



Physical education and Sport for democracy and
Human rights (SPORT)
Developing and creating equal opportunities
to practice on ice
(Physical Education lessons on ice)

by

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Developing and creating equal opportunities to practice on ice

Brief description

This training unit is mainly focused on assessing ice activities. It consists of 5 activities plus debriefing session. In this unit we (teacher and students) try to find ways how to compensate skills on ice without reducing motivation (good ones) and on the other hand try to motivate more (not that good ones).

Make sure that learners have right equipments (skates, helmets, gloves). Safety first!

In the first activity, make some notes about learners' skills. It helps you when organising groups.

Expected outcomes

- ✓ Capacity to face the challenge of doubt and uncertainties (S_SELF_1)
- ✓ Understanding that every group has a power structure (K_COOP_2)
- ✓ Acceptance of the fact that every individual constructs knowledge differently (A_EPIST_1)

Activities

	Duration	Methods used
Activity 1: General information. Basic skating skills & un-typical games on ice.	90 minutes	Starting with providing general information/goals (off the ice), Warm-up, Skating skills/techniques, Skills using on games, Debriefing
Activity 2: Games on ice (ringette)	90 minutes	Starting/general information/goals (off the ice), Warm-up, Some basic trainings for stick-handling, Modified games on Ringette, Debriefing
Activity 3: Games on ice (ice gockey, rink ball)	90 minutes	Starting/general information/goals (off the ice), Warm-up, Some basic trainings for stick-handling, Modified games , Debriefing
Activity 4&5: Students working together	90 minutes	Group work
Activity 6: Debriefing /evaluation: working online	60 minutes	On line feedback

Background and context

Ice (ice hockey rink) is often used field in Physical Education (especially in Finland). Still for some pupils ice is difficult and not typical court. Skating skills are very often heterogeneous. Some pupils are very good with skates and they are dominating the action on ice. At the same time some of pupils are very weak with skates and they feel bad playing with good ones.

Activity 1: Basic skating skills & un-typical games on ice.

Duration: 90 min

Expected outcome
<ul style="list-style-type: none"> ✓ S_SELF_1: Capacity to face the challenge of doubt and uncertainties ✓ A_EPIST_1: Acceptance of the fact that every individual constructs knowledge differently
Methods/ techniques used
<ul style="list-style-type: none"> ✓ Starting with providing general information/goals (off the ice) ✓ Warm-up ✓ Skating skills/techniques ✓ Skills using on games ✓ Debriefing
Resources
<ul style="list-style-type: none"> ✓ http://www.edu.fi/download/114985_hockeycarneval.pdf ✓ http://www.wikihow.com/Ice-Skate ✓ http://www.hockeyshot.com/top-10-skating-tips_a/165.htm <p>*last assessed on October 2015</p>
Practical arrangements
<ul style="list-style-type: none"> ✓ You need ice hall
Procedure
<p>Step 1 (10 min)</p> <ul style="list-style-type: none"> ✓ Starting: introducing the main goals of this course. Conversation about problems teaching on ice. <p>Step 2 (15 min)</p> <ul style="list-style-type: none"> ✓ Warming up: playing on ice, simple games for children. <p>Step 3 (30 min)</p> <ul style="list-style-type: none"> ✓ Basic skating skills -> challenging skating skills <ul style="list-style-type: none"> ○ forward, backwards, high & low ○ different slides: one foot, high & low ○ using different part of your skates blade: inner & outer <ul style="list-style-type: none"> ▪ curving ○ working with pair: pulling & pushing with sticks ○ breaking, sliding, turning, making circles

Step 4 (30 min)

- ✓ Un-typical games on ice: three groups. 10 min in each group
 - What kind of skating skills you need in these games? Focus on skating!
 - Tennis:
 - Football:
 - Ultimate:

Step 5 - Debriefing (5 min)

- ✓ What kind of notifications students did? Did they already note that there might be challenges when skating skills are in different levels? What things in this lesson compensate those levels?

Tips for trainers

- ✓ Some actions take more time you have planned because skills are different -> some waiting for others?

Activity 2: Games on ice (Ringette)

Duration: 90 min

Expected outcome

- ✓ S_SELF_1: Capacity to face the challenge of doubt and uncertainties
- ✓ A_EPIST_1: Acceptance of the fact that every individual constructs knowledge differently

Methods/ techniques used

- ✓ Starting/general information/goals (off the ice)
- ✓ Warm-up
- ✓ Some basic trainings for stick-handling
- ✓ Modified games on Ringette
- ✓ Debriefing

Resources

- ✓ <http://ringette.skr.fi/>
 - ✓ http://www.edu.fi/download/151586_ringetteopas.pdf
- *last assessed on October 2015.

Procedure

Step 1 (5 min)

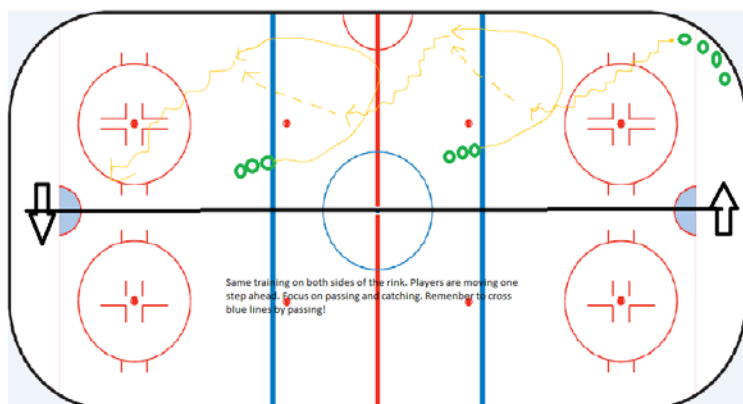
- ✓ Starting: introducing the main goals of this session.

Step 2 (15 min)

- ✓ Warming up: moving, improving skating skills and stick handling
- ✓ Follow the leader: try to follow what your pair is doing and do the same
- ✓ Try to steal your friends' ringette. Play with rules!
- ✓ Passing: there are lots of lines on ice. Skate on the field and when crossing a line make a pass (with your pair)

Step 3 (20 min)

- ✓ Basic trainings for Ringette
 - Passing and catching (shooting)



Step 4 (40 min)

- ✓ Modified games on Ringette
- ✓ Playing Ringette like Ultimate Frisbee (End Zone game)
- ✓ The goal is behind the line. No skating when having the ringette/ball. Focus on passing and catching! Use more than one ringette/ball.
- ✓ Playing Ringette in many goals
- ✓ Use more than two goals. For example use four goals in four different corners of the field. Use many balls and perhaps more than two teams.
- ✓ Playing Ringette in small field and limit how the players can move choose some players which can play the game in specific area (change players often). Some players can use the whole field, some only part of the field. Always cross the centre line by passing.

Step 5 - Debriefing (10 min)

- ✓ What was the motivation for playing games like this? How often students asked to play “real” game? Was everyone “forced” to join the game?

Tips for trainers

- ✓ Basic trainings should be preparation for games (modified games). Try to find the “red line”! When changing games, change teams/opponents!

Activity 3: Games on ice (Rink ball and Ice Hockey)

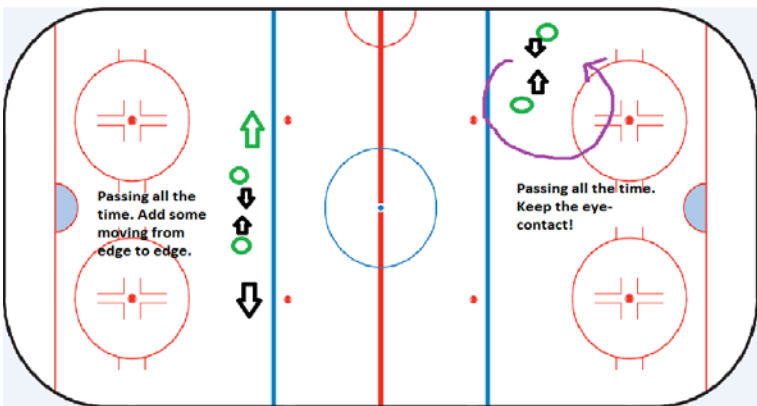
Duration: 90 min

Expected outcome

- ✓ S_SELF_1: Capacity to face the challenge of doubt and uncertainties
- ✓ A_EPIST_1: Acceptance of the fact that every individual constructs knowledge differently

Methods/ techniques used

- ✓ Starting/general information/goals (off the ice)
- ✓ Warm-up
- ✓ Some basic trainings for stick-handling

<ul style="list-style-type: none">✓ Modified games on Rink ball and Ice Hockey✓ Debriefing
<p>Resources</p> <ul style="list-style-type: none">✓ http://www.edu.fi/perusopetus/liikunta/opetusmateriaalit_eri_lajeista/jaaliikunta/luokat_4_6/pelit <p>*last assessed on October 2015.</p>
<p>Practical arrangements</p> <ul style="list-style-type: none">✓ non
<p>Procedure</p> <p>Step 1 (5 min)</p> <ul style="list-style-type: none">✓ Starting: introducing the main goals of this session. <p>Step 2 (15 min)</p> <ul style="list-style-type: none">✓ Warming up: moving, improving skating skills and stick handling✓ “Too” many players in small area: try to handle puck/ball and same time try to avoid crashing others (keep you head up).✓ Stick handling: individual training<ul style="list-style-type: none">▪ https://www.youtube.com/watch?v=REAqCB9vfbU <p>Step 3 (20 min)</p> <ul style="list-style-type: none">✓ Basic trainings for Rink ball and Ice Hockey<ul style="list-style-type: none">○ Passing and catching:<ul style="list-style-type: none">▪ Players standing face-to-face and start passing. After succeeding this, add moving. One is going backwards, one forward. Change direction in the end.▪ Players standing face-to-face and passing. One player is standing still and another is moving all the time and making a circle. Try to keep your eye-contact all the time to the another.  <p>Step 4 (45 min)</p>

- ✓ Modified games on Rink Ball and Ice Hockey
 - Playing Rink Ball with your pair.
 - Pairs are standing one after another. First one is handling the stick and will be “brains” for the game. This player is not allowed to skate, only using the stick. The one who is standing back is “muscles”. This one has to skate and give the speed and take care about moving.
 - Playing ice hockey with pair, but with only one stick.
 - Moving goals:
 - Two players are moving goals all the time. Their mission is to help the own team or make the scoring more difficult for another team. Scoring is not easy and it will compensate the skills between good ones and not-that good ones.

Step 5 Debriefing (10 min)

- What was the motivation for playing games like this? How often students asked to play “real” game? Was everyone “forced” to join the game? Did the modified games change the balance between good ones and not-that good ones?

Tips for trainers

- ✓ Basic trainings should be preparation for games (modified games). Try to find the “red line”! When changing games, change teams/opponents!

Activity 4 & 5: Students working together/having training for instruction

Duration: 90 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ K_COOP_2: Understanding that every group has a power structure ✓ A_EPIST_1: Acceptance of the fact that every individual constructs knowledge differently
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Students teaching each others in small groups. Game will be Ringette and Ice Hockey ✓ Start/warm-up: leading by teacher ✓ Group 1 (4): (group of 4 students) ✓ Group 2 (5): “ ✓ Group 3 (6): “ ✓ Short debriefing/reflection
<p>Resources</p> <ul style="list-style-type: none"> • http://www.spectrumofteachingstyles.org/pdfs/literature/TeachingStyles%20inPEandMosstonsSpectrum.pdf <p>*Last assessed on October 2015.</p>
<p>Procedure</p> <p>Step 1 (10 min)</p> <ul style="list-style-type: none"> ✓ Warm up organised by teacher. <p>Step 2 (25 min)</p> <ul style="list-style-type: none"> ✓ Group 1 (4) taking the lead. They have planned practices concerning of the goal of the hole course. Now they are testing those in practise. Every training will be video recorded and the analysis will done afterwards. <p>Step 3 (25 min)</p> <ul style="list-style-type: none"> ✓ Group 2 (5) taking the lead. <p>Step 4 (25 min)</p> <ul style="list-style-type: none"> ✓ Group 3 (6) taking the lead. <p>Step 5 Debriefing (10 min)</p> <ul style="list-style-type: none"> ✓ Debriefing will be done on online. Watching recorded videos and make analysis by that. <ul style="list-style-type: none"> ○ Questions: <ul style="list-style-type: none"> ▪ How did the group work (participants, not the instructors)? ▪ How did practices work? ▪ How participants acted in these practices? Enough moving and doing? ▪ What kind of teaching style is useful for this group?
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ Groups use more time than is planned

Evaluation and impact assessment

Duration: 60 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ Main idea was to find ways how to compensate skills on ice without reducing motivation (good ones) and on the other hand try to motivate more (not that good ones).
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Students had trainings and they were video-recorded. Videos were uploaded in YouTube, and other students were told to give feedback online (platform called Moodle)
<p>Resources</p> <ul style="list-style-type: none"> ✓ <u>Tasks to do in online mode:</u> ✓ Watch your opponent group's video/training practice (on YouTube) and answer next questions: <ul style="list-style-type: none"> · What things supported equal opportunities to practice on ice and why? · What things didn't supported equal opportunities to practice on ice and why? · Pick up one student and try to follow that one as much as possible: <ul style="list-style-type: none"> • How active the chosen student was if you compare others? • How the chosen student was noticed by instructor? • (if you can't follow only one student, make notes from the hole group and concentrate same things) ✓ Watch your own group's video/training practice and answer next questions: <ul style="list-style-type: none"> · How did you used your voice when giving instructions? · How did you pay attention to all of students? · Did you treat all students/participants same way?
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Computer with internet access needed
<p>Procedure</p> <p>Step 1 (45 min)</p> <ul style="list-style-type: none"> ✓ Watch video/videos and give some feedback. For others and also analyze your own performance. <p>Step 2 - Debriefing (15 min)</p> <ul style="list-style-type: none"> ✓ Did the students find the elements how to make games "better". Was the video analysis good way to motivate students to give feedback?
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ Make sure that giving feedback is part of this project. Maybe the most important part. Upload videos as soon as possible and give enough time for watch those and time to give some feedback. Make sure that the student understands importance of feedback. Feedback should be relevant and "deep" enough.

References

- http://www.edu.fi/download/114985_hockeycarneval.pdf
- <http://www.wikihow.com/Ice-Skate>
- http://www.hockeyshot.com/top-10-skating-tips_a/165.htm
- <http://ringette.skrl.fi/>
- http://www.edu.fi/download/151586_ringetteopas.pdf
- http://www.edu.fi/perusopetus/liikunta/opetusmateriaalit_eri_lajeista/jaaliikunta/luokat_4_6/pelit
- <http://www.spectrumofteachingstyles.org/pdfs/literature/TeachingStyles%20inPEandMosstonsSpectrum.pdf>

Appendix 1: General information for students

Kisakallio Sports Institute

Teacher: Antti Jokinen

Ball games III/ ball games on ice

Main goal(s):

- skating skills, stick handling
- training skills, group working skills
- understand basic rules

Timeline & content:

24.2. Start & skating skills & un-typical games on ice

- general information (starting in locker room)
- main goals for this course, tasks and groups introduction
- skating training & un-typical games on ice (tennis, football, ultimate)

3.3. Games on ice

- basics of ringette / rink ball
- exercises & modified games

5.3. Games on ice

- basics of rink ball/ice hockey
- exercises & modified games

9.3. Group working: groups 1, 2 & 3

- Training exercise G1 (see instructions below!)
- Training exercise G2

- o Training exercise G3

11.3. Group working: groups 4, 5 & 6

- o Training exercise G4 (see instructions below!)
- o Training exercise G5
- o Training exercise G6

16.3. Tournament

- o two teams playing each other's in three games (ringette, rink ball, ice hockey)
- o each game will be played 20 minutes (3 x 20 minutes all together)

Instructions for group working (training exercise):

Each group is taking lead for 20 minutes. Groups consist of four (4) students (groups are named below). Main goal for this training exercise is to find different ways to compensate skills (playing & skating skills) on ice. The most important is that compensation happens without reducing motivation (good ones) and on the other hand try to motivate more (not that good ones). Group should find different practices, trainings or games where everyone can join in their own level. Rest of the students will be the target group (app. 20 students). Each training exercise will be video recorded and analyzed afterwards (in online working unit Moodle).

Group 1 (Ringette): Annika, Atte, Camilla, Emmi

Group 2 (Ringette): Henna, Jasmin, Julia, Jukka-Pekka

Group 3 (Rinkball): Kari, Meea, Niki, Pauli

Group 4 (Rinkball): Petra, Petrus, Roope, Sanni

Group 5 (Ice hockey): Salla, Sandra, Sinna, Sonja

Group 6 (Ice Hockey): Teo, Toni, Veera

Useful links:

<http://ringette.skrl.fi/fi/Materiaalit/Valmennus.html>

<http://www.iihce.fi/>

http://www.edu.fi/perusopetus/liikunta/opetusmateriaalit_eri_lajeista/jaaliikunta

Appendix 2: Observation Sheet

Tasks to do in online:

Watch your opponent group's video/training practice (on YouTube) and answer next questions:

- What things supported equal opportunities to practice on ice and why?
- What things didn't supported equal opportunities to practice on ice and why?

Pick up one student and try to follow that one as much as possible:

- how active the chosen student was if you compare others?
- how the chosen student was noticed by instructor?
- (if you can't follow only one student, make notes from the whole group and concentrate same things)

Watch your own group's video/training practice and answer next questions:

- how did you used your voice when giving instructions?
- how did you pay attention to all of students?
- did you treat all students/participants same way?