

## RCFHA Para Cosom: Sample Lesson Plan

*Context: The first week of the program*

### First 5-10min: Introduction to hockey equipment and textures

#### ❖ What?

- Decorate hockey stick with variety of items that assist sensory stimulation/spark interest
  - i.e. foam handles (players can choose colour), stickers, googly eyes
- Express yourself: pick your favourite sticker and affix it to your shirt
- Explore the gym with volunteers, meet other players

#### ❖ Why?

- **Gradual introduction** to the **social** experience and **sport**
  - Some children living with ASD identify social interaction as a barrier to participation, we want to foster positive experiences with physical activity
  - Some children living with ASD struggle to feel comfortable in new environments and with new objects/tools
    - Goal of this is to acclimate players to the environment and equipment through free use time familiar symbols and items (decorations)
- **A motivator to building social skills**
  - Shared interests provide an "ice breaker" for interacting with peers

### Drill 1: Stick Art

#### ❖ Key points:

- learning basic skill of holding hockey stick, feeling weight, balance of the stick and moving it around with a goal
- ❖ Participant is prompted to hold stick with foam grips taped onto shaft
  - Participant is prompted to write/draw various items

- "Write your name", "Draw a cookie", etc.

❖ Why?

- **Fine motor skills through wrist movement**
- Creative expression when writing/drawing
- Learning basic movements directing/moving stick before completing more complex activities

### **Drill 2: Around the world (Nathan's Version)**

❖ Key points:

- a volunteer between each player to ensure puck moves around the circle

❖ What?

- Volunteers and players stand around the centre gym circle, facing outwards
- A coach starts with a puck, and moves it to the right, placing it in front of the next player.
- They then move the puck to the right towards the player next to them.
- This repeats until the puck reaches the starting player again

❖ Why?

- **Hockey-specific skills**
- Stick-handling, manipulation of a hockey stick
- Fine-motor skills
  - Grasping and manipulating objects through the act of holding and interacting with the stick

### **Drill 3: Build a tower**

❖ Setup:

- Pucks scattered around the gym floor, cones/highlight areas of importance

❖ What?

- While following the lines on the gym floor, players collect pucks and bring them to a cone segmented area
- They then build a tower with their pucks

❖ Why?

- **Tactile sensory development:** holding pucks
- **Object manipulation:** building a tower
- **Balance:** walking along a line develops balance skills
- **Promotion of physical activity** / locomotor skills: running to grab pucks to build more resources to build a tower

**Last 10 min: Fun game**

❖ Goals:

- End on a high note (maximal enjoyment – goal is to have them leave smiling, wanting to come back next week).
- **Incorporate the cumulation of skills built throughout the day** (social skills, hockey-specific skills, motor and perceptual-motivity skills) into a single activity with a coherent goal and purpose

❖ Options

- *Scrimmage*: player + their assigned volunteer VS other player-volunteer pairs
- *Gates of buffalo*: pass to a teammate through a "gate" (two cones 4' apart) to get points
- *Relay game*: carry pucks to your teammate in a zigzag pattern across the gym
- Add volunteer as opposing player (interceptor) if skill level allows