

Materials	Paper, mini stick or other implement (e.g., wooden spoon, spatula), four floor markers (e.g., cups, pillows), ball
Learning Outcome	Demonstrate how to strike an object with an implement and experience playing a Parasport.

Description

Ensure there is enough space to do the activity and check for safety hazards. Set up two floor markers 0.5 metres apart to make a goal. Place another floor marker 2 metres back from the goal to act as a shooting line and one floor marker 1 metre from the shooting line as a starting line. Place the ball by the shooting line. Invite the child sit on the floor by the starting line with their knees bent placing one piece of paper under their bum and another piece of paper under their feet. Review how to perform the sidearm strike movement skill or refer to [Movement Skills Cues](#) to support you.

The child places the stick in their lap and uses their hands to move to the shooting line using the paper to help them slide along the floor. When they reach the shooting line, the child takes the stick from their lap and shoots the ball aiming to score by shooting the ball between the two goal markers. After shooting, the child collects the ball and places it on the shooting line again. They move back to the starting line to repeat the activity. For older children, consider turning cups on their side and having the child shoot the ball into one of the cups to score.

Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Reflection Questions

Reflection is important to support learning during physical activity. Consider asking the child the reflection questions below and discuss the answers together.

- How does para hockey differ from ice hockey?
- What did you have to do to move your body along the floor to move to the shooting line?



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S Space	T Task	E Equipment	P People
Reduce the distance between the starting line and the shooting line, and the distance between the shooting line and the goal.	The child moves to the shooting line using the method of locomotion with which they are most successful.	The child uses a ramp to roll the ball toward the goal.	With permission, use physical cues to manually move the child's arm through the sidearm strike motion.