

Tennessee Physical Education Standards Grades K-12

The Tennessee Physical Education Standards document is divided into three (3) documents one for each of the following grade bands: Grades K-5, Grades 6-8, and Grades 9-12. Each set of standards were written by teams of Tennessee physical education teachers and higher education faculty as convened by the Tennessee Department of Education.

The Physical Education Standards represent the skill, knowledge, or behavior outcome of the student at the completion of a grade. Creating developmentally appropriate learning experiences that meet the standard is the responsibility of the physical education teacher and in alignment with school district documents. Each standard is observable and measurable and therefore can be assessed.

To effectively use the document, the following are key definitions or descriptions in reference to the format.

Component: a grouping of similar skills, knowledge, or behaviors. Each document has five (5) components specific to the grade level. See the grade level introduction provided within each of the three documents for further explanation.

Subcomponent: a more refined grouping of similar skills, knowledge, or behaviors within a component. Each subcomponent is identified by a title. Each example below is specific to a grade level document:

Grades K-5 example: "Subcomponent: Locomotor" found in Component 1: Motor Skills (MS) groups the skill standards specific to locomotor skills.

Grades 6-8 example: "Subcomponent: Rules and Etiquette" found in Component 4: Personal & Social Responsibility (PSR) groups the behavior standards specific to rules and etiquette.

Grades 9-12 example: "Subcomponent: Tactics & Strategies" found in Component 2: Cognitive Concepts (CC) groups the knowledge standards specific to tactics and strategies.

Standard: a described skill, knowledge, or behavior as listed within subcomponent and grade level. Each example below is specific to a grade level document:

Grades K-5 standard example: Standard FPA.1.5 "Identifies and participates in activities specific to each component of health-related fitness." This standard is located in the Fitness and Physical Activity (FPA) component, first on the list (1) and is applicable to grade 5 (5)

Grades 6-8 standard example: Standard MS. 2.7 "Using a mature pattern, catches at different levels and extensions with passive defense." This standard is located in the Motor Skills (MS) component, is second on the list (2) and is applicable to grade 7 (7).

Grades 9-12 standard example: Standard CC.1 "Analyze movement concepts and principles to improve performance (e.g., pathways, force, center of gravity)." This standard is located in the Cognitive Concepts (CC) and is first on the list (1). No grade levels are differentiated in the Grades 9-12 document.

Component Extension: an idea to further challenge students in a particular subcomponent and found only in the Grades 9-12 document.

TENNESSEE PHYSICAL EDUCATION STANDARDS GRADES 6-8

The Tennessee Physical Education Standards Grades 6-8 document is divided into five components: Motor Skills (MS); Cognitive Components (CC); Fitness and Physical Activity (FPA); Personal and Social Responsibility (PSR); and Values Physical Activity (VPA).

Key Ideas:

- 1) The Tennessee Physical Education Standards Grades 6-8 state skills, knowledge and behaviors students should demonstrate at each grade level. The STANDARD is now what was previously called an outcome or student performance indicator.
- 2) Each component is divided into subcomponents as a means to organize similar standards, e.g., Cognitive Components has 3 subcomponents: Skill Analysis, Tactics and Strategies, and Outdoor Pursuits (optional).
- 3) The standards need not be taught in the order presented. The component and subcomponent numbers are only for organization and identification.
- 4) The standard is the action, knowledge or behavior expected, e.g., MS. 12.7.Using either a short or long handled implement successfully rallies with a partner.
- 5) Mastery of all standards is dependent on number of class meetings per year. Modifications may be necessary.

COMPONENT 1: MOTOR SKILLS (MS)**SUBCOMPONENT: MOTOR SKILLS**

	Grade 6	Grade 7	Grade 8
MS.1 Invasion Games/ Throwing	MS.1.6 Throws for accuracy at targets of varying distance.	MS.1.7. Adjusts force for accuracy when throwing to a partner at varying distances.	MS.1.8.Makes catchable throws to teammates in game-like situations.
MS.2 Invasion Games/Catching	MS.2.6 Using a mature pattern, catches at different levels and extensions .	MS.2.7 Using a mature pattern, catches at different levels and extensions with passive defense.	MS.2.8 Demonstrates the ability to catch at various levels and extensions in a game-like situation.
MS.3 Invasion/ Receiving	MS.3.6 Passes/receives with hands/feet/implement while traveling (partner activity).	MS.3.7. Passes/receives with hands/feet/implement while passing against a defender (small group).	MS.3.8. Passes/receives with hands/feet/implement in game-like situations.

	Grade 6	Grade 7	Grade 8
MS.4 Invasion Games/Passing and Receiving	MS.4.6 Passes and receives utilizing various pathways (partner activity).	MS.4.7 Passes and receives utilizing various pathways with a single defender (small group).	MS.4.8 Passes and receives in game-like situation.
MS.5 Invasion Games/ Offensive Skills	MS.5.6 Performs offensive skills (pivots, fakes, change of direction, and give and go) to create open space without defensive pressure.	MS.5.7 With defensive pressure, performs offensive skills (pivots, fakes, change of direction, and give and go) to create open space.	MS.5.8 Executes offensive skills (pivots, fakes, change of direction, and give and go) to create open space during game-like situation.
MS.6 Invasion Games/Sports-Ball Control	MS.6.6 Demonstrates a dominant side (hand or foot) dribble while changing directions.	MS.6.7 Demonstrates dominate and non-dominant side (hand or foot) dribble while changing directions.	MS.6.8 Dribbles and maintains possession against a defender while changing directions and speed. (hand or foot)
MS.7 Invasion Games/Sports-Ball Control	MS.7.6 Dribbles and passes a ball with foot or implement using both inside and outside of foot or implement.	MS.7.7 Dribbles and passes a ball with foot or implement using both inside and outside of foot or implement with a defender.	MS.7.8 Dribbles and passes a ball with foot or implement using both inside and outside of foot or implement in a game-like situation.
MS.8 Invasion Games/ Sports-Shooting on Goal	MS.8.6 Shoots on goal with appropriate force and accuracy.	MS.8.7 Shoots on goal with appropriate force and accuracy with a defender.	MS.8.8 Shoots on goal with appropriate force and accuracy during game like situations.
MS.9 Invasion Games/Sports-Defensive Skills	MS.9.6 Demonstrates defensive ready position, with weight on balls of feet, arms extended, palms up and eyes on abdomen.	MS.9.7 Performs a defensive slide without crossing feet.	MS.9.8 Executes a drop step.

	Grade 6	Grade 7	Grade 8
MS.10 Games /Sports- Serving (Net/Wall)	MS.10.6 Performs a serve (underhand/overhand) with control for net/wall games.	MS.10.7 Performs a serve (underhand/overhand) with a mature pattern to a predetermined target.	MS.10.8 Using a mature pattern executes a serve (underhand/overhand)for accuracy and distance.
MS.11 Games /Sports- Striking (Net/Wall)	MS.11.6 Strikes with an overhand pattern with appropriate distance and force during various practice tasks.	MS.11.7 Strikes with an overhand pattern with appropriate distance and force during challenge activities.	MS.11.8 Strikes with an overhand pattern with appropriate distance and force during game like situations.
MS.12 Games /Sports- Forehand/ Backhand	MS.12.6 Demonstrates proper technique using a short or long handled implement to complete a forehand and backhand stroke.	MS.12.7 Using either a short or long handled implement successfully rallies with a partner.	MS.12.8 Using either a short or long handled implement, demonstrates forehand and backhands strokes in a game-like situation.
MS.13 Net/wall Games/Sports- Volley	MS.13.6 Executes a forearm volley using a mature pattern.	MS.13.7 Executes a forearm volley with accuracy.	MS.13.8 Executes a forearm volley during game like situations.
MS.14 Game /Sports- Target (Striking)	MS.14.6 Strikes a stationary object with an implement for accuracy (e.g., Croquet, shuffle board, golf).	MS.14.7 Strikes a stationary object with an implement with accuracy from varying distances.	MS.14.8 Strikes a stationary object with an implement in game like situations.
MS.15 Games /Sports- Field(Strike)	MS.15.6 Strikes a pitched ball with an implement.	MS.15.7 Strikes a pitched ball with an implement with force and accuracy.	MS.15.8 Strikes a pitched ball with implement with force and accuracy in a game like situation.
MS.16 Games/Sports- Field (Fielding)	MS.16.6 Catch (field) an object using a mature pattern.	MS.16.7 Catch (field) an object from different directions and force.	MS.16.8 Catches (fields) an object in game like situations.

SUBCOMPONENT: FITNESS

	Grade 6	Grade 7	Grade 8
MS.17 Fitness (types of activities)	MS.17.6 Participates in a variety of aerobic fitness activities (step aerobics, jump rope, cardio kick boxing, aerobic dance).	MS.17.7 Participates in a variety of strength and endurance activities (weight training, resistance training, free-weights).	MS.17.8 Engages in a workout to include aerobic, muscular strength/endurance and flexibility training.
MS.18 Fitness (intensity)	MS.18.6 Participates in moderate to vigorous aerobic physical activity.	MS.18.7 Participates in moderate to vigorous strengthening activities.	MS.18.8 Selects and participates in a moderate or vigorous physical activity.
MS.19 Fitness (flexibility)	MS.19.6 Uses correct techniques for static stretching to improve flexibility.	MS.19.7 Uses correct techniques for dynamic stretching to improve flexibility.	MS.19.8 Engages in a flexibility warm-up that utilizes both dynamic and static stretches.

SUBCOMPONENT: RHYTHM, DANCE, & EDUCATIONAL GYMNASTICS

	Grade 6	Grade 7	Grade 8
MS.20 Rhythms & Dance	MS.20.6 Demonstrates proper sequence of a dance with at least 32 counts.	MS.20.7 Demonstrates proper sequence of a dance with at least 32 counts in 2 or more dances.	MS.20.8 Performs a student created dance with at least 32 counts.
MS.21 Rhythms & Dance	MS.21.6 Moves in time to the beat of music of different tempos.	MS.21.7 Performs a partner dance to varying tempos.	MS.21.8 Performs a student created small group dance routine to a tempo of choice.
MS.22 Educational Gymnastics	MS.22.6 Demonstrates a prescribed educational gymnastics routine with at least 3 elements.	MS.22.7 Creates and demonstrates an educational gymnastics routine with at least 4 elements.	MS.22.8 Creates and performs an educational gymnastics routine to music with at least 4 elements.

SUBCOMPONENT: AQUATICS (OPTIONAL)

	Grade 6	Grade 7	Grade 8
MS.23 Aquatics	MS.23.6 Demonstrates basic water adjustment skill (submerge, hold breath, and exhale while submerged).	MS.23.7 Demonstrates basic floating technique (front and back) and treading water.	MS.23.8 Demonstrates correct technique of front crawl.

SUBCOMPONENT: OUTDOOR PURSUITS (OPTIONAL)

	Grade 6	Grade 7	Grade 8
MS.24 Outdoor Pursuits	MS 24.6 Demonstrates correct technique for basic skills in 1 selected outdoor activity (e.g., Rock Climbing, Orienteering, Hiking, Biking, Ropes Course).	MS.24.7 Demonstrates correct technique for basic skills in 2 selected outdoor activities (e.g., Rock Climbing, Orienteering, Hiking, Biking, Ropes Course).	MS.24.8 Demonstrates correct technique for basic skills in 3 selected outdoor activity (e.g., Rock Climbing, Orienteering, Hiking, Biking, Ropes Course).

COMPONENT 2: COGNITIVE CONCEPTS (CC)**SUBCOMPONENT: SKILL ANALYSIS**

	Grade 6	Grade 7	Grade 8
CC.1 Peer Assessment (demonstrates higher level learning, offers feedback to peers)	CC.1.6 Recites the critical elements.	CC.1.7 Evaluates a peer's performance using the critical elements.	CC.1.8 Offers feedback to correct a peer's skill performance.
CC.2 Peer Assessment (demonstrates higher level learning, offers feedback to peers)	CC.2.6 Uses a teacher generated checklist to evaluate a peer's performance of a skill.	CC.2.7 Uses a teacher generated checklist to evaluate a peer's skill performance in a game situation.	CC.2.8 Student creates a checklist to evaluate a peer's skill performance and use of tactic and strategies in game-like situations.

SUBCOMPONENT: TACTICS AND STRATEGIES

	Grade 6	Grade 7	Grade 8
CC.3 Games/Sports-Creating Space	CC.3.6 Creates open space.	CC.3.7 Creates open space by staying spread on offense.	CC.3.8 Creates open space by staying spread on offense while cutting and passing quickly and using fakes off the ball.

	Grade 6	Grade 7	Grade 8
CC.4 Games/Sports- Reducing Space	CC.4.6 Identifies correct defensive position based on situation.	CC.4.7 Executes the correct defensive position and movement based on the situation.	CC.4.8 Maximizes defensive coverage by working with teammates based on the situation.
CC.5 Games/Sports- Denial	CC.5.6 When appropriate, denies the pass or catch.	CC.5.7 When appropriate, denies the pass or catch to work toward deflection.	CC.5.8 When appropriate, denies the pass or catch to work toward interception.
CC.6 Games/Sports- Transition	CC.6.6 Successfully transitions quickly from offense to defense or defense to offense.	CC.6.7 Successfully transitions quickly from offense/defense and defense/offense while communicating with team mates and maintaining proper spacing.	CC.6.8 Successfully transitions quickly from defense to offense while communicating with teammates thus capitalizing on an advantage.
CC.7 Games/Sports- Tactics/Shots	CC.7.6 Identifies appropriate position for anticipated shot.	CC.7.7 Executes appropriate shots to open space based on opponents location.	CC.7.8 Utilizes a variety of shots and placement to prevent opponent anticipation.
CC.8 Games/Sports- Shot Selection	CC.8.6 Identifies the appropriate club or shot needed based on the opponent's position or angle/distance of target.	CC.8.7 Controls speed and/or trajectory of the shot based on the location of the target or opponent.	CC.8.8 Controls speed and/or trajectory of the shot based on position of opponent or target.
CC.9 Games/Sports- Offensive Strategies	CC.9.6 Explains intended location of the shot (shot on goal)	CC.9.7 Explains intended location and provides a description of shot selection (lob, high arc, line drive).	CC.9.8 Identifies different strategies to advance a teammate.

SUBCOMPONENT: OUTDOOR PURSUITS (OPTIONAL)

	Grade 6	Grade 7	Grade 8
CC.10 Outdoor Pursuits-Movement Concepts	CC.10.6 Identifies and makes appropriate decision based on skill level and conditions.	CC.10.7 Analyzes and makes adjustments based on variables (e.g., skill, fitness, conditions, equipment).	CC.10.8 Follows and implements safety procedures in self-selected activities.

COMPONENT 3: FITNESS AND PHYSICAL ACTIVITY (FPA)**SUBCOMPONENT: PHYSICAL ACTIVITY KNOWLEDGE**

	Grade 6	Grade 7	Grade 8
FPA.1 Physical Activity Knowledge	FPA.1.6 Lists the benefits of daily physical activity.	FPA.1.7 Defines the importance of daily physical activity.	FPA.1.8 Creates a list of a light, moderate, and vigorous activity that one can complete after school or on weekends.

SUBCOMPONENT: FITNESS KNOWLEDGE

	Grade 6	Grade 7	Grade 8
FPA.2 Fitness Knowledge	FPA.2.6 Identifies the 6 skill related fitness components (agility, balance, coordination, power, reaction time and speed).	FPA.2.7 Differentiates between health related (cardiovascular; muscular strength, muscular endurance, body composition, flexibility) and skill related fitness.	FPA.2.8 Incorporates health and skill related fitness components in an individual fitness plan.
FPA.3 Fitness Knowledge	FPA.3.6 Defines resting heart rate and calculate target heart rate zone.	FPA.3.7 Interprets the Rate of Perceived Exertion (RPE) scale as it relates to intensity.	FPA.3.8 Utilizes the Rate of Perceived Exertion (RPE) scale to monitor and adjust workout intensity.

	Grade 6	Grade 7	Grade 8
FPA.4 Fitness Knowledge	FPA.4.6 Identifies the FITT Principle (Frequency, Intensity, Type, Time).	FPA.4.7 Explains how the FITT principle relates to fitness and physical activity.	FPA.4.8 Uses the FITT Principle to design a workout.
FPA.5 Fitness Knowledge	FPA.5.6 Identifies upper and lower body muscle groups.	FPA.5.7 Identifies the major muscles used in selected physical activity.	FPA.5.8 Identifies strengthening exercises that will help performance in physical activities.

SUBCOMPONENT: ASSESSMENT & PLANNING

	Grade 6	Grade 7	Grade 8
FPA.6 Assessment & Planning	FPA.6.6 Completes a 2 week activity log and compare results to a formal fitness test.	FPA.6.7 Designs a plan to improve one health-related component based on the results of fitness log and fitness test data.	FPA.6.8 Implements a fitness plan and assess effectiveness.

COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR)

SUBCOMPONENT: PERSONAL & SOCIAL BEHAVIORS

	Grade 6	Grade 7	Grade 8
PSR.1 Personal and Social Responsibility	PSR.1.6 Exhibits personal responsibility by using appropriate etiquette, respect for facilities and equipment and safe behaviors.	PSR.1.7 Exhibits responsible social behaviors by cooperating with classmates.	PSR.1.8 Exhibits good sportsmanship during competitive play.

SUBCOMPONENT: RULES & ETIQUETTE

	Grade 6	Grade 7	Grade 8
PSR.2 Rules & Etiquette	PSR.2.6 Identifies the rules and etiquette in physical activities.	PSR.2.7 Demonstrates knowledge of rules and etiquette during game like activities.	PSR.2.8 Applies rules and etiquette by acting as and interacting with officials during physical activity.

	Grade 6	Grade 7	Grade 8
PSR.3 Rules & Etiquette	PSR.3.6 Describes rules and guidelines for resolving conflict in physical activity.	PSR.3.7 Recognizes potential conflicts and demonstrate proactive ways to prevent conflict.	PSR.3.8 Resolves conflicts and accepts decisions of judgment in socially acceptable ways.

SUBCOMPONENT: COOPERATION

	Grade 6	Grade 7	Grade 8
PSR.4 Cooperation	PSR.4.6 Willingly includes others of a diverse population.	PSR.4.7 Cooperates respectfully with peers in a small group.	PSR.4.8 Works cooperatively with a large group to achieve group goals.

COMPONENT 5: VALUES PHYSICAL ACTIVITY (VPA)

SUBCOMPONENT: APPRECIATION & CHALLENGE

	Grade 6	Grade 7	Grade 8
VPA.1 Appreciation	VPA.1.6 Communicates ideas and feelings towards physical activity.	VPA.1.7 Shares how physical activity benefits oneself both physically and emotionally.	VPA.1.8 Recognizes differences in reasons why people participate in physical activity.
VPA.2 Challenge	VPA.2.6 Recognizes individual challenges and performs positive coping strategies.	VPA.2.7 Uses positive coping strategies in a group setting.	VPA.2.8 Provides support for teammates in challenging situations.

Glossary for Tennessee Physical Education Standards

base(s) of support - body part(s) which support the body while moving or still; a wider base of support using more body parts is seen as more stable

body alignment - orientation of body parts in relation to one another

component - a grouping of similar skills, knowledge, or behaviors

critical elements - the necessary movements that create sequence to skill development and attainment.

cues - short words or phrases to remind students of correct movements

educational gymnastics - using the body to perform movement challenges against the force of gravity which are individualized for each student's current level of readiness and needs; balance and transfer of weight concepts are prominent

effort - qualities which address how the body moves including time (fast, slow), force (strong, light), and flow (smooth, jerky, ongoing)

extensions - moving arms or legs away from the body in various movements (e.g., near, far)

flow - quality of movement, bound (stoppable) and free (unstoppable)

inverted balance - head is lower than most of the body

mature pattern - movement which consistently includes all or nearly all of the critical elements of a skill

movement concepts - body awareness, space, qualities of movement, and relationships inherent to all movement

muscular tension - using muscular tightness to maintain a certain position

outcome - what students are expected to know and/or be able to do at the end of a specific grade level

small-sided games/activities - activities which focus on a particular skill and involve a smaller group (1-5 persons)

static balance - showing control by maintaining a position for a short amount of time through manipulating the body's base of support and center of gravity

subcomponent - a more refined grouping of similar skills, knowledge, or behaviors within a component

Critical Elements for a Mature Pattern

Locomotor Skills

Hop

- Travel in a forward direction
- Take off on one foot and land on the same foot
- Knee of non-landing leg is bent
- Momentarily airborne

Skip

- Travel in a forward direction with a smooth, rhythmical action
- Step taken followed by a short hop with a knee lift
- Alternate feet
- Momentarily airborne

Gallop

- Travel in a forward direction with smooth, rhythmical action on the balls of the feet
- Demonstrates lead leg step-close action without crossover
- Hips (Torso) facing forward in direction of travel
- Momentarily airborne (no foot drag)

Slide

- Travel in a sideways direction with a smooth, rhythmical action on the balls of the feet
- Demonstrates lead leg step-close action without crossover
- Hips (Torso) facing forward while side clearly faces direction of travel
- Momentarily airborne (no foot drag)

Leap

- Travel in a forward direction
- Take off on one foot propelling body upward landing on the opposite foot
- Arms swing forward and backward
- Momentarily airborne

Running

- Arm-leg opposition throughout running action
- Toes point forward
- Foot lands heel to toe
- Arms swing forward and backward- no crossing of midline
- Trunk leans slightly forward

Nonlocomotor Skills

Jumping and Landing (Horizontal Plane)

- Arms back and knees bend in preparation for jumping action
- Arms extend forward as body propels forward
- Hips, knees and ankles bend on landing
- Shoulders, knees and ankles align for balance after landing

Jumping and Landing (Vertical Plane)

- Hips, knees and ankles bend in preparation for jumping action
- Arms extend upward as body propels upward
- Body extends and stretches upward while in flight
- Hips, knees and ankles bend on landing
- Shoulders, knees, and ankles align for balance after landing

Jump Rope Single Rope (Basic)

- Feet together, Body Straight, Eyes looking forward
- Elbows bent and close to the waist
- Thumbs pointing out
- Wrist make a circle motion
- Rope comes over in front of body, then jumper jumps as it goes under the feet

Manipulative Skills

Throwing (Underhand)

- Face target in preparation for throwing action
- Arm back in preparation for action
- Step with opposite foot as throwing arm moves forward
- Release ball between knee and waist level
- Follow through to target

Rolling

- Face target in preparation for rolling action
- Arm back in preparation for action
- Step with opposite foot as rolling arm moves forward
- Release ball between knee and foot level
- Follow through to target

Throwing (Overhand)

- Side to target in preparation for throwing action
- Arm back and extended, and elbow at shoulder height or slightly above in preparation for action; Elbow leads
- Step with opposite foot as throwing arm moves forward
- Hip and spine rotate as throwing action is executed
- Follow through toward target and across body

Catching

- Extend arms outward to reach for ball
 - o Thumbs in for catch above the waist
 - o Thumbs out for catch at or below waist
- Watch the ball all the way into the hands
- Catch with hands only; no cradling against the body
- Pull the ball into the body as the catch is made

Dribbling

- Knees slightly bent
- Opposite foot forward when dribbling in self-space
- Contact ball with finger pads
- Firm contact with top of ball
 - o Contact slightly behind ball for travel
 - o Ball to side and in front of body for travel
- Eyes looking forward, not down at, the ball

Kicking

- Arms extend forward in preparation for kicking action
- Contact with ball is made directly below center of ball (travel in the air); contact with the ball is made directly
- Contact the ball with shoelaces or top of foot for kicking action
- Trunk leans back slightly in preparation for kicking action
- Follow through with kicking leg extending forward and upward toward target

Volleying (Underhand)

- Face the target in preparation for the volley
- Opposite foot forward
- Flat surface with hand for contact of the ball or object
- Contact with ball or object between knee and waist level
- Follow through upward and to the target

Volleying (Overhead)

- Body aligned and positioned under the ball
- Knees, arms and ankles bent in preparation for the volley
- Hands rounded; thumbs and first fingers make triangle (without touching) in preparation
- Ball contacts only the finger pads; wrists stay firm
- Arms extended upward on contact; follow through slightly toward target

Striking with Short Handled Implement

- Racket/Paddle back in preparation for striking
- Step on opposite foot as contact is made
- Swing racket/paddle low to high
- Coil and uncoil the trunk for preparation and execution of the striking action
- Follow through for completion of the striking action

Striking with Long Handled Implement (Bat)

- Bat up and back in preparation for the striking action
- Step forward on opposite foot as contact is made
- Coil and uncoil the trunk for preparation and execution of the striking action
- Swing the bat on a horizontal plane
- Wrist uncocks follow-through for completion of the striking action

Striking with Long Handled Implement (Hockey Stick)

- Hockey stick is pulled back from ready position with proper grip and stance
 - o Grip:
 - Dominant hand placed halfway down the stick, non-dominant hand placed at the top of the stick
 - o Stance:
 - Feet are positioned comfortably shoulder width apart
 - Hockey stick blade is on the ground close to the body
 - Eyes looking forward
- Coil and uncoil the trunk for preparation and execution of striking action
- Swing the stick in a horizontal plane at ground level
- Wrist uncocks follow-through for completion of the striking action

Striking with Long Handled Implement (Putter)

- Putter is pulled back from ready position with proper grip and stance
 - o Grip:
 - Baseball or Interlocking
 - o Stance:
 - Feet shoulder width apart
 - Arms in V-Position, with shoulders parallel to target
- Eyes focused on the ball (Located in the center of the stance)
- Contact ball with needed force
- Follow through for completion toward target