspectrum.org.au/content/what-autism>

INTELLECTUAL DISABILITIES

Intellectual disabilities affect a person's ability to process information. The person may also have more difficulty than other people with one or more types of tasks. Not all intellectual disabilities are the same and people's abilities will vary greatly.

The important thing to remember is to cater for everyone and treat every participant with respect. Have variation in each activity for people with ranging skills and abilities so they can still benefit from the session. As with any session make all activities fun and enjoyable, where possible. It is also important to practice new skills in short bursts to avoid concentration loss and boredom.

COMMUNICATIONS TIPS FOR COACHES

- Learning names is important and assists with communication.
- Understand how the participant communicates. Keep verbal communication basic and brief. Be clear, concise, deliberate and sequential, and reinforce your message.
- Ensure you have the participant's attention. Try to make eye contact and use their name.
- Provide clear demonstration of an activity and participate yourself so that your involvement can be modeled.
- Allow extra time for a person to respond. People with intellectual impairments may take longer to process what you have said and to formulate a response.
- Much learning occurs through looking and listening. When teaching new skills illustrate well and assist the person to move through the processes

NON-VERBAL COMMUNICATION TIPS

- Body language can be important; use visual cues to help people with intellectual impairments understand spoken language.
- Use other visual support to help communication. These can include gestures, signs, cones, flags, colours, symbols and pictures.
- Do not assume that a head shake or nod means that the person has understood, seek further clarification of understanding.

VERBAL COMMUNICATION TIPS

- Be specific in praise and encouragement, 'good girl' can be patronizing while 'good hit' focuses on the action being encouraged.
- Use plain, simple language without being condescending. Keep questions, directions and answers simple and easy to understand.
- When giving instructions, be specific. Break up the instructions to have one idea per sentence.
- Find out what communication style works for the particular participant. They may prefer key words, images etc.

Key Organisation for more information around Intellectual Disabilities please head to:
http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/intellectual_disability⁶

⁶ Information sourced from <http://www.disability-resource.org.au/>
and http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/intellectual_disability

ACQUIRED BRAIN INJURY

Acquired brain injury (ABI) refers to any type of brain damage that occurs after birth. It can include damage sustained by infection, disease, lack of oxygen or a blow to the head. The long term effects to brain injury are difficult to predict. They will be different for each person and can range from mild to profound. It is common for many people with ABI to experience increased fatigue (mental and physical) and some slowing down in how fast they can process information, plan and solve problems.

The important thing to remember is to cater for everyone's individual needs and treat every participant with respect.

PROGRAMMING CONSIDERATIONS

- Every participants will need to have things tailored to their needs
- Allow more time for participant to process the information and instructions
- Increase the rest breaks given to combat fatigue

COMMUNICATIONS TIPS FOR COACHES

- Learning names is important and assists with communication.
- Allow extra time for a person to respond to any questions.

EQUIPMENT MODIFICATIONS

- Lighter balls may need to be used to reduce fatigue
- Modified/plastic sticks might need to be used to run the program

Key Organisation for more information around Acquired Brain Injuries please head to:

http://www.braininjuryaustralia.org.au/index.php?option=com_content&view=article&id=2&Itemid=3⁷

⁷ Information sourced from <http://www.disability-resource.org.au/> and http://www.braininjuryaustralia.org.au/index.php?option=com_content&view=article&id=2&Itemid=3

ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE

Providing an inclusive environment can be a great opportunity for Aboriginal and Torres Strait Islander people to become more involved in the community. This also has the flow on affect to reducing serious health risks while increasing cultural pride and promoting respect and diversity within sport and Australian community.

COMMUNICATIONS TIPS FOR COACHES

- English may be someone's second or third language so use plain and simple language and explain terminology.
- Use demonstration and other visual supports to communicate. This has been mentioned in previous sections.
- Avoid asking "do you understand?" as some Aboriginal and Torres Strait Islanders are less likely to say they don't understand or ask questions to clarify.
- In some communities looking someone in the eye, particularly elders, is extremely rude and disrespectful therefore look for other signs a person is listening, such as nodding their head.

Key Organisation for more information around Aboriginal and Torres Strait Islander people please head to: <https://www.humanrights.gov.au/publications/questions-and-answers-about-aboriginal-torres-strait-islander-peoples>⁸

⁸ Information sourced from <https://www.humanrights.gov.au/publications/questions-and-answers-about-aboriginal-torres-strait-islander-peoples>

CALD BACKGROUNDS AND ENGLISH SECOND LANGUAGE PARTICIPANTS

Australian society is made up of people from many different cultures and backgrounds. Many may speak different languages and / or English is a second language. Sport can offer people great opportunities for people to develop social skills and settle into the community.

Sport provides physical, social and emotional benefits that assist in the growth and development of people.

COMMUNICATIONS TIPS FOR COACHES

- Before a session, identify group elders, leaders or youth workers and introduce yourself.
- Before the session find out the level of English of the participants
- Use plain English and give time for the message to be understood, particularly if there is an interpreter there.
- Use demonstration and other visual support to communication.
- Make use of community interpreter and/or Allow young people to translate even if you are still talking
- Inform participants of any information that is available in their preferred language.
- Familiarise the participants with terms, equipment and rules by demonstrating or practicing before the session.
- Use a common sense approach and allow some uniform modifications.
- Some cultures require women and girls to dress conservatively. They may need to be fully covered.
- Be patient and understanding with issues that may be the result of cultural differences.

Key Organisation for more information around CALD and ESL and multicultural people please head to:
<http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/pages/secondlanguage.aspx>⁹

⁹ Information sourced from <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/pages/secondlanguage.aspx>

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Section 2

**A practical activity guide with
training activities and
modified games.**



COACHING MODELS

There are times when your approach may not be working and you will need to make adjustments to one or more aspects of the game in order for it to achieve the intended outcome with your athletes.

The CHANGE-IT and TREE frameworks are excellent tools for coaches who want to make changes to their games.

CHANGE IT

- C** Coaching Style: Demonstrations, use questions, role models, verbal instructions.
- H** How to Score: Rules.
- A** Area: Size, shape or surface of the playing environment.
- N** Numbers: Number of participants involved in the activity.
- G** Game Rules: Number of passes, where you can score from.
- E** Equipment: Softer lighter, larger ball, larger goal.
- I** Inclusion: Everyone has to touch the ball before the team scores.
- T** Time: How many... in 30 seconds?

TREE

- T** Teaching/Coaching Style: Positive reinforcement, how the coach/teacher leads, organises and communicates.
- R** Rules/Regulations: Changes to the rules governing the game and activities to promote inclusion.
- E** Environment: Changes to the space, for the whole group or individuals within the group. May apply indoors or outdoors.
- E** Numbers: Number of participants involved in the activity.

COMMUNICATIONS TIPS FOR COACHES

Write down your key learnings after each session so you can continue to move forward in the development from session to session ¹⁰

¹⁰ Information sourced from http://www.ausport.gov.au/participating/coaches/tools/coaching_specific_groups/Inclusive

EQUIPMENT CONSIDERATIONS

DIFFERENT STICKS

- Size and weight – ensure that the participants have a stick that is appropriate to their size, strength and skill level.
- Lighter – easier to manipulate with one arm or lack of physical strength.
- Larger – larger striking surface makes it easier to make contact with the ball.
- Longer – longer stick may assist in reaching the ball.
- Shorter – easier to manipulate for wheelchair users, or to hold if using only one hand.

DIFFERENT BALLS

- Lighter – travels slower giving more reaction time and assist with lack of physical strength.
- Larger – easier to hit and see.
- Softer – travels more slowly and easier to control.
- Different colours – may assist with visual impairments.
- Internal bell – help to judge the location of the ball.

DIFFERENT SIZE GOALS OR MORE GOALS

For Adaptive equipment ideas head to: <http://solve.org.au/>¹¹

¹¹ Information sourced from <http://solve.org.au/>

SUGGESTIONS FOR ACTIVITY ADAPTIONS

- Make small groups of similar activities – this allows for individual progress at different levels.
- Use language that is appropriate to the group.
- Make use of specially designed equipment to assist learning.
- Always check for understanding of instructions.
- Use circuit activities to allow participants to progress at their own pace and level.
- Substitute players regularly, especially if are wearing heavy clothes for religious reasons, they may also need more drinks breaks.
- Have fewer players per activity to allow freedom of movement.
- Reduce the competitive element.
- Change running to walking.
- Reduce the size of the playing area.
- Use indoor surfaces as well as grass and turf.
- Minimise distractions in the surrounding area.
- Make the activity as inviting as possible so participant want to “Give it a go!”

INDIVIDUAL SKILLS

- Balancing the ball on the hook of the stick.
- Tapping the ball in the air using the flat side of the stick ¹²

¹² Information sourced from Sport Ability activity guide 2, http://www.ausport.gov.au/__data/assets/pdf_file/0010/448606/Sports_Ability_2_Cards.pdf and <http://www.disability-resource.org.au>

DRIBBLING

- Grip : V's with hands apart. The V Grip is when the middle webbing between thumb and index finger should line up with the spine of the stick.
- Stance : knees bent and head up

DRIBBLE TYPES:

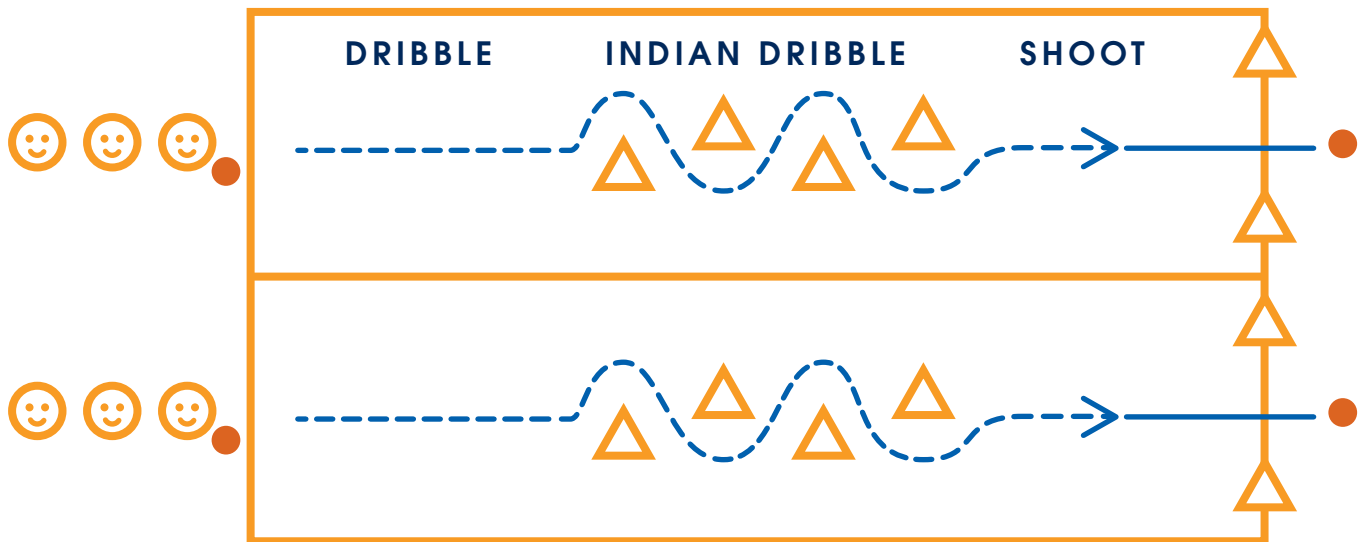
1. Dribble: Keep the ball on the end of the stick while moving forwards
2. Indian: Zig Zag with the ball from one side of the body to the other by turning the stick, using the flat side of the stick only, while moving forwards (more difficult)

Basic practice – dribble from one side of a rectangle to the other ¹³



¹³ Information sourced from Hookin2Hockey Activity guide and Hookin2Hockey Coaching Pack – Staged 1 School and Community <http://hookin2hockey.hockey.org.au/Portals/8/Hookin2Hockey/H2H%20Coaching%20Pack%20-%20Stage%201.pdf>

HOCKEY RELAY



EQUIPMENT REQUIRED

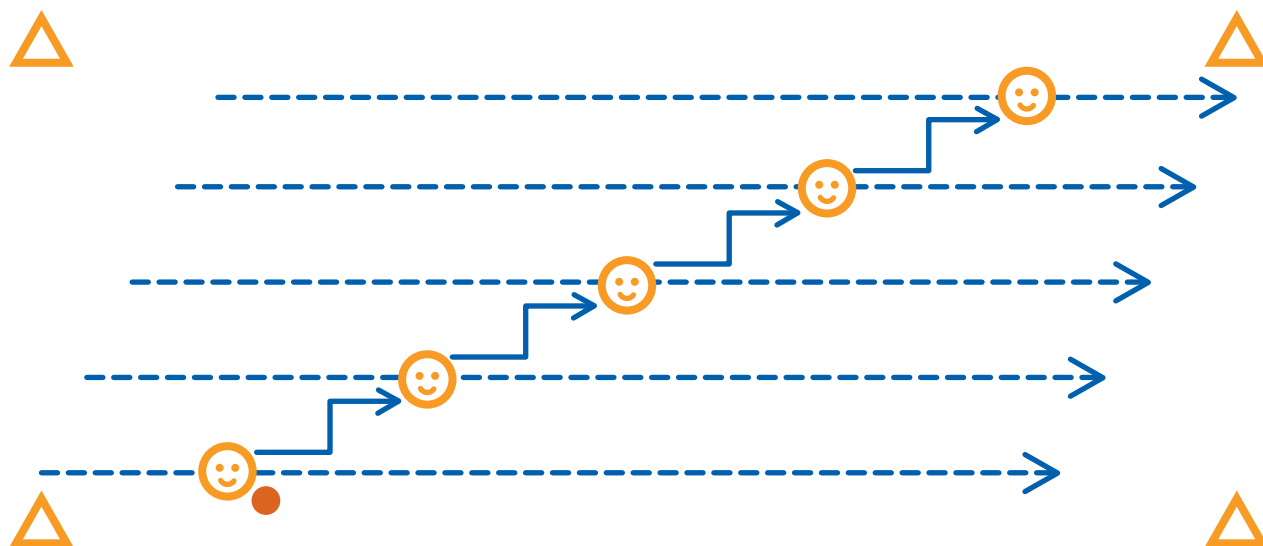
- 2 goals (cones can be used)
- 12 cones (6 of one colour and 6 of another colour)
- 1 ball per person

ACTIVITY INSTRUCTIONS

- Divide players into 2 equal groups
- Use cones to mark out 2 parallel slalom courses. Place a set of cones at the end to create a goal
- Player tries to shoot a goal at the end of the slalom course
- The next player in line is not allowed to start until the previous player has completed their goal shot ¹⁴

¹⁴ Information sourced from Sport Ability activity guide 2,
http://www.ausport.gov.au/__data/assets/pdf_file/0010/448606/Sports_Ability_2_Cards.pdf

WAVES



EQUIPMENT REQUIRED

- 14 cones (4 to mark the edges and 10 to mark the start and end of each line)
- 1 ball

ACTIVITY INSTRUCTIONS

- Mark out a playing area
- Group players in 3-5 lines at the same end of the playing area
- Players travel down the court passing from player to player along the lines
- Cones or markers discs can be used to create a moving or passing challenge
- All sticks must stay below knee level

To add difficulty, introduce obstacles or defenders ¹⁵

¹⁵ Information sourced from Sport Ability activity guide 2,
http://www.ausport.gov.au/__data/assets/pdf_file/0010/448606/Sports_Ability_2_Cards.pdf

PUSHING

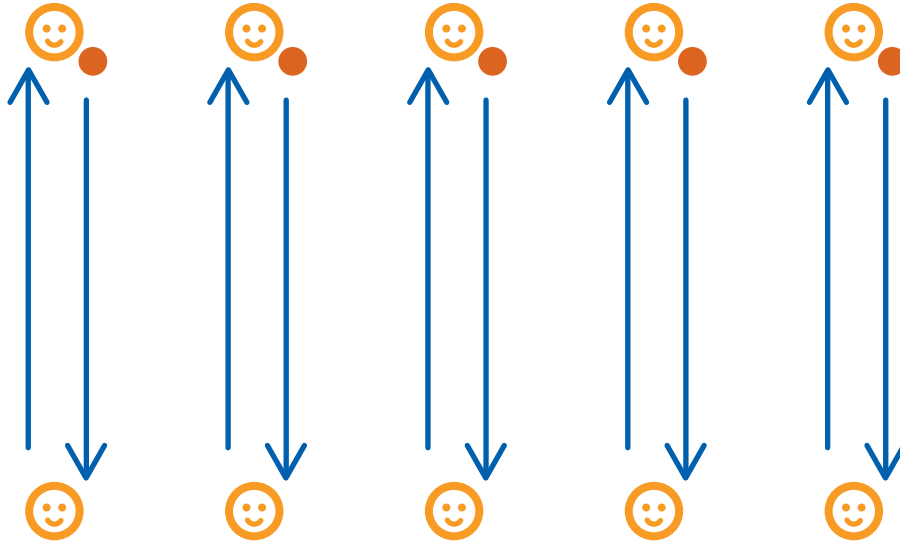
- Grip : V's with hands apart. The V Grip is when the middle webbing between thumb and index finger should line up with the spine of the stick.
- Stance : knees bent and head up
- Transfer body weight
- Stick starts on the ball
- Follow through – ensure the stick and body stay low

Basic practice – Participant pushes the ball to a target (marker) that is opposite them, trying to hit it or knock it over ¹⁶



¹⁶ Information sourced from Hookin2Hockey Activity guide and Hookin2Hockey Coaching Pack – Staged 1 School and Community <http://hookin2hockey.hockey.org.au/Portals/8/Hookin2Hockey/H2H%20Coaching%20Pack%20-%20Stage%201.pdf>

PARTNER PUSH AND TRAP



EQUIPMENT REQUIRED

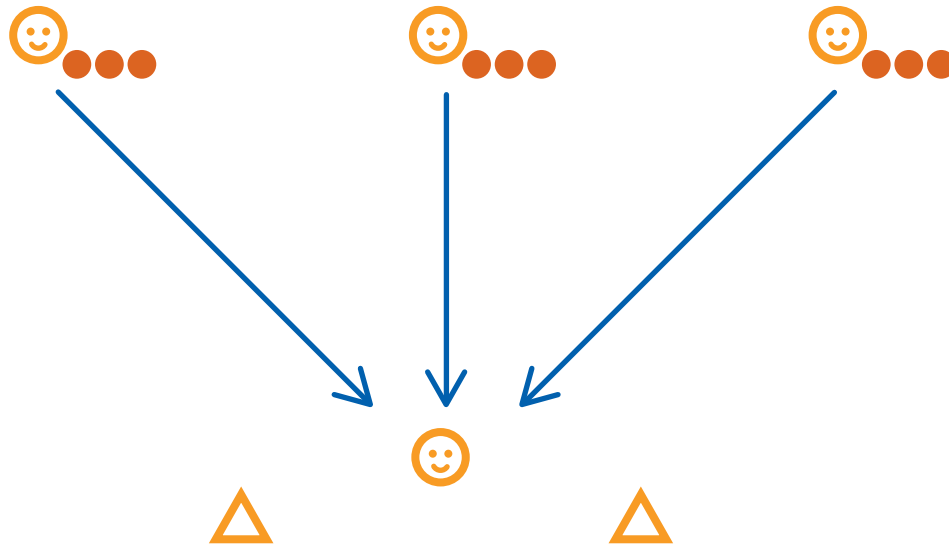
- Cones 2 per pair
- 1 ball between 2 people

ACTIVITY INSTRUCTIONS

- Using the same pushing technique learnt in the previous activities, the focus is now on trapping the ball (stopping it)
- With a partner 5 meters away, push and trap the ball back and forth
- Make sure all participants are passing in the same direction ¹⁷

¹⁷ Information sourced from Hookin2Hockey Coaching Pack – Staged 1 School and Community
<http://hookin2hockey.hockey.org.au/Portals/8/Hookin2Hockey/H2H%20Coaching%20Pack%20-%20Stage%201.pdf>

STOP THE GOAL



EQUIPMENT REQUIRED

- Goal (can be marked using cones)
- One cone per shooter in the activity
- 3 balls per shooter in the activity

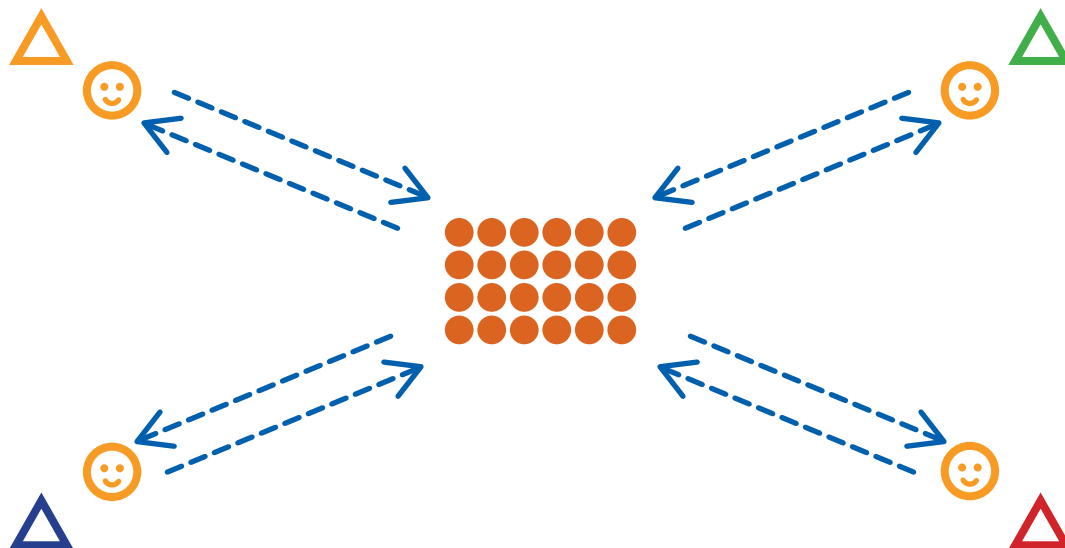
ACTIVITY INSTRUCTIONS

- One participant stands in front of the goal (Goalie) while the other (Shooter) pushes the ball at the goal
- The person in front of the goal stops as many of the shots as they can before it enters the goal by trapping the ball
- Each participant gets three shots at goal, before they rotate positions. Rotate so each participant gets a turn as the trapper ¹⁸

¹⁸ Information sourced from Sport Ability activity guide 2,
http://www.ausport.gov.au/__data/assets/pdf_file/0010/448606/Sports_Ability_2_Cards.pdf

Modified Games

ROB THE NEST



EQUIPMENT REQUIRED

- 4 cones of different colours
- 24+ balls

FIELD SET UP

- Set up a 4 different coloured cones to make a square. Place all the balls in the middle of this square.

OBJECTIVE

- To get as many balls back to your nest/cone.

HOW TO PLAY

- Players run into the middle one at a time and dribble one ball back to their teams nest/cone. They then join the back of the line until their next turn. When all the balls are gone from the middle get teams to count the number of ball they have.

RULES

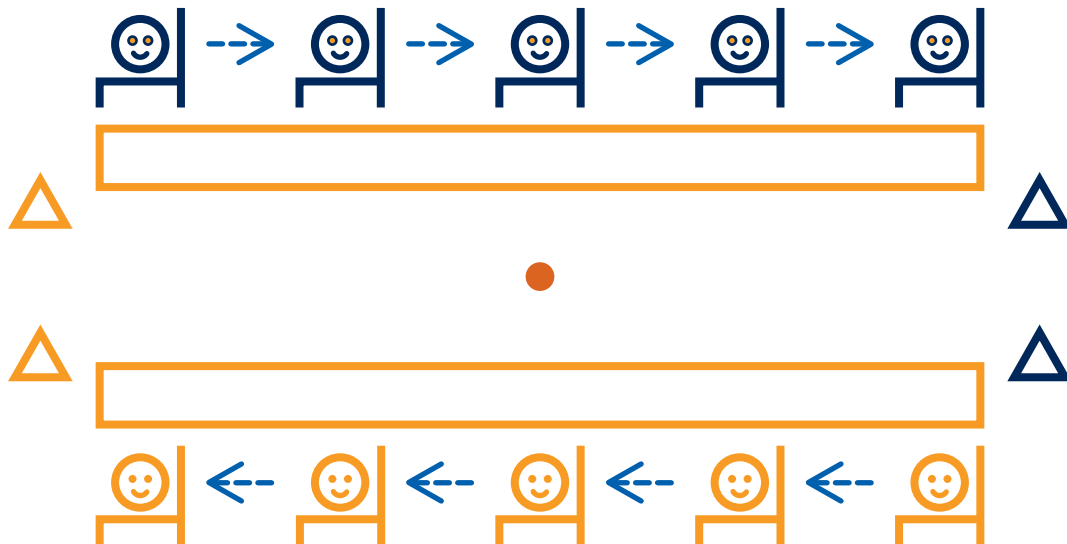
- Only one player can go from each team at a time and they can only take one ball at a time.

ALTERNATIVE RULES

- To add difficulty coaches try and protect the middle, stealing the balls back as participants try and run away with it. Additionally make different coloured balls worth different points or allow teams to steal from one another after all the balls have gone ¹⁹

¹⁹ Information sourced from Hookin2Hockey Activity guide and Hookin2Hockey Coaching Pack – Staged 1 School and Community <http://hookin2hockey.hockey.org.au/Portals/8/Hookin2Hockey/H2H%20Coaching%20Pack%20-%20Stage%201.pdf>

BENCH HOCKEY



EQUIPMENT REQUIRED

- 2 benches
- 4 cones
- 1 ball
- Chairs may also be required

FIELD SET UP

- Set up two benches with a goal at either end.

OBJECTIVE

- To score goals.

HOW TO PLAY

- Create Teams of 3 or 4 players.
Ambulant players must play from a chair, wheelchair users can play from their wheelchair or regular chair.
Players on the same side all shoot the same way.
Players should change position after every 3 scores (e.g. move up 1 place).
End player goes to the other end.

RULES

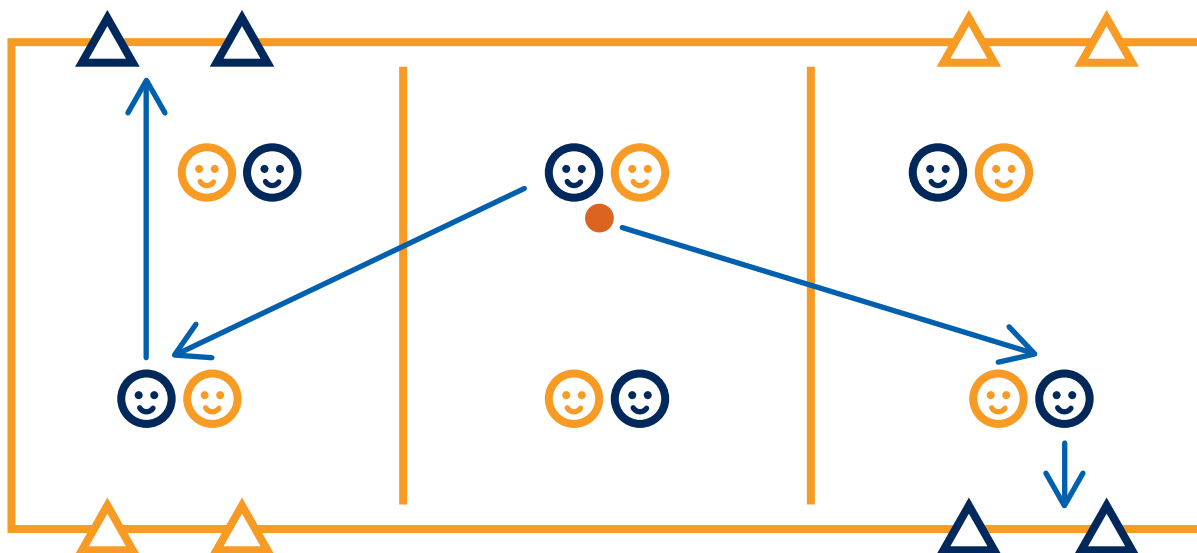
- Players must stay seated at all times.

SAFETY

- All sticks must stay below knee level²⁰

²⁰ Information sourced from Sport Ability activity guide 2,
http://www.ausport.gov.au/__data/assets/pdf_file/0010/448606/Sports_Ability_2_Cards.pdf
and <http://www.disability-resource.org.au>

HOCKEY TURNOVERS



EQUIPMENT REQUIRED

- 8 cones
- 1 ball
- 2 roll out lines
- Bibs to indicate different teams

FIELD SET UP

- Divide playing area into 6 squares and place a set of goals in each corner.

OBJECTIVE

- Players aim to pass the ball through different zones to score at either end.

HOW TO PLAY

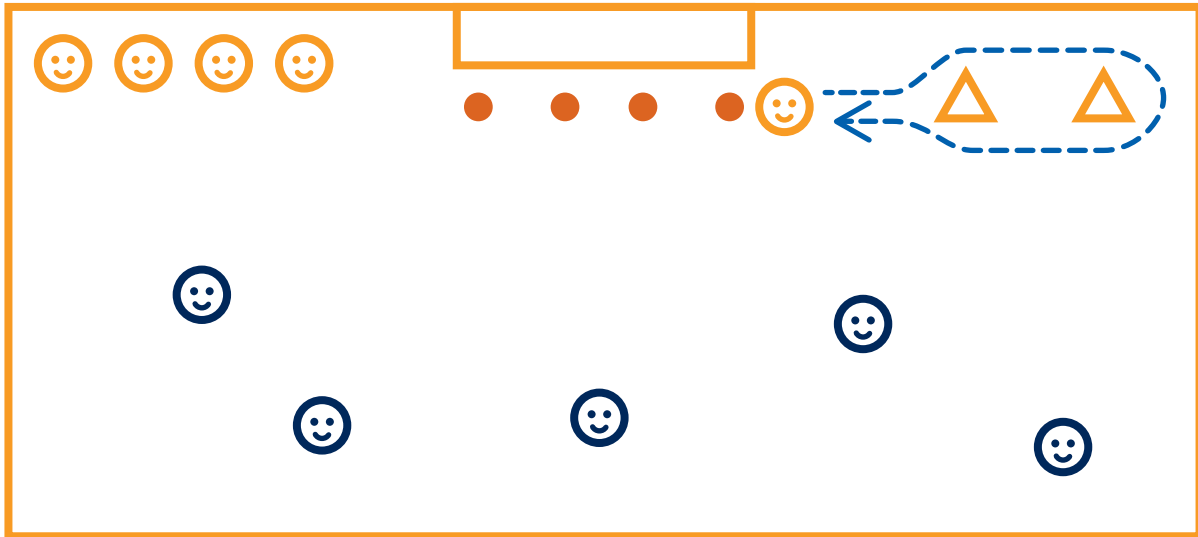
- An opposing defender and attacker are placed in each square. Players are required to stay in their zone. Central zones are used to support respective team players. Ensure players are rotated through the zones.

RULES

- Pushing passing only is allowed ²¹

²¹ Information sourced from Hookin2Hockey Activity guide

HIT 4 AND GO



EQUIPMENT REQUIRED

- 10 cones
- 4 balls
- Bibs to indicate different teams

FIELD SET UP

- Set up a field the same as the diagram above.

OBJECTIVE

- To score as many runs as possible.

HOW TO PLAY

- Divide the group into 2 teams, fielders and hitters. Fielders start spread out in the marker space. The hitter then pushes/hits 4 consecutive balls into the field and then runs between the marker cones 2 meters as many times as possible. The fielders then need to dribble the ball back. When all the balls are back they can call out STOP.

RULES

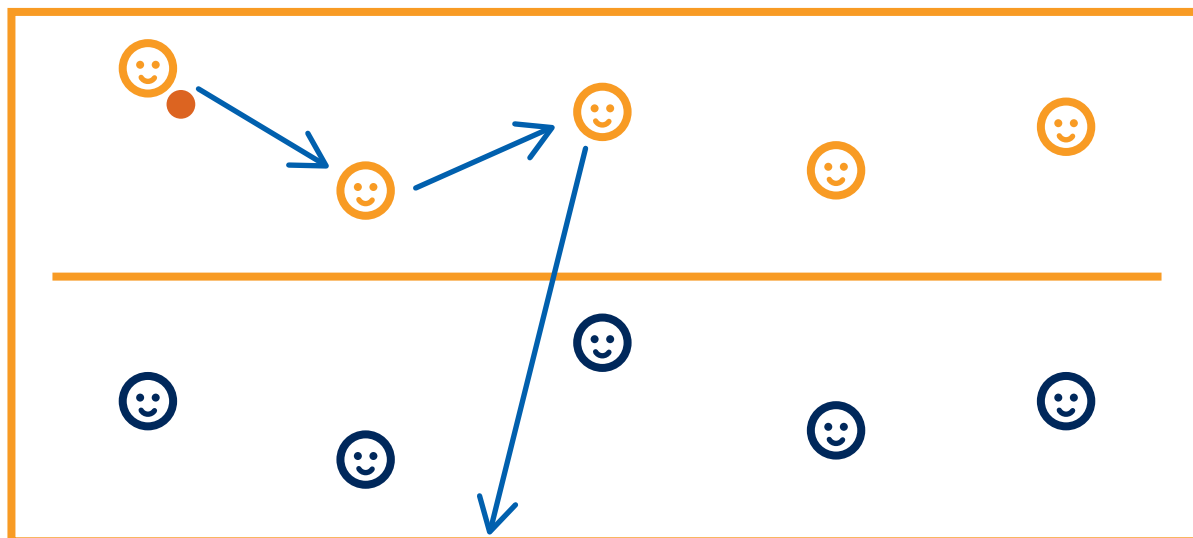
- Fielders must stand still until all 4 balls are hit/pushed.

SAFETY

- Players must be aware of other each other when dribbling back to home base. If playing in a limited space, restrict batters to pushing the ball rather than hitting. Ensure players are a reasonable distance away from the batter²²

²² Information sourced from Play for Life Hockey Companion Book

NEWCOMBE BALL



EQUIPMENT REQUIRED

- 1 roll out line or cones spread along the centre line
- 4 cones to make the edges
- Bibs to indicate different teams

FIELD SET UP

- Set up a field the same as the diagram above.

OBJECTIVE

- The object is for one team to push the ball over the other team's baseline to score one point.

HOW TO PLAY

- Play with two teams. The serving team pushes the ball into their opponent's half from behind the baseline. The opposing team has to trap the ball and pass it 3 time between team mates before then return the ball, to the other teams end. This process is then repeated by the other team. If a team gets the ball through to the base line they received 1 point.

SAFETY

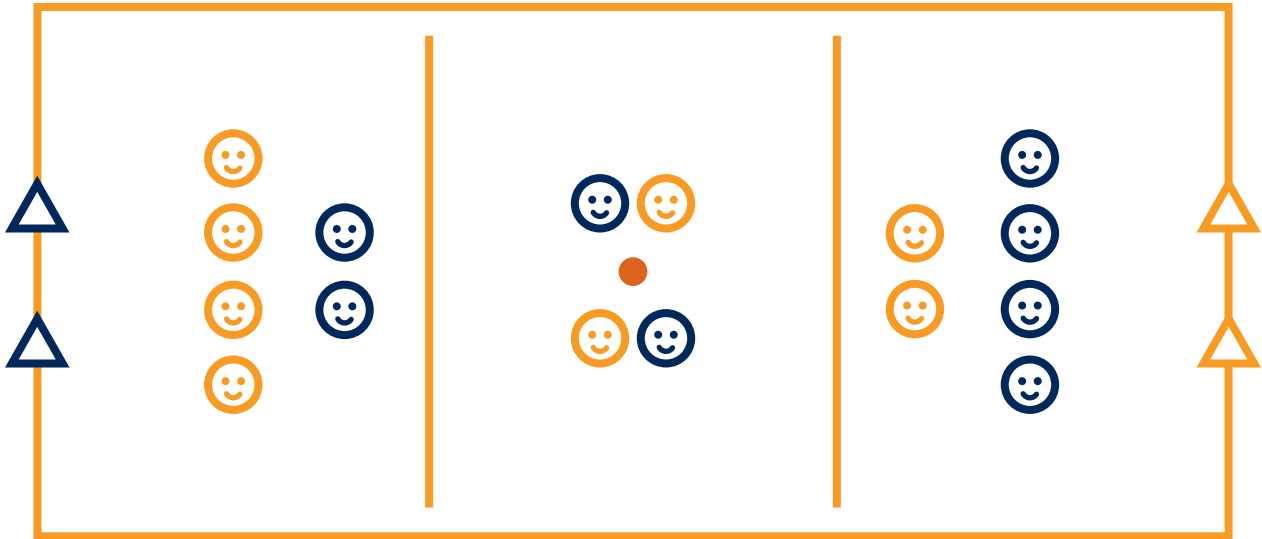
- Passes must be made along the ground. There must be no sticks in the air.

ALTERNATIVE RULES

- Remove the number of passes required before they can pass it back to the other end ²³

²³ Information sourced from Play for Life Hockey Companion Book

ZONE HOCKEY



EQUIPMENT REQUIRED

- 2 roll out lines or cones spread along the centre line.
- Bibs to indicate different teams
- 2 goals
- 4 cones to make the playing area
- 1 ball

FIELD SET UP

- Split the rectangular field into 3 zones, Defensive, Midfield and Forward zone.

OBJECTIVE

- To score goals.

HOW TO PLAY

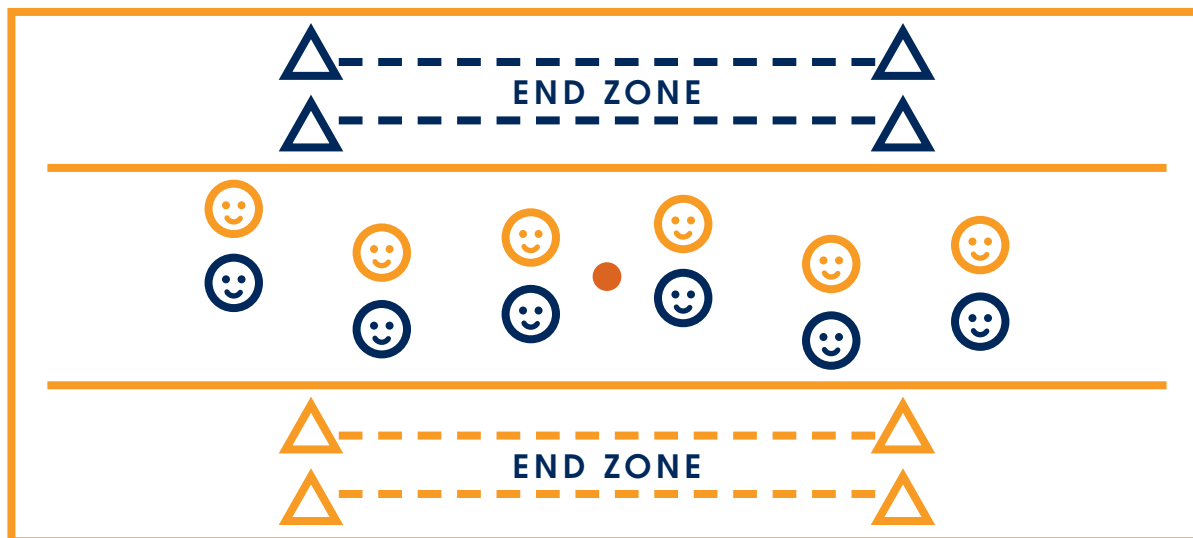
- Players are limited to where they can move within the playing area:
Defenders are allowed within their defensive zone only.
Midfielders are allowed in all 3 zones.
Forwards are only allowed in their forward zone.
Rotate players after every 10 minutes between defense, midfield and forward positions.
Goals can only be scored from within the forward zone

RULES

- The ball cannot be passed over more than 2 zones ²⁴

²⁴ Information sourced from Hookin2Hockey Activity guide

END ZONE



EQUIPMENT REQUIRED

- 2 roll out lines or cones spread along the centre line.
- Bibs to indicate different teams
- 12 cones (3 sets of 4 cones of different colours)

FIELD SET UP

- Set up a 25m x 30m rectangle field with 4 cones.
To create the end zone place 4 cones inside the playing area to make the end zone, repeat at the other end.

OBJECTIVE

- Teams earn a point when the ball is passed into the end zone and trapped by the team mate, only one person from each team may start in the end zone.

HOW TO PLAY

- Players must try and score by passing the ball to a team mate inside the end zone. Defenders are not allowed in the end zone.

RULES

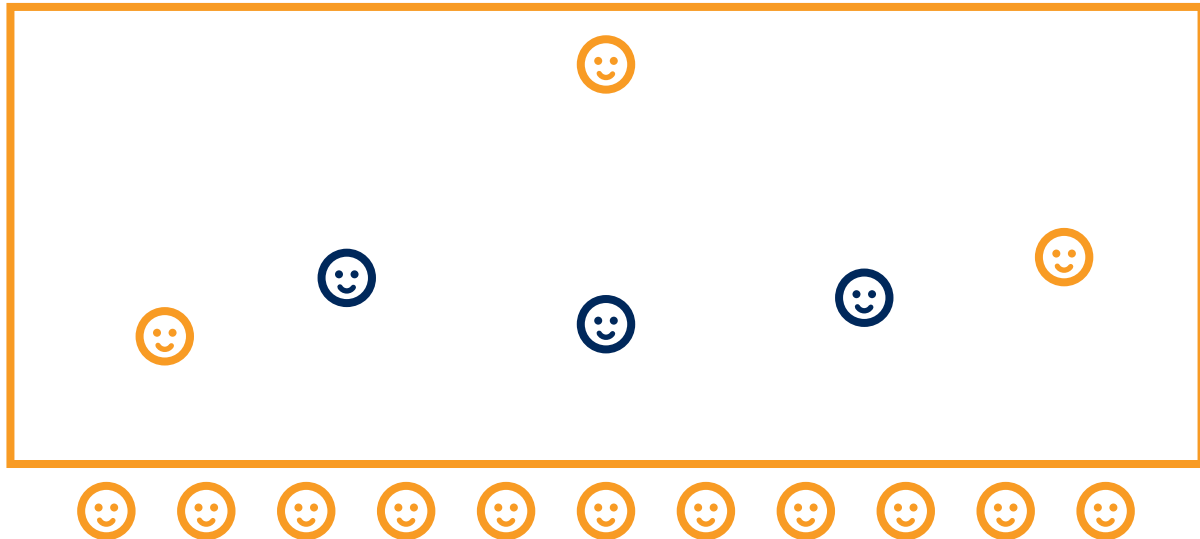
- Push passing only is allowed.

ALTERNATIVE RULES

- Each time a player scores a goal, they enter the end zone as a “receiver”. As the game develops, the weaker players on the team will generally remain in the field, this allows for them to become more involved. The first team with all players in the end zone wins ²⁵

²⁵ Information sourced from Hookin2Hockey Activity guide

HOCKTOPUS



EQUIPMENT REQUIRED

- A ball for each participant
- Cones to make out the playing area (make use of any lines on the playing surface to assist with this).

FIELD SET UP

- Keep the field small and tight. It is better to play in small area and play multiple games, than in a big fields and drag out the game.

OBJECTIVE

- Players have to try and dribble their ball from one end to the other end without the “Hocktopus” or the “Seaweed” stealing their ball and pushing it over the sidelines.

HOW TO PLAY

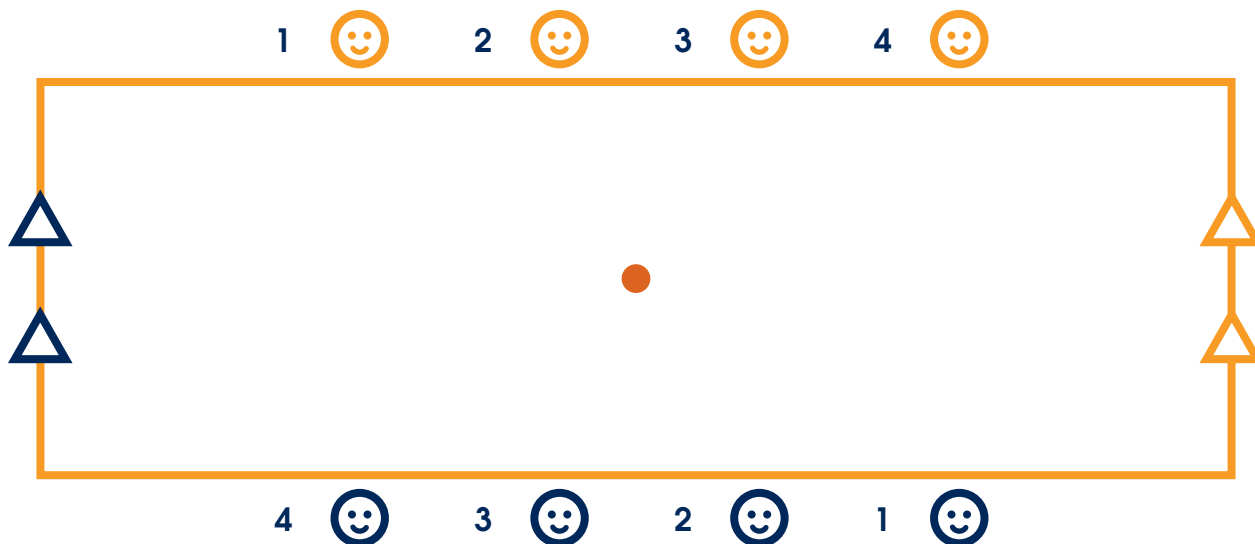
- All players have their own ball. Choose a player (or coach) to be the Hocktopus. The Hocktopus is allowed to move. The Hocktopus tries to steal the other player’s ball and push their ball out over the sidelines. If a player’s ball is knocked out of the boundary they become Seaweed. Seaweed is not allowed to move their feet. The Seaweed has to try to steal the balls off other players and knock them out of the boundary. Players are allowed to chase and save their ball. The last player left with a ball wins.

SAFETY

- Remind “Seaweed” about proper stealing technique (no crazy swinging or swiping) ²⁶

²⁶ Information sourced from Hookin2Hockey Activity guide

NUMBER HOCKEY



EQUIPMENT REQUIRED

- 8 cones to mark out playing area and goal area
- 4 balls of different colours

FIELD SET UP

- Set up a rectangle field with 4 cones and 2 goals of different colours.

OBJECTIVE

- To score a goal.

HOW TO PLAY

- Players are placed into two teams. Each team member is then given a number, with someone on the other team also being given that number. Teams shoot to the goal on their left when facing the middle. A ball is thrown into the middle and a number either called out or signed and those players then come and play against each other. As players become more comfortable two or more numbers can be called out at a time.

ALTERNATIVE RULES

- If you have a range of different coloured ball you have different pairs playing with different balls at the same time. Depending on the player experience and skill level, you may like to let them play around the goal, similar to ice hockey rules.

Additional activities for when coaches are working with people with specific disabilities one on one

A Person with Physical Disability, A Person with Autism Spectrum Disorder and/or Asperger's Syndrome, A Person with an Intellectual Disabilities, and A Person with an Acquired Brain Injury.

- Sitting juggling the ball on their stick.
- Balancing the ball on their stick (in the hook of the stick with the round side to the sky).
- Practice Indian dribble with one hand (left hand, this will allow a build-up of strength in their hand and arm).
- Passing in pairs with a teacher/coach/aid

KEY ORGANISATION LINKS

HOCKEY VICTORIA

<http://www.hockeyvictoria.org.au/>

AAA PLAY

<http://aaavic.org.au/>

SCOPE

<http://www.scopevic.org.au/>

AUSTRALIAN SPORTS COMMISSION

<http://www.ausport.gov.au/participating>

SPORT AND RECREATIONS VICTORIA

<http://www.dtpli.vic.gov.au/sport-and-recreation>

VICTORIAN ELECTRIC WHEEL CHAIR SPORTS ASSOCIATION

<http://www.vewsa.com.au/>

DEAF SPORTS AUSTRALIA

<http://www.deafsports.org.au/>

DEAF SPORT AND RECREATION VICTORIA

<http://www.dsrv.com.au/>

BLIND SPORTS VICTORIA

<http://www.blindsports.org.au/>

CENTRE FOR MULTICULTURAL YOUTH

<http://www.cmy.net.au/>

AUSTRALIAN HUMAN RIGHTS COMMISSION

<https://www.humanrights.gov.au/publications/questions-and-answers-about-aboriginal-torres-strait-islander-peoples>

VICHEALTH

<http://www.vichealth.vic.gov.au/>

BE PREPARED!

Sport and Active recreation programs for people with a disability.
A resource for volunteers and Staff

<http://www.disability-resource.org.au/>

MELBOURNE ABORIGINAL YOUTH SPORT & RECREATION

<https://www.ourcommunity.com.au/directories/listing?id=37361>

FACTS ON DISABILITY

THE FACTS

Over 4 million Australians have a disability. That's 1 in 5 people.

- 1 in 3 people either has disability or is likely to be close to someone who has disability.
- 2.1 million Australians of working age (15 – 64 years) have disability.

TYPES OF DISABILITIES

- 3.4 million (15%) Australians have a physical disability.
- 1 in 6 Australians are affected by hearing loss. There are approximately 30,000 Deaf Auslan users with total hearing loss.
- Vision Australia estimates there are currently 357,000 people in Australia who are blind or have low vision.
- Around 668,100 Australians have intellectual and/or development disorders.
- 10% of the population has dyslexia. That's more than two million Australians.
- More than 90,000 people have a mental health disorder.
- Almost 90 per cent of disabilities are not visible ²⁷

²⁷ Information sourced from <http://www.disability-resource.org.au/>



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