



Athol Murray College
of Notre Dame

Hockey 10L, 20L, and 30L

Spring 2012

Updated 2017

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Rationale

The Athol Murray College of Notre Dame program's principle goal is to develop well rounded athletes. This goal is achieved by integrating the skills necessary for long term athlete development in hockey while recognizing and supporting the development of multi-sport/cross-trained athletes.

The **Hockey 10L, 20L and 30L** courses will provide students who wish to pursue a variety of levels of hockey, the opportunity to develop their hockey skills, fitness levels, mental training and leadership skills. The course is designed to be partnered with a second semester of regular physical education curriculum to not only provide the recommended hours of physical activity per week for the whole school year, but to balance overall development through exposure to a variety of activities. This course partnership recognizes the importance and benefits of multi-sport/cross trained athletes and acknowledges that specializing in hockey only can lead to burn out as identified in the Long-Term Athlete Development document for hockey (LTAD) developed by Sport Canada and adopted by Hockey Canada.

The class is structured in such a way to allow students to practice on ice during the school day, which was one of the eleven initiatives addressed in the 1999 Open Ice Hockey Summit. The Summit identified and developed initiatives to improve hockey development in Canada, initiative #10 involved working with various boards, associations and schools to better utilize facilities during daytime hours. The opportunity to practice and train during class time "in season" while using the "off season" to engage in other areas of activity as required by the Saskatchewan Physical Education curriculum develops well rounded athletes. Practicing during the day also increases the opportunity for students to participate in more than one sport.

Hockey 10L, 20L and 30L will provide a smooth transition into both a higher level of hockey or for participation in hockey at a recreational level. This course will also promote life-long personal, community leadership, well being, and health.

Student Target Group

The **Hockey 10L, 20L and 30L** courses are designed primarily for students who are considering post-secondary programs while playing hockey, and those with aspirations to play at the junior, major junior, semi-pro or pro hockey levels. However, this course would also meet the learning interests of students who plan to or are providing service to their community via coaching, or simply pursuing other professions while having hockey be part of their "Active for Life" lifestyle. The course will provide the opportunity for students to learn in large and small groups as well as individually. Due to the group nature of the course an ability to work with others is necessary and it is hoped that the involvement with this class will help students to develop these skills.

Aim

The aim of the **Hockey 10L, 20L and 30L** credit is to provide on-going development of hockey, fitness, mental and leadership skills throughout the high school years and develop the confidence that will allow all players to be "active for life" participants of the game of hockey at various levels after leaving high school.

Hockey Goals

- 1) Develop both on and off ice skills to provide all students with the confidence to be "active for life" participants in the game of hockey as well as for those pursuing a higher level of hockey.

- 2) Provide the opportunity to develop each student's personal fitness level for both hockey and lifelong active living.
- 3) Develop personal skills in the areas of goal setting, maintaining healthy relationships, leadership and mental training development.

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. Hockey 10L / Hockey 20L / Hockey 30L contributes to the Goals of Education through helping students achieve understandings, skills, and attitudes related to the following areas:

Building Lifelong Learners

Students who are engaged in attaining and maintaining optimal well-being learn that wellness is a concept that broadens, extends, and reaches beyond traditional ideas of fitness and health. Throughout Hockey 10L / Hockey 20L, students demonstrate understandings, abilities, and dispositions necessary to deeply understand wellness and to authentically apply these understandings in various settings. Applying these new understandings within a variety of contexts supports students as lifelong learners.

Building a Sense of Self, Community, and Place

Students who possess a positive personal identity are able to establish and maintain meaningful relationships with self and others. Wellness created through physical activity and participation in team sports creates a positive approach to living – an approach that emphasizes the balanced and whole being within relationships with self and others. In striving for this balance, students' sense of self, community, and place is strengthened.

Building Engaged Citizens

Students who build a capacity for active involvement, an ethical sense of personal agency, and strengthened connections to the well-being of self, family, community, and the environment will contribute to the sustainability of local and global communities. Making positive and informed decisions for well-being broadens students' understanding of, and responsibility for, stewardship of the natural environment and of the well-being of communities.

Cross – Curricular Competencies

The cross-curricular competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies are reflective of the common essential learnings and are intended to be addressed in each area of study at each grade level.

Developing Thinking

This competency addresses how people make sense of the world around them. Understanding develops by building on what is already known, and by initiating and engaging in contextual thinking, creative thinking, and critical reasoning through cultural, experiential, and inquiry processes. Hockey 10L is inquiry-based and recognizes and builds upon the knowledge and abilities that students already possess. Students learn to self-reflect and to purposefully seek, evaluate, and apply historical, contemporary, and evolving information for optimal well-being.

Developing Identity and Interdependence

This competency addresses the ability to act autonomously in an interdependent world. It requires the learner to develop an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group well-being. It assumes the development of a positive self-concept and the ability to live in harmony with others and with the natural and constructed worlds. Achieving this competency requires understanding, valuing, and caring for oneself; understanding, valuing, and respecting human diversity, rights, and responsibilities; and understanding and valuing social and environmental interdependence and sustainability.

Developing Literacies

This competency addresses a variety of ways, including using movement and technology, to interpret the world and express understanding of it. Multiple literacies involve the evolution of interrelated knowledge, skills, and strategies that contribute to the development of an individual's ability to participate in attaining and maintaining balance at home, at school, and in the community. Hockey 101 / hockey 201 requires students to use different literacies, including health literacy and physical literacy, effectively and contextually to represent and apply understanding about wellness through sport in multiple flexible ways.

Developing Social Responsibility

This competency addresses how people contribute positively to their physical, social, and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the ability to participate with others in wellness opportunities. Hockey 101 / hockey 201 supports students in addressing mutual concerns for well-being and applying decisions for individual, family, community, and environmental wellness.

COMMON ESSENTIAL LEARNINGS

The Common Essential Learnings can be integrated into all aspects of planning and instruction. It is through using these learnings that students can translate thoughts into actions. Refer to *Understanding the Common Essential Learnings: A Handbook for teachers* (Saskatchewan Education, 1988). Some suggestions within this curriculum are:

Communication

Students will enhance their speaking skills by speaking openly and clearly with fellow students and teacher during collaborative tasks, through a variety of other group-based experiences as well as through regular one-on-one evaluation sessions with teacher coaches. In addition, students will read various required literature, study tactical plans and complete written exercises all of which will enhance and expand their vocabulary. The exploration of respectful and professional responses to mass media inquiries will build media literacy in students.

Numeracy

The essential learnings in numeracy will be covered by linking numeracy skills and everyday life uses of arithmetic and mathematics. Examples are evident throughout all the units in activities like the calculation of BMI,

projected max VO₂, as well as calculations of nutritional values and percentages. Students will demonstrate the understanding of basic numeracy when looking at difference, for example as students look at gains and losses as it refers to fitness and performance results.

Critical and creative thinking

Through each unit students will develop a foundation of knowledge providing them the opportunity to analyze a variety of course material including personal skills as well as team skills. By utilizing the principles taught, students will be able to analyze and improve movement and both individual and team skills. Students will be provided with many opportunities to demonstrate creative thinking to solve problems in both on and off ice situations. Critical examination of media's impact on sports and other aspects of ethical, cultural and social awareness assist students to build critical thinking skills. Their ability to reflect and express insight toward their understanding of personal and team areas of improvement utilizes critical and creative thinking skills.

Technological literacy

Many of the lessons in *Hockey 10L, 20L, and 30L*, will help students develop an understanding of technological uses within physiological principles relating to human performance. This will be evident in video analysis which will focus on tactical execution and the physiological impact on our body. Students will also learn and apply technological skills through various teacher-led presentations and team play video sessions as well as the use of technology to prepare for opposition based on recognizing their strengths and weaknesses. Use of on-line resources for exploring drills, training programs, and managing team schedules also builds skills at retrieving electronic information and evaluating its currency, veracity and significance.

Personal and social values and skills

In addition to the development of academic knowledge surrounding *Hockey 10L, 20L, and 30L*, the course will also promote social responsibility through presentations, activities and lessons. Respectful student interaction will be a focus of the class. Interaction within the context of a team, as well as part of the school community will also develop student awareness in this area.

Independent learning

Many of the learning expectations in this course focus on students' ability to communicate their understanding of concepts/principles and their use of higher-thinking skills. Indirect and interactive instructional strategies will be used throughout the course to provide students with multiple opportunities to learn and practice before they are required to demonstrate the learning. Students will have the opportunities during "individual time" in both Unit 1 and 2 to demonstrate the ability to be independent skill learners in regards to development of areas of personal weakness for their personal betterment as well as for the teams.

Adaptive dimension

It is a teachers' responsibility to make adjustments in approved educational programs to accommodate diversity in student learning needs. Meeting the needs of all students includes those practices the teacher undertakes to ensure curriculum, instruction and the learning environment are meaningful and appropriate for each student. (*The Adaptive Dimension in Core Curriculum*, Saskatchewan Education, Training and Employment, 1992.) The teacher should consult individual student PPP (Personal Program Plans) for specific direction on accommodation for individuals.

The resources included in *Hockey 10L, 20L, and 30L* will allow teachers the opportunity to do the following accommodations, when appropriate, to address the needs of students.

- 1) Provide a visual outline of lessons on the board, overhead, or handout.
- 2) Partner students to work with appropriate people or resources.
- 3) Provide key vocabulary or reference notes.
- 4) Assist students to recall prior knowledge before introducing new information.
- 5) Use appropriate visual materials rather than print material to convey information.

Gender equity

All course material has been created with the concept of gender equity as a guiding principle. In all units efforts have been made to balance content and acknowledge the role of both genders as both participants as well as leaders. While students will be divided into either a male or female team, course expectations remain the same for both genders, with the exception of the tactical skills related to contact which do not apply to the women's game.

Multicultural education

The *Hockey 10L, 20L, and 30L* courses is a course which all cultures can benefit from the outcomes of increased awareness in health, and the human bodies potential. It will give every student the knowledge and resources needed to develop their hockey skills and live a healthy active lifestyle.

Incorporating career development competencies

The material presented in the *Hockey 10L, 20L, and 30L* is relevant to current trends in physical activity, health, and sport. The *Hockey 10L, 20L, and 30L* is an international sport, and one filled with inspiring people and events from around the globe. The course prepares and provides smooth transition into the world of hockey as work or leisure. And, although extensive focus is given to possible careers in the field of playing hockey, this course also provides opportunities and exposure to areas related to the sporting world such as coaching, training and managing. The *Hockey 10L, 20L, and 30L* aims to foster enthusiasm for an active and healthy lifestyle and to emphasize the importance of effective lifestyle practices, promote lifelong personal, and community leadership, well being, and health.

Athol Murray College of Notre Dame wants students to understand how interest in this area can lead to career opportunity, besides just playing hockey. There are many websites out there that provide information of careers, guide students through interest inventories to suggest possible careers etc. At Athol Murray College of Notre Dame we provide our students with access to use the website Student Counsellor which can be used to find a variety of careers, explore education and training options, and help guide students in possible career choices.

<http://www.studentcounsellor.com/>

Instructional Approaches

Students learn best when they are active, exploring, questioning/searching for meaning, investigating/experimenting, looking for connections/relationships/patterns, sharing/discussing with others and reflecting. Considering how students learn, the optimal conditions for learning and the learning skills needed to develop an effective program that focuses on improved student learning. In addition, by beginning with a topic of deep interest to students, they are more willing to engage in activities which reinforce and build their skills.

- 1) Improved student learning is enhanced when we understand how students learn. Take into consideration developmental stages, learning preferences, learning styles, and learning environment.
- 2) Create conditions for optimal learning by considering the full range of teaching and learning strategies. Teaching and learning strategies are instructional practices that:
 1. involve a sequence of steps or a number of related concepts;
 2. determine the approach a teacher may take to achieve learning objectives and meet diverse learner needs;
 3. should be selected based on an understanding of how students learn.

Examples of instructional approaches

DIRECT INSTRUCTION

Lecture: an oral presentation of facts or principles during which the learner is responsible for taking appropriate notes

Demonstrations/modeling: performing a skill or activity in order to show how to do it

Didactic questions: guiding students to predetermined learning through the use of lower order questions

Drill and practice: repetition of fundamental skills to enhance speed and accuracy of performance

Guides for reading, listening, and viewing: structured formats intended to direct students to appropriate learning expectations in reading, listening, or viewing

INDIRECT INSTRUCTION

Problem solving: an organized process for solving a problem

Research: gathering and interpreting data on a specific topic

Case studies: investigation of a specific event, situation, or person to develop an understanding of factors that can be generalized to other situations

Concept formation: an inductive thinking strategy in which students sort, classify, and/or group items, ideas, opinions, into categories to draw inferences, make generalizations, and develop concepts.

Concept attainment: Clarifying a concept by providing positive and negative examples of that concept

Reflection: process of thinking about and connecting ideas, experiences, and learning

Debate: the presentation of opposing sides of an issue by two teams/individuals before an audience or judge

INTERACTIVE INSTRUCTION

Cooperative learning: a variety of interdependent learning structures where students learn in small heterogeneous groups

Jigsaw: Students are divided into "home" groups. Each student in the group moves into a different expert group to gather information (provided by the teacher or through research) and then goes back to the home group to share that information

Think/pair/share: Students begin thinking about a concept on their own, then work with a partner to share and discuss ideas

Snowballing: pairs of students begin sharing ideas. After a few minutes, the pairs join with another pair to form a group of four to share ideas. The groups continue to combine to form groups of eight, then 16. New ideas are added and discussed

Numbered heads: Numbered heads is a structure whereby students number off, e.g., four in a group, and the teacher poses a problem and sets a time limit for each group to investigate. The teacher calls a number and the student with that number in each group responds.

Learning circles: small groups of students who discuss a common test, topic, or problem in order to deepen understanding

Brainstorming: a group activity in which participants are encouraged to think uncritically about all possible ideas, approaches, or solutions

Role playing: assuming the role of another and acting out a situation to develop understanding and insights

Peer coaching: a structured situation where students teach and learn from each other

Experiential learning: A situation requiring a high level of active involvement in his/her own learning that is inductive, learner centered and activity oriented. These activities may include field trips, simulations, model building, analyzing, drawing inferences or conclusions, providing reasons and evidence for conclusions, or reflecting on experiences in analyzing, inferring, decision-making, and conclusions.

INDEPENDENT INSTRUCTION

Independent project: A formal assignment on a topic related to the curriculum

Learning centres: A specially organized space containing specific resources and/or equipment

Learning contracts: A plan of instruction allowing students to proceed at their own rate in learning specified material.

INQUIRY INSTRUCTION

Mini inquiry: Spontaneous inquiry for which students are provided the opportunity to ask questions, search for and find information relatively quickly, and satisfy curiosity

Curricular inquiry: Inquiry for which content and concepts are determined by provincial or locally developed outcomes.

Open inquiry: Inquiry for which students are provided the opportunity to select a topic of inquiry with teacher guidance

Project/problem/design-based learning (PBL/PBL/DBL): Inquiry that results in the completion of an product, event, or presentation to an audience (project-based learning); define a problem and identify solutions (problem-based learning); or design and create an artifact that requires application and understanding (design-based learning)

- 3) Help students develop effective learning skills. Consider:



Teacher Directed – Collaborative – Student Directed

Large Group – Small Group – Individual

Intra-disciplinary – Inter-disciplinary

Mini – Curricular – Open (PBL/PBL/DBL)

- 1) The skills and knowledge required to participate in learning, e.g., working independently, self-assessment, setting goals and monitoring progress, adapting to change, inquiry skills;
- 2) The self-knowledge, personal and interpersonal skills to interact positively with others, e.g., self-management, getting along with others, social responsibility;
- 3) The skills and knowledge required to plan their present and future lives and to determine the learning required to implement the plan, e.g., self-assessment, exploring and obtaining information, awareness of opportunities.

Note: It is also recommended that when selecting instructional strategies that a four-staged approach has been incorporated in an effort to help students develop a solid knowledge base and understanding of the theories/concepts/principles, expand their perceptions and perspectives, and connect their learning to things that are relevant, authentic and of interest to them.

- **Stage One: The Experience**

Focuses on the question, “Why?” The teacher creates an experience that will encourage students to want to learn more. The experience relies on learners’ existing knowledge.

- **Stage Two: The Theory**

Focuses on the question, “What?” The teacher provides information to link the experience with students’ existing knowledge base.

- **Stage Three: The Practice**

Focuses on the question, “How?” Students practise the application of the theory in a personal situation or activity. Students practise and apply the defined givens.

- **Stage Four: The Extension Application**

Focuses on the question, “If?” Students apply the theory to a new context. He/she extends the learning by divulging deeper and wider to consider new possibilities.

EXAMPLES OF ASSESSMENT AND EVALUATION TECHNIQUE

Many of the learning expectations in this course focus on students’ ability to communicate their understanding of concepts/principles and their use of higher-thinking skills. Indirect and interactive instruction strategies have been used widely throughout the curriculum to provide students with multiple opportunities to learn and practice before they are required to demonstrate the learning.

Assessment and evaluation are ongoing and serve different purposes at different times.

	Diagnostic Assessment	Formative		Summative Evaluation
		Assessment	Evaluation	
What?	- assessing what students know and are able to demonstrate prior to instruction	- assessing what students know and are able to do as they progress through the learning and practice	- evaluating what students know and are able to do at certain points during the process of learning and practicing	- evaluating students’ demonstration of what they know and are able to do at the end of the instruction

When?	- occurs before instruction begins	- is ongoing as students learn and practice	- occurs at one or more Checkpoints throughout the process of learning and practicing	- occurs at the end of the instructional unit, e.g., unit, course, and will not be judged again in the
Why?	- helps determine starting points and helps the teacher program appropriately for individual students	- provides ongoing meaningful feedback to help students improve as the learning/ practice builds, becomes more complex and connects with other learning	- provides a snapshot of students' achievement, e.g., mark, level at specific points in the course before the final demonstration (summative evaluation)	- provides students with the opportunity to synthesize knowledge and skills and demonstrate their achievement
How?	- assessment strategies to provide a holistic picture of the learning students have acquired in the past	- assessment strategies to provide opportunities for students to learn and practice	- strategies that are relevant to: a) the expected learning; b) the point students have progressed to in the learning process; c) The summative evaluation (demonstration) planned for the end of the instructional unit.	- strategies that: a) require students to synthesize and apply the key learnings; b) require students to demonstrate learning in new or unfamiliar context (but not new learning); c) present students with engaging, challenging
Note	- information from diagnostic assessments must not count towards the final grade	- formative assessment may be taken into consideration in determining students' final grades	- formative evaluation may count towards students' final grades	- summative evaluation will always count towards students' final grades

Under each of these categories, there are various types of assessment strategies. Some examples have been listed above beside each assessment method.

One of the critical professional judgments teachers must make is to appropriately match the assessment strategy (ies) to the type(s) of learning being assessed. There are a wide variety of assessment strategies available to teachers. Assessment strategies are what the teacher will have the students doing to demonstrate their learning.

It is recommended that a student daily training log be emphasized and incorporated into the assessment and evaluation of *Hockey 10L, 20L and 30L*. This log will be used as the foundation for feedback during one on one player evaluation meetings as well as the students' written reflections /responses will demonstrate attainment of the learning outcomes.

Course Overview

The hockey course is divided into four major units as follows;

Unit 1 – On –Ice Skill Development

- Power skating
- Hockey On-ice skill development
- Hockey On-ice tactical development
- Hockey On-ice system development

Unit 2 – Off –Ice Skill Development

- Hockey Off-ice skill development
- Hockey off-ice stride development
- Fitness development
- Video analysis

Unit 3 – Factor Affecting Human Performance

- Mental training
- Basic anatomy
- Nutrition
- Officiating

Unit 4 – Planning For Participation and Performance

- Individual and team goal setting
- Leadership and team building
- Sportsmanship and fair play

Note: Units 1 and 2 will be integrated for the duration of the course and taught on average 3-4 times/week with units 3 and 4 taught for the remaining 1-2 days a week.

Unit 1 – On –Ice Skill Development

Time: 35 – 40 hours

Unit Description: Students will experience a variety of different drills to develop individual skills along with individual and team tactics. Students will learn and demonstrate an understanding of various team systems to be implemented during game play. Students will develop the ability to analyze and react to a variety of different situations and begin to apply that knowledge to game situations.

OUTCOME:

1.1 Demonstrate an understanding of what mature patterns of all technical hockey skills should look like.

INDICATORS:

- a) Video and analyze personal skating stride, stick handling, puck carrying, passing and shooting.
- b) Identify areas of improvement to become a more efficient in any of the above skill areas.
- c) Demonstrate the personal discipline to improve skills on a continual basis.

OUTCOME:

1.2 Develop efficient individual technical hockey skills including skating, stick handling, puck carrying, passing, receiving, and shooting.

INDICATORS:

- a) Participate in a variety of skating drills to develop proper stride, body alignment and recovery.
- b) Participate in a variety of skating drills to work on types of skating including forward, backward, change of direction skills along with stops and starts.
- c) Participate in a variety of stick handling and puck carrying drills in open ice and limited spaces.
- d) Participate in a variety of passing drills (both static and dynamic) including forehand, backhand, direct and indirect passes as well as the saucer pass.
- e) Participate in a variety of shooting drills (both static and dynamic) including wrist, snap, backhand, slap and flip shots.
- f) Identify factors needed for improvement in any of the above skill areas based on evaluation and feedback.
- g) Demonstrate the personal discipline to improve skills on a continual basis

OUTCOME:

1.3 Develop an understanding of both offensive and defensive individual tactical play. This includes various principles such as support, pressure, and transition.

INDICATORS:

- a) Be able to understand the correct individual tactics in a controlled situations
- b) Be able to demonstrate and execute correct individual tactics in a controlled situation
- c) Be able to demonstrate and execute correct individual tactics in uncontrolled situations
- d) Identify factors needed for improvement in any of the above situations based on evaluation and feedback.

OUTCOME:

1.4 Develop an understanding of both offensive and defensive team tactical play. This includes various team systems such as breakouts, power play, penalty kills, and advantage situations.

INDICATORS:

- a) Be able to understand the correct team tactics in a controlled situations
- b) Be able to demonstrate and execute correct team tactics in a controlled situation

- c) Be able to demonstrate and execute correct team tactics in uncontrolled situations
- d) Identify factors needed for improvement in any of the above situations based on evaluation and feedback.

OUTCOME:

1.5 Participate and demonstrate various aspects of team play and strategy. This includes the ability to read and react offensively or defensively to various situations in all three zones under controlled and uncontrolled situations.

INDICATORS:

- a) All players will be given the opportunity to work on all aspects of team play such as breakouts, power play, penalty kills and advantage situation in all three zones of play.
- b) Players will be able to demonstrate and execute an ability to read and react to various situations in the offensive zone.
- c) Players will be able to demonstrate and execute an ability to read and react to various situations in the neutral zone.
- d) Players will be able to demonstrate and execute an ability to read and react to various situations in the defensive end.
- e) Identify factors needed for improvement in any of the above situations based on evaluation and feedback.

Unit 2 – Off –Ice Skill Development

Time: 35 – 40 hours

Unit Description: Students will explore a variety of different drills to develop individual skills, skating stride and fitness level off the ice. Students will also learn to analyze effective and breakdowns of tactics and systems from game video. Later in the season, video analysis may also be used to identify the tactics, tendencies and strategies of opponents.

OUTCOME:

2.1 Develop more efficient basic individual skills including puck handling, passing, receiving, and shooting through a variety of drills and through fitness development (strength, core stability).

INDICATORS:

- a) Participate in a variety of puck handling drills using training balls
- b) Participate in a variety of off-ice shooting & passing drills
- c) Identify factors needed for improvement in any skill area and demonstrate the personal discipline to develop areas of weakness.
- d) Participate in a variety of fitness training activities to improve all six skill related fitness components (speed, power, balance, agility, coordination and reaction time) while maintaining the integrity of the 5 health related fitness components (muscular strength, muscular endurance, cardiovascular endurance, flexibility and body composition)
- e) Keep a personal fitness journal/log of recorded measurements, fitness test results, and workouts.

OUTCOME:

2.2 Using the skating treadmill, work toward a mature pattern of skating in relationship to stride.

INDICATORS:

- a) Video tape and analyze personal skating stride while on the skating treadmill.
- b) Identify areas of strength, flexibility & posture improvement needed to become a more efficient skater.
- c) Demonstrate the personal discipline to improve areas of weakness to improve skills on a continual basis.

OUTCOME:

2.3 Using video analysis software and under the directions of teacher coaches, students will analyze game video and evaluate correct and incorrect execution of individual tactics, team tactics, and team systems. Students may also use video analysis to identify the tactics, tendencies and strategies of opponents.

INDICATORS:

- a) Discuss break downs or poor execution of tactics or systems from game video.
- b) Identify areas of personal improvement needed to become more efficient as a team.
- c) Identify correct execution and develop confidence in team abilities.
- d) Demonstrate the ability to adjust tactics and strategies based on what opposition teams are doing.

Unit 3 – Factor Affecting Human Performance

Time: 10- 12 hours

Unit Description: Students will analyze a variety of mental and physical factors that affect performance. Students will investigate a variety of mental strategies for improving performance as well as their impact on skill acquisition. Students will discuss and explore various coaching/leadership styles and their affect on performance. Students will demonstrate an understanding of proper nutrition as well as an understanding of the rules of the game of hockey and the responsibilities of the officials.

OUTCOME:

3.1 Students will explore the psychological factors that affect performance.

INDICATORS:

- a) Discuss key terms in sport psychology including arousal, anxiety/stress (both positive and negative) relaxation, concentration, self reflection/evaluation, focus and motivation.
- b) Students will discuss the various coaching/leadership styles for example authoritarian, laissez faire and servant. Students will reflect on how these coaching/leadership styles can affect athlete performance.
- c) Assess psychological factors that affect performance including self talk, imagery/visualization, motivation, concentration improvement and goal setting.

OUTCOME:

3.2 Students will explore the physical factors that affect performance.

INDICATORS:

- a) Discuss the importance of physical factors like proper nutrition, fitness level, body composition and rest in relationship to performance.
- b) Discuss dietary references from various food plans and methods and discuss their potential impact on performance (Canada's food guide, carb loading, pre-game/ post game meals)
- c) Discuss the importance of water (fluid) consumption and its role in performance.
- d) Analyze personal eating habits and areas of improvement needed through regular 3-5 day dietary intake logs.
- e) Create a personalized plan which incorporates nutritional guidelines and principles to maximize personal performance.
- f) Analyze and record personal performance in relationship to water and food intake, sleep, stress and other contributing factors to understand and identify their potential impact on performance.
- g) Discuss the use of sport drinks, energy drinks and supplements.

OUTCOME:

3.3 Students will learn basic anatomy.

INDICATORS:

- a) Students will learn through memorization the main muscles and bones (totaling 48) to better understand the human body, injuries and to maximize training effectiveness.

OUTCOME:

3.4 Students will take a modified officiating clinic to understand the rules of the game.

INDICATORS:

- a) Students will understand and demonstrate a respect for the role of the officials.
- b) Students will demonstrate an understanding for the rules of the game.

Unit 4 – Planning For Participation and Performance

Time: 8-12 hours

Unit Description: Students will analyze a variety of types goal setting. These will include short and long term goal setting as well as personal and team goal setting. Students will explore leadership opportunities and participate in a variety of team building activities.

OUTCOME:

4.1 Students will explore the importance of both individual and team goal setting.

INDICATORS:

- a) Discuss the variety of types of goal setting, short term, long term, personal, team, physical, mental, spiritual.
 - b) Students will collaborate to create a list of team goals for the season. Students will then devise a series of short term goals to get them to their long term goal as a team.
 - c) Students using the team goals as a reference will identify and write personal goals (long and short term) needed to get them to their team goals.
 - d) Students will discuss the importance of balance in life, setting priorities, and write down goals to be a visual reminder of their goals.
 - e) Coaches will review the attainment of team and individual goals
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OUTCOME:

4.2 Students will participate in team building and leadership opportunities.

INDICATORS:

- a) Students will share various team responsibilities (equipment set up/take down, filling water bottles, locking/unlocking dressing rooms, clean up of dressing rooms, making sure showers are off, leading dynamic warm up).
 - b) Students (individually or in small groups) will be responsible for planning one team building activity during the duration of the course. Student will be responsible for all aspects of the team building activity and must submit plan to coach a week before their scheduled activity for approval.
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OUTCOME:

4.3 Students will demonstrate good sportsmanship and a sense of fair play.

INDICATORS:

- a) Students will brainstorm a list of examples of good and poor sportsmanship and what fair play means, particularly as it applies to the game of hockey
- b) Students will reflect on their ability to demonstrate these principles in their daily logs and self assess their actions. Students will also be responsible to suggest alternate solutions, when they make a poor choice in demonstrating either sportsmanship or fair play.

The following are the requirement differences between the Hockey 10L, 20L and 30L referenced by outcome, with the additional outcome or indicator bolded.

The above outcomes describe the Hockey 10L course and are applicable to all three levels. The following additional outcomes and/or indicators are part of the Hockey 20L and Hockey 30L course.

Unit 1 - Hockey 20L

OUTCOME:

1.2 Develop efficient individual technical hockey skills including skating, puck handling (accompanying), passing, receiving, and shooting.

INDICATORS:

- a) Participate in a variety of skating drills to develop proper stride, body alignment and recovery.
- b) Participate in a variety of skating drills to work on types of skating including forward, backward, change of direction skills along with stops and starts.
- c) Participate in a variety of puck handling drills in open ice and limited spaces.
- d) Participate in a variety of passing drills (both static and dynamic) including forehand, backhand, direct and indirect passes as well as the saucer pass.
- e) Participate in a variety of shooting drills (both static and dynamic) including wrist, snap, backhand, slap and flip shots.
- f) Identify factors needed for improvement in any of the above skill areas based on evaluation and feedback.
- g) **Research and provide the coach with a drill to be used in practice to work on an area of the player's weakness.**
- h) **In collaboration with the coach, introduce, explain and lead the drill as part of a practice. Student must demonstrate an ability to clearly draw, verbally articulate and /or demonstrate the drill as well as explain the reason for choosing drill and the skill being focused on.**
- i) Demonstrate the personal discipline to improve skills on a continual basis.

Unit 2 - Hockey 20L

OUTCOME:

2.1 Develop more efficient basic individual skills including puck handling, passing, receiving, and shooting through a variety of drills and through fitness development (strength, core stability).

INDICATORS:

- a) Participate in a variety of puck handling drills using training balls
- b) Participate in a variety of off-ice shooting & passing drills
- c) Identify factors needed for improvement in any skill area and demonstrate the personal discipline to develop areas of weakness.

- d) Participate in a variety of fitness training activities to improve all six skill related fitness components (speed, power, balance, agility, coordination and reaction time) while maintaining the integrity of the 5 health related fitness components (muscular strength, muscular endurance, cardiovascular endurance, flexibility and body composition)
- e) Keep a personal fitness journal/log of recorded measurements, fitness test results, and workouts.
- f) **Design and submit a personal workout. Workout should be a minimum of 20 minutes long and be designed to improve an area of weakness as identified from fitness test results. Once the workout has been approved by teacher and trainer, student must complete the workout on their own until they can demonstrate an improved fitness test result. If student has no significant area of weakness then workout can be developed to further enhance the six skill related fitness components.**

Unit 3 - Hockey 20L

OUTCOME:

3.1 Students will explore the psychological factors that affect performance **and adopt one strategy for a period of 21 days then record their results in the form of a reflective essay in the daily log books.**

INDICATORS:

- a) Discuss key terms in sport psychology including arousal, anxiety/stress (both positive and negative) relaxation, concentration, self reflection/evaluation, focus and motivation.
- b) Assess psychological factors that affect performance including self talk, imagery/visualization, motivation, concentration improvement and goal setting.
- c) **Students will adopt one of the above studied strategies for a period of 21 days then record their results of their experiment in the form of a reflective essay in the daily log books.**

OUTCOME:

3.2 Students will explore the physical factors that affect performance, **and identify which factors have a significant affect of them personally.**

INDICATORS:

- a) Discuss the importance of physical factors like proper nutrition, fitness level, body composition and rest in relationship to performance.
- b) Discuss dietary references from various food plans and methods and discuss their potential impact on performance (Canada's food guide, carbohydrate loading, pre-game/ post game meals)
- c) Discuss the importance of water (fluid) consumption and its role in performance.
- d) Analyze personal eating habits and areas of improvement needed through regular 3-5 day dietary intake logs.
- e) Create a personalized plan which incorporates nutritional guidelines and principles to maximize personal performance.
- f) Analyze and record personal performance in relationship to water and food intake, sleep, stress and other contributing factors to understand and identify their potential impact on performance.

- g) **Based on the personal record performance diary listed above, submit an end of the semester paper identifying their personal 'best results' in relationship to food, water intake, stress, warm up and any other contributing factors they have become aware of.**
- h) Discuss the use of sport drinks, energy drinks and supplements.

OUTCOME:

3.3 Students will learn basic anatomy.

INDICATORS:

- a) Students will learn through memorization the main muscles and bones (**totaling 54**) to better understand the human body, injuries and to maximize training effectiveness.

OUTCOME:

3.4 Students will take a modified officiating clinic to understand the rules of the game **and demonstrate their understanding of the rules by officiating a controlled scrimmage or game.**

INDICATORS:

- a) Students will understand and demonstrate a respect for the role of the officials.
- b) Students will demonstrate an understanding for the rules of the game.
- c) **Students will demonstrate an understanding of the rules by officiating a controlled scrimmage or game.**

Unit 4 – Hockey 20L

OUTCOME:

4.2 Students will **oversee and** participate in team building and leadership opportunities.

INDICATORS:

- a) Students will share various team responsibilities (equipment set up/take down, filling water bottles, locking/unlocking dressing rooms, clean up of dressing rooms, making sure showers are off, leading dynamic warm up).
- b) **Students will be required to create a schedule for the responsibilities in indicator a) above.**
- c) Students (individually or in small groups) will be responsible for planning one team building activity during the duration of the course. Student will be responsible for all aspects of the team building activity and must submit plan to coach a week before their scheduled activity for approval.

The following additional outcomes and/or indicators are part of the Hockey 30L course.

Unit 1 - Hockey 30L

OUTCOME:

1.3 Develop an understanding of both offensive and defensive individual tactical play. This includes various principles such as support, pressure, and transition.

INDICATORS:

- a) Be able to understand the correct individual tactics in a controlled situations
- b) Be able to demonstrate and execute correct individual tactics in a controlled situation
- c) Be able to demonstrate and execute correct individual tactics in uncontrolled situations
- d) Identify factors needed for improvement in any of the above situations based on evaluation and feedback.
- e) **Research and provide the coach with a drill to be used in practice to work on a player's individual tactical weakness.**
- f) **In collaboration with the coach, introduce, explain and lead the drill as part of a practice. Student must demonstrate an ability to clearly draw, verbally articulate and /or demonstrate the drill as well as explain the reason for choosing drill and the skill being focused on.**

Unit 2 - Hockey 30L

OUTCOME:

2.1 Develop more efficient basic individual skills including puck handling, passing, receiving, and shooting through a variety of drills and through fitness development (strength, core stability).

INDICATORS:

- a) Participate in a variety of puck handling drills using training balls
- b) Participate in a variety of off-ice shooting & passing drills
- c) Identify factors needed for improvement in any skill area and demonstrate the personal discipline to develop areas of weakness.
- d) Participate in a variety of fitness training activities to improve all six skill related fitness components (speed, power, balance, agility, coordination and reaction time) while maintaining the integrity of the 5 health related fitness components (muscular strength, muscular endurance, cardiovascular endurance, flexibility and body composition)
- e) Keep a personal fitness journal/log of recorded measurements, fitness test results, and workouts.
- f) **Design, submit and lead a team workout. Workout should be a minimum of 20 minutes long (not including warm up and cool down) and be designed to improve an area of weakness as identified from fitness test results. Once the workout has been approved by teacher and trainer, the student must organize and lead his fellow students through the workout. Student is responsible for set up, organization and clearly articulating the components of the workout as well being responsible for demonstration of proper technique, and safety considerations. All workouts will be done under the direct supervision of the teacher and trainer, should any corrections need to be made for safety sake.**

OUTCOME:

3.1 Students will explore the psychological factors that affect performance **and adopt one strategy for a period of 21 days then record their results in the form of a reflective essay in the daily log books.**

INDICATORS:

- a) Discuss key terms in sport psychology including arousal, anxiety/stress (both positive and negative) relaxation, concentration, self reflection/evaluation, focus and motivation.
 - b) Assess psychological factors that affect performance including self talk, imagery/visualization, motivation, concentration improvement and goal setting.
 - c) **Students will adopt one of the above studied strategies for a period of 21 days then record their results of their experiment in the form of a reflective essay in the daily log books.**
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OUTCOME:

3.2 Students will explore the physical factors that affect performance, **and identify which factors have a significant affect of them personally.**

INDICATORS:

- a) Discuss the importance of physical factors like proper nutrition, fitness level, body composition and rest in relationship to performance.
 - b) Discuss dietary references from various food plans and methods and discuss their potential impact on performance (Canada's food guide, carbohydrate loading, pre-game/ post game meals)
 - c) Discuss the importance of water (fluid) consumption and its role in performance.
 - d) Analyze personal eating habits and areas of improvement needed through regular 3-5 day dietary intake logs.
 - e) Create a personalized plan which incorporates nutritional guidelines and principles to maximize personal performance.
 - f) Analyze and record personal performance in relationship to water and food intake, sleep, stress and other contributing factors to understand and identify their potential impact on performance.
 - g) **Based on the personal record performance diary listed above, submit an end of the semester paper identifying their personal 'best results' in relationship to food, water intake, stress, warm up and any other contributing factors they have become aware of.**
 - h) Discuss the use of sport drinks, energy drinks and supplements.
-

OUTCOME:

3.3 Students will learn basic anatomy.

INDICATORS:

- a) Students will learn through memorization the main muscles and bones (**totaling 64**) to better understand the human body, injuries and to maximize training effectiveness.

OUTCOME:

3.4 Students will take a modified officiating clinic to understand the rules of the game **and demonstrate their understanding of the rules by officiating a controlled scrimmage or game.**

INDICATORS:

- a) Students will understand and demonstrate a respect for the role of the officials.
- b) Students will demonstrate an understanding for the rules of the game.
- c) **Students will demonstrate an understanding of the rules by officiating a controlled scrimmage or game.**

UNIT 4 – HOCKEY 30L

OUTCOME:

4.2 Students will **oversee and** participate in team building and leadership opportunities.

INDICATORS:

- d) Students will share various team responsibilities (equipment set up/take down, filling water bottles, locking/unlocking dressing rooms, clean up of dressing rooms, making sure showers are off, leading dynamic warm up).
- e) **Students will be required to create a schedule for the responsibilities in indicator a) above.**
- f) Students (individually or in small groups) will be responsible for planning one team building activity during the duration of the course. Student will be responsible for all aspects of the team building activity and must submit plan to coach a week before their scheduled activity for approval.

Sample Inquiry Questions for Hockey 10L, 20L and 30L

- Am I able to accurately analyze personal skill attainment and develop goals for improvement related to individual technical skills in the area of skating agility, balance, and coordination?
- I consistently execute forward strides with proper body movement and positioning?
- Do I demonstrate an understanding of the principles of skating while participating in activities that focus on proper body movement and positioning while executing forward strides, backward strides, stop and start, crossovers, pivots, and turns?
- Do I demonstrate the ability to consistently balance and transition from backward to forward or side to side?
- Have I demonstrated the proper use of blade edges to improve quickness in changing direction?
- Do I consistently demonstrate the ability to change direction instantly, while minimizing the loss of speed?
- Do I demonstrate a willingness to participate in a wide range of skating activities?
- How might I implement self-created or pre-designed pre-assessment and post-assessment strategies for determining progress in a self-selected component of

hockey-related technical skills (stick handling, passing and receiving, checking, deking, puck protection, walkouts, goaltending)?

- How might I develop and demonstrate my puck handling skills?
- How might I develop and demonstrate passing skills (ie. forehand, backhand, chip, leading etc.) ?
- How might I develop and demonstrate receiving skills through an in depth look at receiving which includes not only the act of receiving, but also the ability to create space, find open ice and support the passer?
- How might I develop and quickness, strength and selection of shot when shooting?
- How might I demonstrate, assess and build goals towards proficiency in one's ability to use puck handling, passing/receiving and shooting skills at game level tempo?
- Have I demonstrated an understanding of Level 1 Officiating skills in real life minor hockey game situations as they pertain to the technical skills in hockey?
- What strategies and tools might I use to assess and set personal goals as it relates to supporting team tactics and play systems?
- Have I applied knowledge and execution of team tactical skills?
- In what ways have I demonstrated an understanding of and ability to execute team play systems?
- What are some opportunities to demonstrate my understanding of basic offensive, defensive and neutral zone strategies and the ability to transition between them?
- In what ways could I demonstrate my understanding of individual strategies such as supporting the puck carrier, cycling, puck movement and shot selection, to support the power play?
- How can I apply an understanding of the principles of training while participating in movement activities that focus on challenging one or more components of health-related fitness?
- In what ways could I assess my personal level of fitness in health-related components of fitness, using a variety of fitness appraisals (e.g., fitness appraisals identified in written resource and technological sources such as Fitness grams/Activitygrams [Meredith & Welk, 2007]), and credible health-related fitness standards?
- Was I able to create, implement, evaluate, and revise a personal off-ice fitness plan that illustrates the use of the principles of training and incorporates at least 30 consecutive minutes of moderate to vigorous activity on a daily basis?
- Do I willingly engage in a variety of movement activities at a moderate to vigorous level of effort daily for at least 12 consecutive minutes?
- Am I able to identify the major muscle groups and understand how they work together?
- Can I identify, and incorporate into action plans, training activities of personal preference that support increased fitness and illustrate an understanding of how the major muscle groups respond to various types of training?

- Can I assess fitness plans of others (e.g., classmate created, family member created) as to the effectiveness of the plans based on the incorporation of the principles of training to benefit specified components of health-related fitness?
- Am I able to express insights in response to questions such as “What is your plan for remaining active for the rest of your life?”, “How do you know if you are in ‘good enough’ shape?”, and “How might your level of fitness affect your preferred future?”
- How do I demonstrate a commitment to sport/fitness as an important part of lifestyle?
- Am I able to identify and apply the biomechanical concepts of efficient movement (e.g., centre of gravity, body alignment) that are important for safe exercising in lifting and carrying activities (e.g., bend knees, hold object close to body, avoid twisting positions, keep head position neutral) to prevent injury while participating in movement activities?
- Am I able to consistently respond appropriately to a variety of role-played and/or ‘teachable moment’ situations (e.g., injured teammate who has “rolled an ankle”, unconscious child in a playground) using basic first-aid procedures and techniques?
- Am I able to propose options for how to support injured joints (e.g., tensor wrapping, taping) and practice applying options available?
- Do I apply rules, routines and procedures of safety?
- How might I implement self-created or pre-designed pre-assessment and post-assessment strategies for determining progress in a self-selected component of hockey-related technical skills (stick handling, passing and receiving, checking, deking, puck protection, walkouts, goaltending)?
- How might I develop and demonstrate my puck handling skills?
- How might I develop and demonstrate passing skills (ie. forehand, backhand, chip, leading etc.) ?
- How might I develop and demonstrate receiving skills through an in depth look at receiving which includes not only the act of receiving, but also the ability to create space, find open ice and support the passer?
- How might I develop and quickness, strength and selection of shot when shooting?
- How might I demonstrate, assess and build goals towards proficiency in one’s ability to use puck handling, passing/receiving and shooting skills at game level tempo?
- Have I demonstrated an understanding of Level 1 Officiating skills in real life minor hockey game situations as they pertain to the technical skills in hockey?
- What strategies and tools might I use to assess and set personal goals as it relates to supporting team tactics and play systems?
- Have I applied knowledge and execution of team tactical skills?
- In what ways have I demonstrated an understanding of and ability to execute team play systems?
- What are some opportunities to demonstrate my understanding of basic offensive, defensive and neutral zone strategies and the ability to transition between them?

- In what ways could I demonstrate my understanding of individual strategies such as supporting the puck carrier, cycling, puck movement and shot selection, to support the power play?
- How can I apply an understanding of the principles of training while participating in movement activities that focus on challenging one or more components of health-related fitness?
- In what ways could I assess my personal level of fitness in health-related components of fitness, using a variety of fitness appraisals (e.g., fitness appraisals identified in written resource and technological sources such as Fitness grams/Activitygrams [Meredith & Welk, 2007]), and credible health-related fitness standards?
- Was I able to create, implement, evaluate, and revise a personal off-ice fitness plan that illustrates the use of the principles of training and incorporates at least 30 consecutive minutes of moderate to vigorous activity on a daily basis?
- Do I willingly engage in a variety of movement activities at a moderate to vigorous level of effort daily for at least 12 consecutive minutes?
- Am I able to identify the major muscle groups and understand how they work together?
- Can I identify, and incorporate into action plans, training activities of personal preference that support increased fitness and illustrate an understanding of how the major muscle groups respond to various types of training?
- Can I assess fitness plans of others (e.g., classmate created, family member created) as to the effectiveness of the plans based on the incorporation of the principles of training to benefit specified components of health-related fitness?
- Am I able to express insights in response to questions such as “What is your plan for remaining active for the rest of your life?”, “How do you know if you are in ‘good enough’ shape?”, and “How might your level of fitness affect your preferred future?”
- How do I demonstrate a commitment to sport/fitness as an important part of lifestyle?
- Am I able to identify and apply the biomechanical concepts of efficient movement (e.g., centre of gravity, body alignment) that are important for safe exercising in lifting and carrying activities (e.g., bend knees, hold object close to body, avoid twisting positions, keep head position neutral) to prevent injury while participating in movement activities?
- Am I able to consistently respond appropriately to a variety of role-played and/or ‘teachable moment’ situations (e.g., injured teammate who has “rolled an ankle”, unconscious child in a playground) using basic first-aid procedures and techniques?
- Am I able to propose options for how to support injured joints (e.g., tensor wrapping, taping) and practice applying options available?
- Do I apply rules, routines and procedures of safety?

Inquiry Questions taking from the Christ The Teacher RCSSD No. 212

Instructional Materials

Key resources:

Special thanks to the creators of the Exercise Science 30L course for the sharing of their resources and some of their course development. This includes Rob Cherepuschak, Lance Ford, Kamille Lech, Juanita Redekopp-McKeown who worked in collaboration with Prairie Valley School Division and Saskatoon Public School Division

- Government of Saskatchewan . (2004). *Wellness 10*. Regina, SK: Queen’s Printer Press. <http://www.edonline.sk.ca>.
- Government of Saskatchewan . (2009). *Physical Education 9*. Regina, SK: Queen’s Printer Press. <http://www.edonline.sk.ca>.
- Government of Saskatchewan . (1994) **Instructional Physical Education 20, 30: A Curriculum Guide for the Secondary Level**. Regina, SK: Queen’s Printer Press. <http://www.edonline.sk.ca>.
- Saskatoon Public Schools. (2009). *Active Living and Fitness Leadership 30L*. Saskatoon, SK: Saskatoon Public Schools.
- <http://www.canadiansportforlife.ca/> - website explaining Long Term Athlete Development. LTAD is a seven-stage training, competition and recovery pathway guiding an individual’s experience in sport and physical activity from infancy through all phases of adulthood. CS4L, with LTAD, represents a paradigm shift in the way Canadians lead and deliver sport and physical activity in Canada.
- Christ The Teacher RCSSD No. 212. (2015). *Hockey 10L & Hockey 20L Locally Determined Course Options*.

There are various resources available for coaches to access for drills including:

- <http://www.flexxcoach.com/> - practice plan design and drill bank.
- <http://quickstickz.com/> - a stick handling program used by some of our hockey teams.
- Hockey Canada’s Coaches Skills Manuals available to our coaches through our hockey department and available for purchase through Hockey Canada.
- http://hockeycanada.ca/index.php/ci_id/16723/la_id/1.htm - Hockey Canada’s National Skills Standards and Testing Program