

Mini-Ring Scooter Hockey Set

Item #17543

What Are the Educational Applications?

Mini-Ring Scooter Hockey is an excellent way to enhance balance, leg strength, hand/eye coordination, team play, strong motor, control and communication skills as well as hockey skills (passing, dribbling with a stick, shooting, tactical strategies, etc.). Mini-Ring Scooter Hockey generates excitement and curiosity across all grade levels because of the unique equipment using: (1) scooters to play a hockey game and (2) bladeless sticks to control, pass and shoot a ring instead of a puck or ball!

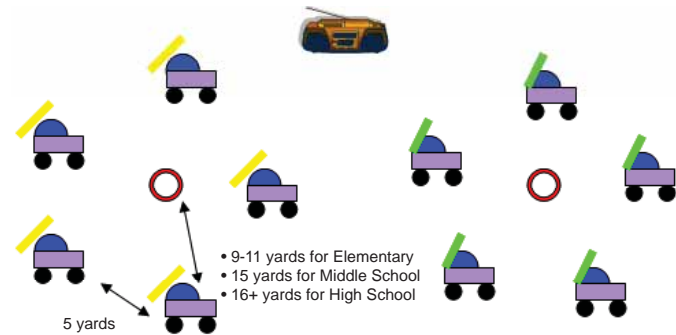


Diagram 1

How Can I Use This Product With My Students?

Objective:

Play as mini lead-up games designed to familiarize students with coordination, communication, and Mini-Ring Scooter Hockey skills. Or, play as a competitive sport where two opposing teams, made up of five skaters and a goalie, use bladeless sticks to control and move a small ring into the opposing goal.

Set Up:

Mini-Ring Scooter Hockey can be played on any hard surface scooters are able to safely roll. Set up boundaries depending on the student's skill level (refer to the section "How do I make this product developmentally appropriate for me students).

Activity #1-Musical Rings

This is a great activity for the students to learn and practice maneuvering the scooter, controlling the bladeless stick, hockey skills and offense and defense strategies.

Objective: Receive a point each time a ring is retrieved and successfully brought back to the starting polyspot. The student with the most points at the end of play wins.

Set Up: (Refer to Diagram 1)

1. Place 2 sets of 5 polyspots approximately 5 yards apart (1 yard = 1 step) in a circle approximately these distances from the circle's center point based on grade/developmental level:
 - a. 9-11 yards for Elementary Students
 - b. 15 yards for Middle School Students
 - c. 16+ yards for High School Students

2. Place one scooter on top of each polyspot (10 scooters total).
3. Place one bladeless stick on top of each polyspot.
4. Place one large ring in the center of each circle.
5. Place a CD player and music CD off to the side of the playing area.

How to Play (Refer to Diagram 2)

1. One student per polyspot/scooter.
2. Students sit on the scooters and hold the bladeless stick.
3. When music begins, each student moves his/her scooter to the outside of the polyspots and uses his/her feet to pull him/herself in a clockwise around the circle.

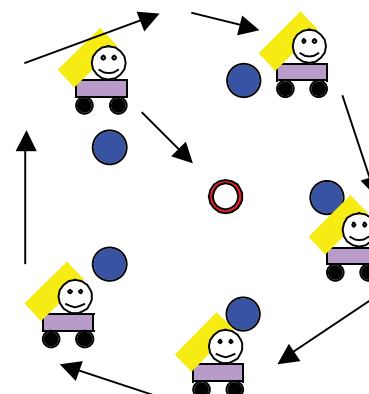


Diagram 2

4. When the music stops, students (while staying on their scooters) race to the center of the circle trying to retrieve the ring using their bladeless stick.
5. The student successful at retrieving the ring uses

the bladeless stick to maintain possession of it and pushes the ring back to his/her original starting polyspot.

6. The other students try to gain possession of the ring by offensively (and SAFELY!) using their stick.
7. The student who makes it back to their original polyspot with the ring receives 1 point.
8. Ring is placed back in the middle of the circle.
9. When all students are back on their scooters with the bladeless stick in hand, the music starts and play resumes as described above.
10. The number of rounds played is determined by student interest (end the game before the students lose interest).
11. The student with the most points at the end of play is the winner.

Modifications/Extensions

1. Advanced students (math integration): students without a ring receive a penalty point.
2. Use the small ring for advance players.
3. For additional ideas, refer to the section "How Do I Make This Product Developmentally Appropriate For My Students?"

Activity #2-Sideline Scooter Hockey

Objective: Pass the ring back and forth at least 3 times to your teams sideline players while three team members are playing a game of scooter hockey in between the two sideline teams. After the ring has been passed 3 times to the team's sideline players, that team can shoot to score. Play continues until a goal is scored, or until the teacher feels the players have used enough time. The team with the most points at the end of the period is the winner.

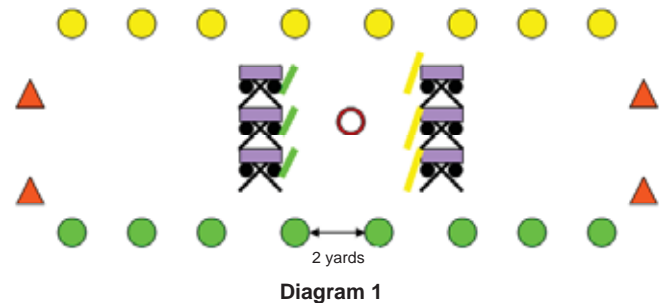
Set Up (Refer to Diagram 1)

1. Place two sets of 2 cones (or netted goals) at each end of the activity space.
2. You will need one polyspot per student in the class. Place half the polyspots 2 yards apart (1 yard = 1 step) in a single line down the length of the court.
3. Place the other half of the polyspots in the same manner down the other side of the court.
3. Place two sets of 3 "X"s on the court using painters



tape (easier to remove) as visual cues for scooter placement.

4. Place one scooter on top of each "X".
5. Place 1 green bladeless stick by one set of 3 scooters; place 3 yellow sticks by the other set of scooters.
6. Place one large ring in the middle of the activity space.



How to Play

1. Divide the class into two teams: GREEN team and YELLOW team.
2. The green team stands on one set of polyspots with one student per polyspot. The yellow team does the same.
3. Assign each player a number. Each team will have numbers that correspond to the opposing team.
4. To begin the game instructor calls out three numbers.
5. Players representing these three numbers will enter the middle of the court (there should be three from each team), sit on top of the scooter and hold onto the bladeless stick.
6. When the instructor blows the whistle, game begins.
7. The object of the game is for the scooter teams to first pass the ring to the team's sideline members using the bladeless stick at least 3 times before a goal can be attempted in the opposing team's goal.
8. Sideline members use their feet to push the ring back into play to the scooter team members.
9. Scooter players may not touch the ring with their hands or feet. If a player wishes to be goalie, it is legal, but even the goalie may not use his hands.
10. Players on scooters play until a goal is scored, or until the teacher feels the players have used enough time.
11. If a goal is scored, 1 point is awarded to the team who scored.
12. Once these players are finished, they replace the scooters back on the X's, place the stick next to the scooter and go back to their sideline polyspot and three new numbers are called.
13. The team with the most points at the end of the period is the winner.

Modifications/Extensions:

1. Call out four numbers, with one of the four players being the goalie. In that case, another scooter for each team is needed, as well as the bladed goalie sticks.
2. Use the small ring for advance players.

3.Refer to the section “How Do I Make This Product Developmentally Appropriate For My Students?”

Activity #3-360 Scooter Hockey

The Objective: To be the team with the most points at the end of the game by scoring as many points in any of the 4 goals available.

Set Up: (Refer to Diagram 1)

- 1.Place 1 goal (cones or nets) in the middle of each courtside for a total of 4 goals.
- 2.Place 1 scooter and a bladed goalie stick at the length wide goals.
- 3.Place 5 scooters scattered on one side of the court with green bladeless sticks next to the scooters.
- 4.Place 5 scooters scattered on the other side of the court with yellow bladeless sticks next to the scooters.
- 5.Place 1 large ring in the center of the court.

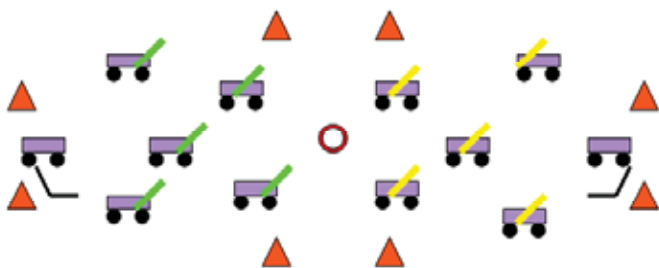


Diagram 1

How to Play

- 1.Divide the class into two teams of 6 players, the green team and the yellow team.
- 2.One green team member is the goalie and sits on the scooter in between the goal and holds onto the goalie stick. The remaining green team members each sit on a scooter and hold onto a green bladeless stick.
- 3.The yellow team does the same.
- 4.Flip a coin to see which team gains possession of the ring.
- 5.On instructor’s signal to start the game, the team that won the coin toss has control of the ring.
- 6.Team with possession of the ring (offensive) must decide whether to shoot, pass or dribble.
- 7.Team without possession of the ring (defense) must try to win possession and stop the other team from scoring.
- 8.Scores can be made on any of the 4 goals.
- 9.If a shot gets past a goalie with the bladed stick, the team gets 3 points.
- 10.The other two goals can be scored on by either team. If the yellow team has the ring and is trying to shoot at one of these goals, a green team member can scoot over and act as a goalie. However, if the shot is made, the yellow team only gets 1 point.
- 11.When ring goes out of bounds, possession goes to the team that has not recently scored.

12.Rotate players/goalies either upon a scored goal or after a certain amount of time has elapsed (e.g. 2 minutes).

13.The team with the most points at the end of the period is the winner.

Modifications/Extensions:

- 1.For all students—Skills to be developed include:
 - a.On the ring skills: how to handle the stick; accurate dribbling, passing, receiving, and shooting skills.
 - b.Off the ring skills: getting open for a pass, moving to an open space, marking/checking a player.
- 2.Advanced students:
 - a.Tactical problems—Space: where to go to defend, where to pass, where to shoot, how to get open.
 - b.Tactical problems—Time: when to pass to a team member, when to shoot.
 - c.Tactical problems—Force: How much force to apply to pass, how much force to apply to shoot, how to apply force when dribbling, absorption of force when receiving a pass/shot.
- 3.Use the small ring for advance players.
- 4.Refer to the section “How Do I Make This Product Developmentally Appropriate For My Students?”

Activity #4-End Ring

The Objective: Pass the ring between team members to the end zone team member, without crossing over the center line, to score a point. Team with the most points at the end of the period is the winner.

Set Up: (Refer to Diagram 1)

- 1.Create an end zone using painter’s tape at each ends of the court. The distance of the end zone is dependant on the developmental level of the students. In general, a smaller end zone is appropriate for beginner students.

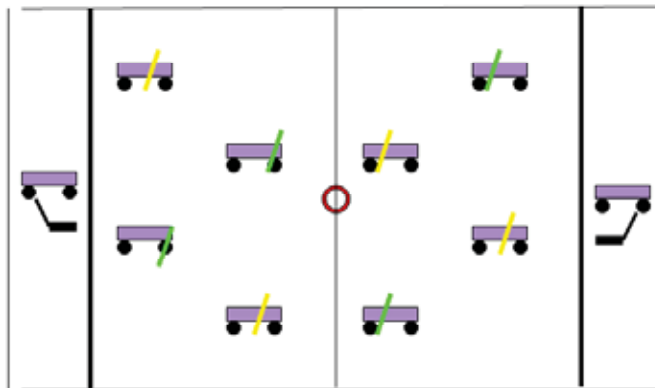


Diagram 1

- 2.Scatter 4 scooters in each half of the court between the center line and the end zone.
- 3.Place 1 green bladeless stick at 2 of the scooters on each half of the court. Do the same with the yellow sticks (there will be 2 green and 2 yellow sticks in each half of the court).

4. Place 1 scooter in each end zone along with a bladed goalie stick.
5. Place 1 large ring in the center of the court.

How to Play:

1. One student per scooter.
2. Each student holds onto his/her stick taking note of the color. All the yellow sticks are on the same team, regardless of what courtside they are on. Same goes for students with the green color sticks.
3. Goalie on the RIGHT side of the court is on the GREEN team.
4. Goalie on the LEFT side of the court is on the YELLOW team.
5. Players CANNOT pass the center line. Players must remain on their scooter in the half of the court the scooter was originally placed.
6. Decide how a point is scored either:
 - a. The yellow team must pass it to the yellow team goalie in the end zone; the green team must pass it to the green team goalie in the end zone.
 - b. The yellow team must shoot and score past the green team goalie in the end zone; The green team must shoot and score past the yellow team goalie in the end zone.
7. Flip a coin to see which team gains possession of the ring.
8. On instructor's signal to start the game, the team who won the coin toss has control of the ring.
9. Team with possession of the ring (offensive) must decide whether to pass or dribble trying to get the ring to the end zone goalie without crossing over the center line, in order to score a point.
10. Team without possession of the ring (defense) must try to win possession and stop the other team from scoring.
11. Rotate players/goalies either upon a scored goal or after a certain amount of time has elapsed (e.g. 2 minutes).
12. When the ring goes out of bounds, possession goes to the team that has not recently scored.
13. Team with the most points at the end of the period is the winner.

Modifications/Extensions:

1. Refer to "Modifications/Extensions" above for "Activity 3: 360 Scooter Hockey."
2. Refer to the section "How Do I Make This Product Developmentally Appropriate For My Students?"

Activity #5-Modified Ringette Scooter Style!

History: Ringette is a fast paced skating sport in which players use a straight stick to pass, carry and shoot a rubber ring to score goals. Game combines the speed of hockey with the strategy of basketball and was first introduced in 1963 in North Bay, Ontario by the late Sam Jacks. It was originally created for girls to be played on ice with skates to be an alternative to figure skating and ice hockey. Today, it has been adapted

to gym ringette and in-line ringette (both of which are played co-educationally), and is played in the USA, Canada, Europe, Japan and Russia.

Rules:

Players: For each team: 2 forwards, 2 defense, 1 center, 1 goal tender.

Free Pass:

To Start Game: Play is started by a Free Pass, similar to the start of a soccer game. The ring is placed in the middle of the court. On the teacher's whistle, the player "taking the free pass" has 5 seconds to pass the ring to a teammate and the game is on.

To Restart Game: Any play resulting in the stopping of the game (see Penalties) will result in a Free Pass to restart the game, usually in the nearest place of the infraction. The ring is placed on the spot of infraction. On the instructor's whistle, the player that "takes possession" has five seconds to either shoot or pass the ring to a teammate; they can not "carry" (move) the ring down court themselves. During the 5 seconds, no other player is allowed within 5 feet of passing player.

Penalties:

Free Pass: A free pass is awarded to the team who did not cause the infraction. Infractions include:

- Body contact of any kind (Body contact of any type is not allowed).
- Tackling, hitting, shoving, pushing and other unsportsmanlike conduct.
- Stick checking or holding.
- Moving the goal deliberately.
- Putting the stick between another player's legs or under the scooter.
- Intentionally delaying the game.
- One player carrying the ring the full length of the court (Rules restrict any one player from carrying the ring the full length of the court. Ring must be passed to another player which means that more players can be involved in setting up goals).
- If more than three players of each team are in the offensive or defensive zones; not including the



goalie, to prevent over-crowding. Typically this means the offensive team has two forwards and a center while the defensive team has their center and two defense. If the defensive team has more than three players in their zone during the last two minutes of a game, a penalty shot can be called; at other times they lose possession.

- Player(s) in the crease other than the goalie. Two Minute Time Out (For major offenses)
- Throwing one's stick.
- Tripping or checking (purposefully) an opponent.
- Ramming scooters into one another.

How Do I Make This Product Developmentally Appropriate For My Students?

1. Adjust Court Size:

You can make the game easier or more difficult by changing the size of the boundaries/court dimensions. In general: small court size = easy play; large court size = more difficult.

a. Beginner Players: Use cones to set up a small court based on the development appropriateness of the players and/or use the dimensions/lines from a tennis court:

- 36' (service line to service line) x 13½' (center service line to single side line).
- 39' (distance between the base line and where the net would be) x 27' (single side lines) or 36' (double side lines).

b. Intermediate Players:

- Use the lines from a full tennis court: 78' x 27' (single side lines) or 36' (double side lines).
- Use the lines from half a basketball court: 47' x 50'.

c. Advanced Players: Use the lines from a basketball court (94' x 50')

2. Adjust Goal Size:

You can make the game easier or more difficult by adjusting the goal size.

- a. If using cones as goals: To make it easier for students to shoot and score a goal = increase the distance between the cones.
- b. If using cones as goals: To make it harder for students to shoot and score a goal = decrease the distance between the cones.
- c. If using net goals: To make it easier for students to shoot and score a goal = use a large goal (e.g. 9' x 4½'; 6' x 4').
- d. If using net goals: To make it harder for students to shoot and score a goal = use a small goal (4' x 3'; 3' x 3').

3. Use Listed Activity Modifications/Extensions:

These modifications/extensions can be used for all ability and skill levels. Included are modifications, extensions and/or adaptations that make the task easier as well as harder for students.

4. Vary How Students Hold the Bladeless Stick:

Beginner students will do better and feel more comfortable if they use their preferred (dominant)

hand when holding and using the bladeless stick to move the ring on the court. Intermediate and advanced students will enjoy the challenge of using their non-dominant hand to move the ring on the court.

How Does This Product Relate to Current Educational Thinking?

Depending on the developmental level of your group, use one or more of the following items to assess student learning at the end of the class or at the completion of the activity.

1. Have students comment (either written or verbally):

- a. What did participating in this activity teach them about balance, hand/eye coordination, and/or hockey skills?
- b. What did participating in this activity teach them about cooperation and teamwork?
- c. How did they feel, both as an individual and as a group, during the experience?
- d. Allow them to create a picture of what they did or learned. Display pictures on a bulletin board for all to see.

2. Take Polaroid/Digital and/or video pictures of the students in action during the lesson. At the end of the lesson, show the students the photographs/video and compare what you see to what they see.

3. Have students create their own Mini-Ring Scooter Hockey Game. The best learning environment is one where students are involved in the learning process. Students learn best when they are allowed to make choices and are given numerous opportunities for learning. Help them learn and assert their individualism and use higher order thinking skills by having them create their own Mini-Ring Scooter Hockey game. Students can perform this activity individually or in groups. In allowing students to explore a problem (i.e. create their own games) in terms of how it relates to their own experiences and ideas as well as those of their group members, you are introducing the teaching/educational philosophy known as progressivism. Students will take the knowledge from their own individual experiences and ability levels to create something uniquely their own based on their own and/or groups' abilities.

In view of COPEC'S (Council on Physical Education of Children) position that all activities have both appropriate and inappropriate practices, please list and describe a few appropriate practices regarding how this item or these activities are valuable to a physical education program.

1. When first introducing Mini-Ring Scooter Hockey to beginner learners, allow them to use the ring, bladeless sticks and scooters through exploration. Doing so gives them practice time before they participate in the actual activity. Through this practice time they learn how to use the blade to control the

- ring, how the ring reacts on the bladeless stick, how to maneuver on the scooter while controlling themselves, the bladeless stick and the ring, etc. Also, it allows the teacher to visually observe the students to see if which students are skilled at balancing, coordination, etc. and which students may need extra practice time or help and care when participating in the activity as a team.
2. Set up the game BEFORE students enter the activity space. If you set up after the class gets there, that dead time is both a waste of your precious physical education time and an invitation for trouble to start.
 3. Supervise students as they participate in the activity. Make sure they are on task and adhering to the classroom and game rules.
 4. Give positive reinforcement and feedback to the students as they participate in the activity this motivates the students and lets them know you are watching and paying attention to their hard work.
 5. Demonstrate what you want students to do before they are told to participate in the activity. Some children are auditory learners, many are visual learners. Give them both. Be sure to demonstrate exactly what you want them to do.
 6. Check for student understanding of how to play the game and the rules before allowing the students to participate in the activity.
 7. Stand where everyone can hear when you talk. It will save having to repeat yourself. It will eliminate confusion when the activity begins (confusion is breeding ground for misbehavior). If you have a quiet voice, or prefer not to shout, allow the students to sit close to you in a semi-circle formation when you need to say something.

Safety Issues and Concerns

1. Tell the students to only use the equipment (rings, sticks and scooters) for their intended use (i.e. sticks are not swords, rings are not projectiles, etc.).
2. Depending on skill level and activity space, there should be a designated area called the crease (half circle) around each goal. Under no circumstances may a player (offense or defense) be inside the crease. If the team with the ring has a player in the crease, they lose possession. If a player attempts to take the ring out of the crease they lose the ring. If the offensive team loses the ring it goes to the Goalie.
3. At no point should the stick be used to pick up and throw the ring.
4. Tell the student to look where they are going, especially when moving backwards on the scooter.

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Please direct your questions or concerns regarding this product to the appropriate office listed below between the hours of 8AM-6PM Eastern Time

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