



Hockey Officiating 20L

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Introduction

The Hockey/Officiating Program course was developed with a two-fold purpose. Firstly, the course is designed to instruct students how to officiate hockey games. Secondly, the course covers all concepts related to hockey including on-ice development, off-ice development (physical conditioning), mental preparation, nutrition, and career opportunities.

During completion of the course, students will be prepared to write the online exam to become certified as official referees. This exam is a national exam written by all officials in Canada. Students who complete the comprehensive exam and attain a passing mark will be able to officiate all minor hockey league games. The exam would be given after six weeks of coursework. Students would then be able to begin officiating. To maintain certification status, all participants need to be recertified on an annual basis.

The key resource for the course is *Saskatchewan Hockey Association Referee's Division Branch Information & Work Book*. This resource was created by teachers, officials, and other professional staff from the Saskatchewan Hockey Association Officials Program and presented to Hockey Canada which adopted it to be used in all the provinces as the officials' workbook/handbook. The handbook is revised annually by the SHA. The SHA has granted permission for its use in this course. Other resources would include the SHA, Western Hockey League (WHL), and National Hockey League (NHL) videos.

"Be the best that you can every time you step on the ice and remember you have the mentorship and coaching to support your every call."

-Trevor Norum, SHA Referee in Chief, Saskatchewan

"The opportunity is there for you to make the snow fly."

- Garry Gawryliuk, Master Course Conductor, SHA Referees Division

Course Description

The goal of the course is to provide students with an athletic program that would allow them to:

- Realize the potential of developing lifelong relationships from the networking provided through the hockey/officiating culture.
- Develop their skills in the Hockey Officiating Program.
- Enhance their knowledge of the game of hockey and its rules and procedures.
- Develop their on-ice skills through power skating instruction.
- Participate in a mentorship program with elite hockey officials.
- Receive instructions for on-ice development from coach mentors.
- Watch instructional videos developed by the Saskatchewan Junior Hockey League (SJHL), the Western Hockey League (WHL), and the National Hockey League (NHL) and translate their learning into practice.
- De-escalate confrontational situations by defusing the situation.
- Respond to verbal abuse and harassment in a positive and constructive manner.
- Understand the psychology involved with the mental preparation for a sport.
- Understand the role that nutrition plays in healthy development.
- Utilize education, hockey, and vocational portfolios in preparation for examining future career pathways by creating a three year plan for “Education For the Future.”
- Develop a video showcasing their skills which can be used as part of their portfolio packages.
- Take the skills developed back into their home communities to provide a valuable service as an official or to participate in the community as a hockey player.

The course will be implemented with an emphasis on improvement of skills and abilities, innovation, adherence to standards, and the development of basic officiating skills. The instructional component is supported by a multitude of educational resources such as guest speakers (high level referees), power skating instructors, coaches, health professionals, mental health and sports psychologist personnel and instructional videos. The course includes on-ice development, off-ice development (conditioning) and actual game situations where all students will be officiating hockey games.

Students will be provided training through videos and case book study reviews on how to respond to verbal abuse and harassment in a positive and constructive manner. The ultimate goal is to defuse the situation and open up the lines of communication in a positive setting.

Students will develop a three year plan for the future by completing an education portfolio, a hockey/official portfolio, and a vocational portfolio along with a video showcasing their skills.

All hockey/officials will be mentored in their on ice development by official mentoring coaches

provided by the SHA Referees Division. Students will attend hockey games where they will have the opportunity to learn from video, rule interpretation, on-ice positioning, and game situations through discussions with their official mentoring coaches as the game is in progress.

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. All areas of study contribute to student achievement of the Goals of Education through helping students achieve knowledge, skills and attitudes related to these Broad Areas of Learning. The K-12 goals and grade level outcomes for each area of study are designed for students to reach their full potential in each of the following Broad Areas of Learning.

Sense of Self, Community, and Place

Students possess a positive sense of identity and understand how it is shaped through interactions within natural and constructed environments. They are able to nurture meaningful relationships and appreciate diverse beliefs, languages and practices from the diversity of cultures in our province, including First Nations and Métis. Through these relationships, students demonstrate empathy and a deep understanding of self, others and the influence of place on identity. In striving to balance their intellectual, emotional, physical and spiritual dimensions, students' sense of self, community and place is strengthened.

In physical education, students will experience multiple opportunities to grow in all aspects of their lives, while learning to share these understandings as they support others in achieving a balanced self. In striving for this balance, students will better be able to contribute to the development of healthy individuals, families, and communities.

In the realm of the hockey/officiating culture individuals have a sense of appreciation in giving back to their communities something that was given to them at a very young age.

Lifelong Learners

Students are curious, observant and reflective as they imagine, explore and construct knowledge. They demonstrate the understandings, skills and dispositions necessary to learn from, appreciate and question various discourses that reflect the health and well-being of self and others. Such learning experiences support students' understanding and confidences to address mental health challenges.

Individuals who have been involved in the sport of hockey/officiating are life-long learners because they, in turn, give back to their communities through their commitment from the sport that they have enjoyed. This is evident throughout all the communities in Canada: once involved, always involved.

Engaged Citizens

Students demonstrate confidence, courage, and commitment in shaping positive change for the benefit of all. Their informed life, career, and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, the well-being of self and others. Along with this responsibility, students recognize and respect the mutual benefits of Charter, Treaty, and other constitutional rights and relationships. Through this recognition, students advocate for self and others, and act for the common good as engaged citizens.

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

Students learn to 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. Students learn to self-reflect and to purposefully seek, evaluate, and apply historical, contemporary, and evolving information to understand the various factors that in health and well-being of self and others.

Developing Identity and Interdependence

Students develop the ability to act autonomously in an interdependent world. It requires the learner to develop an awareness of their environments, of social and cultural expectations and constructions, 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. Achieving this competency requires understanding, valuing, and respecting self and others.

Through the sport of hockey students become part of a team. This hockey/officiating team has its own standards and code of ethics.

Developing Literacies

Students learn about a variety of ways to interpret the world and express understanding of it. Being literate involves applying interrelated knowledge, skills and strategies to learn and participate fully in a constantly changing world.

Developing Social Responsibility

Students develop the aptitudes and skills necessary to contribute positively to their physical, social, and cultural environments. This requires an awareness of unique gifts and challenges among individuals and communities. In addition, it requires participation with others in ethical spaces to engage in dialogue, address mutual concerns and accomplish shared goals for the well-being of communities.

Students will be part of the minor sports programs in their communities which will enable them to enhance those programs through their participation in hockey and officiating.

Aim & Goals

The **K-12 aim** of the physical education curriculum is to support students in becoming physically educated individuals who have the understandings and skills to engage in movement activity, and the confidence and disposition to live a healthy, active lifestyle.

The **K-12 aim** of the Saskatchewan health education curricula is to develop confident and competent students who understand, appreciate, and apply health knowledge, skills, and strategies throughout life.

This course is designed to follow a combination of both physical education curriculum guidelines as well as health and wellness guidelines. The purpose of this course is to develop confident and competent students who have a sense of themselves and the importance of movement activity in a healthy, active lifestyle.

Goals are broad statements identifying what students are expected to know and be able to do upon completion of the learning in a particular area of study by the end of Grade 12. The goals of K-12 physical education are interdependent and are of equal importance. The three goals for students from Kindergarten to Grade 12 are:

- Active Living - Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.
- Skillful Movement - Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.
- Relationships - Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.

These goals, while reflecting what is important in physical education, also provide “throughlines” to the Cross-curricular Competencies and Broad Areas of Learning. Teachers need to ensure that the “throughlines” from each subject area are reflected when planning and teaching.

Active Living Goal

Active living is a concept that goes beyond the physiological aspects of participation in movement activity to encompass the mental, emotional, spiritual, and social dimensions that make up the entire physical experience. Active living is about individual well-being. How we experience well-being is uniquely personal; it varies over time and among individuals. Active living is also social and it goes beyond a traditional focus on individual lifestyle choices and emphasizes the physical and social environments that facilitate or hinder people’s ability and motivation to be active. These environments are shaped by and with families, in the communities where people live, learn, work, and play. Active living comes to life in community settings of all kinds.

The Active Living goal emphasizes the need for students to participate in “authentic” learning experiences that are enjoyable and that lead them to deeper understandings about physical fitness. Opportunities for students to develop each of the components of health-related fitness are interwoven throughout the program. For example, students will participate in activities within their community in multiple outcomes within the course. A well-balanced physical education program goes a long way towards ensuring that the Active Living goal is achieved by all students.

Skillful Movement Goal

The opportunity to move is important but learning the hows and whys of movement is more important if youth are to gain the confidence and ability to participate in a variety of movement activities. This Skillful Movement goal addresses all aspects of effective motor learning with students gaining a deeper understanding of the transferability of movement skills from one movement activity to another. Rather than students learning the skills of a particular game or sport, students will learn a variety of skills within the context of types of games.

Students will be more willing to engage in movement activities if they understand the concepts, tactics, and strategies that support skillful and enjoyable participation. Through involvement in authentic learning experiences, students will deepen their understanding of how to apply movement skills within meaningful contexts. An example of this is knowing how to transition from defensive to offensive team play regardless of whether the game being played is an invasion/territorial game or a net/wall game. A life of active living is more likely to be a reality if students are confident in their understanding of, and have the ability to apply, the whys and hows of skillful movement.

Relationships Goal

“Relationships” is a multi-faceted word in the context of the Relationships goal for physical education. On a personal level, students will develop a deeper understanding that will enhance their physical, emotional, mental, and spiritual selves through and within movement experiences. Students will also engage in a variety of experiences to support growth as social beings, whether it be cooperatively creating and performing movements, making decisions collectively about tactics to use in games, or leading others in movement activities. In turn, as students develop their social skills, students will strengthen who they are as individuals.

Life-long relationships are forged in a hockey community regardless of the role of the person. Whether in the role of a player or an official, the hockey experiences are often equated to a family-based sporting event.

Through experiences in physical education, students will interact both with and within their environment. Practising and internalizing the behaviours that show a respect for both the natural and the constructed environment will have a significant impact on lifelong practices. This focus within the Relationships goal includes everything from proper use of equipment in the arena to dealing with all the hockey stakeholders including fellow officials, players, league executives, and fans.

Questions for Inquiry

Inquiry learning provides students with opportunities to build knowledge, abilities and inquiring habits of mind that lead to deeper understanding of their world and human experience. Inquiry builds on students’ inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding.

Big Ideas	Inquiry Questions
Hockey officials are expected to maintain a code of conduct.	<ul style="list-style-type: none">• Why is it important for hockey officials to adhere to a code of ethics?• What is the importance of professional dress?• Why is the on-ice conduct of officials strictly governed?
Hockey officials need to apply the rules for the game of hockey.	<ul style="list-style-type: none">• How do hockey officials interpret the rules of the game?• How do hockey officials make split-second decisions when calling penalties, fouls and infractions?
Hockey officials tend to be targets of abuse and harassment from players, coaches, and spectators.	<ul style="list-style-type: none">• How do hockey officials deal with incidents of abuse and harassment?• How do hockey officials defuse a situation so that it does not escalate?

The methods used to officiate a hockey game are dependent upon the number of personnel officiating the game.	<ul style="list-style-type: none"> • What are the differences among the Two Official System, the Modified Three Official System, and the Four Official System?
Hockey officials need to be aware of the ramifications of dealing with the media and with social media and have a policy to deal with incidents.	<ul style="list-style-type: none"> • Why is it important to have a social media policy? • Why is it important to have a policy to deal with mainstream media?
The development of individualized portfolios is useful when examining future career opportunities.	<ul style="list-style-type: none"> • How can I leverage my hockey and officiating training when moving on to a new career? • What is an education portfolio and how will it assist when pursuing a future career? • What is a hockey portfolio and how will it assist when pursuing a future career? • What is a vocational portfolio and how will it assist when pursuing a future career?
Proper nutrition plays an important role in maintaining a healthy, active lifestyle.	<ul style="list-style-type: none"> • What are the nutritional requirements of an athlete? • What are the benefits of establishing a nutrition and fitness regimen?
Sports psychology and mental preparation are important aspects for hockey officials.	<ul style="list-style-type: none"> • Why do players and officials need to be mentally prepared as well as physically prepared to perform? • How does an athlete mentally prepare for a game?

Outcomes and Indicators

This document provides the learning outcomes that students enrolled in Mental Health and Well-being 20L are expected to achieve by the end of the course. Indicators are included to provide the breadth and depth of what students should know, understand, and be able to do in order to achieve the outcomes. The learning experiences planned for students will support student achievement of the provincial Goals of Education by attending to the Broad Areas of Learning for Saskatchewan and the Cross-Curricular Competencies.

Outcomes are statements of what students are expected to know and be able to do by the end of a grade in a particular area of study. The outcomes provide direction for assessment and evaluation, and for program, unit, and lesson planning.

Indicators are representative of what students need to know and/or be able to do in order to achieve an outcome. Indicators represent the breadth and the depth of learning related to a particular outcome. The list of indicators provided in the curriculum is not an exhaustive list. Teachers may develop additional and/or alternative indicators but those teacher-developed indicators must be reflective of and consistent with the breadth and depth that is defined by the given indicators.

The outcomes in this curriculum contribute to the development of the K-12 physical education and health education goals.

Outcomes	Indicators
<p>HOP 20.1 Analyze the expectations regarding professionalism of officials and adherence to the code of ethics.</p>	<ul style="list-style-type: none"> a. Review the code of ethics and recognize how every element needs to be implemented in all levels of hockey on and off the ice. b. Recognize the importance of professional dress. c. Describe the protocols outlining the procedures that need to be implemented before, during, and after game situations. d. Examine how the concepts of respect and passion relate to interactions with players, coaches, and spectators. e. Outline the mental preparation needed prior to game assignments (sports psychology). f. Review the expectations for on-ice conduct by officials. g. Access coaching mentors supplied by the SHA Referees Division for the development of players/officials.
<p>Resources Saskatchewan Hockey Association Referee’s Division Branch Information & Work Book, current edition Guest lecturers from SHA Referee’s Division Coaching mentors from the SHA Referees Division</p> <p>Videos: Videos supplied by SHA and Western Hockey League (WHL) and National Hockey League (NHL)</p>	
<p>HOP 20.2 Apply the playing rules for the game of hockey.</p>	<ul style="list-style-type: none"> a. Discuss the playing rules that are the basis of the clinic theory and the curriculum developed annually by the SHA for the certified officials program and the hockey program. b. Evaluate clinic theory and curriculum in preparation for the Canadian online written exam. c. Examine fully how officials interpret the rules. d. Analyze the weekly videos provided by the SHA, WHL and NHL and describe types of rule interpretations at all three levels of hockey. e. Discuss case book situations in relation to rule interpretation.
<p>Resources: Saskatchewan Hockey Association Referee’s Division Branch Information & Work Book Guest lecturers from SHA Referee’s Division</p>	

Hockey Canada Officiating Program Level I – VI Exam, current edition

Videos:

Videos supplied by SHA and Western Hockey League (WHL) and National Hockey League (NHL)

HOP 20.3 Recognize physical fouls and stick penalty fouls and determine the criteria to make the right penalty calls.

- a. Determine and apply the penalty for all physical fouls including head contact, checking from behind, fighting, roughing, slew-footing, elbowing, kneeing, and charging.
- b. Determine and apply the penalty for all stick penalties including hooking, tripping, boarding, high-sticking, cross-checking, slashing and butt-ending.
- c. Determine and apply the penalty for interference.
- d. Examine the criteria for a match penalty and determine the circumstances when a match penalty should be given.
- e. Identify the circumstances during game play which would lead an official to anticipate that a penalty may be forthcoming.
- f. Upon reviewing video of penalties called during a game, critique the calls from the officials.

Resources:

Saskatchewan Hockey Association Referee's Division Branch Information & Work Book

Videos:

Videos supplied by SHA and Western Hockey League (WHL) and National Hockey League (NHL)

HOP 20.4 Analyze rule references and game report procedures.

- a. Discuss and implement rule references as identified by SHA and Hockey Canada for the current season.
- b. Identify and reinforce the SHA policies which outline game report procedures.
- c. Write a mock game report based on video review.
- d. Write game reports ensuring that all pertinent information required by the SHA, WHL and NHL is included.
- e. Identify where game reports need to be directed in regards to the official hockey chairperson and league.
- f. Submit digital copies of game reports.

Resources:

Saskatchewan Hockey Association Referee's Division Branch Information & Work Book

Saskatchewan Hockey Association Referee's Division [website](https://www.sha.sk.ca/) <https://www.sha.sk.ca/>

Videos:

Videos supplied by SHA and Western Hockey League (WHL) and National Hockey League (NHL)

<p>HOP 20.5 Apply the rules and protocols for minor hockey.</p>	<ol style="list-style-type: none"> a. Acknowledge the rules that govern minor hockey by examining the Junior Official Rules Supplement for Minor Hockey from the workbook. b. Identify the requirements for officials' equipment. c. Discuss the protocol used prior to a hockey game starting. d. Outline the various positions on the ice in relation to game management. e. Utilize the terminology used by hockey officials. f. Communicate required information to officials, players, coaches, and fans through the correct use of signals. g. Communicate verbally with fellow officials, players, and coaches in regards to rule interpretation.
<p>Resources: Saskatchewan Hockey Association Referee's Division Branch Information & Work Book</p> <p>Videos: Videos supplied by SHA and Western Hockey League (WHL) and National Hockey League (NHL)</p>	
<p>HOP 20.6 Outline proper penalty calling procedures.</p>	<ol style="list-style-type: none"> a. Identify the step process in regards to the procedures involved in calling penalties from the workbook. b. Describe the pattern of reaction that is required in step by step procedure. c. Acknowledge the procedure needs to take play in every penalty call.
<p>Resources: Saskatchewan Hockey Association Referee's Division Branch Information & Work Book</p> <p>Videos: Videos supplied by SHA and Western Hockey League (WHL) and National Hockey League (NHL)</p>	
<p>HOP 20.7 Examine line change and face-off procedures.</p>	<ol style="list-style-type: none"> a. Discuss the procedure involved at every stoppage for line change and face-off. b. Outline various bench scenarios that might take place in game situations and how officials will handle them. c. Outline various player scenarios that might take place in game situations and how officials will handle them. d. Discuss proper communication techniques for officials to relay the protocols and procedures to the parties involved. e. Describe proper exit techniques on face-off procedures. f. Discuss proper communication skills with coaches during line changes.

Resources:

Saskatchewan Hockey Association Referee's Division Branch Information & Work Book
 Guest lecturers from SHA Referees Division

Videos:

Videos supplied by SHA and Western Hockey League (WHL) and National Hockey League (NHL)

HOP 20.8. Investigate different methods to resolve conflicts.

- a. Investigate various methodologies that can be used by officials to deal with conflict.
- b. Outline verbal communication skills used for conflict resolution.
- c. Outline nonverbal communication skills used for conflict resolution.
- d. Describe how to deal with the rare occurrence of violence in dealing with conflict resolution.
- e. Use the ability to listen, to observe, to summarize, and to negotiate to resolve conflicting views.
- f. Identify the role that mentor coaches can provide to support the development of action plans for conflict resolution.

Resources:

Saskatchewan Hockey Association Referee's Division Branch Information & Work Book
 Guest lecturers from SHA Referees Division

Videos:

Videos supplied by SHA and Western Hockey League (WHL) and National Hockey League (NHL)

HOP 20.9 Determine how officials should deal with abuse and harassment.

- a. Identify the characteristics associated with abuse and harassment.
- b. Identify the differences between what is abusive and what is anger-related behaviour.
- c. Defuse situations by acknowledging what the person is saying and reacting to it immediately.
- d. Recognize the different reaction pointers that can be used to defuse an individual that is on the verge of being abusive.
- e. Recognize that officials need to ensure safety is in place in case the abuse and harassment escalates beyond the point of reconciliation.
- f. Identify the use of power as a de-escalating tool.
- g. Create a plan to de-escalate the situation using the following steps:
 - i. Clarify the incident. Listen to understand.
 - ii. Determine a reply based on the following:
 - o Acknowledge what has been heard and the other person's position.

- Ask for clarification to understand their reasons or rationale.
- Summarize what you have heard and verify if it is correct.
- State your position if the person is ready to listen.
- State what points you agree on and what points of disagreement exist.
- Acknowledge other party's response.
- Continue until you resolve the issue or agree to disagree.

Resources:

Saskatchewan Hockey Association Referee's Division Branch Information & Work Book
 Guest lecturers from SHA Referees Division

Videos:

Videos supplied by SHA and Western Hockey League (WHL) and National Hockey League (NHL)

HOP 20.10. Explore time penalties and the penalty options chart.

- a. Describe terminology of MOTO (protocol of cancelling penalties as identified by Hockey Canada in their workbook).
- b. Describe the terminology associated with the hockey penalties (short-handed, being short, time penalties, coincidental penalties).
- c. Examine the penalty options chart.
- d. Explore various penalty game scenarios and the procedures for cancelling penalties.

Resources:

Saskatchewan Hockey Association Referee's Division Branch Information & Work Book

Videos:

Videos supplied by SHA and Western Hockey League (WHL) and National Hockey League (NHL)

HOP 20.11 Explore Official Systems including:

- Two official system
- Modified three official system, and
- Four official system.

- a. Identify and put into practice the mandate set by Saskatchewan Hockey Association and Hockey Canada in regards to the two official system, the modified three official system, and the four official system.
- b. Discuss the use of positioning in regards to on-ice instruction.
- c. Discuss the terminology used for positioning (at the net, half piston, home base, no man's land).
- d. Discuss positioning for centre ice face-offs and all other face-offs.

Resources:

Saskatchewan Hockey Association Referee's Division Branch Information & Work Book

Videos:

Videos supplied by SHA and Western Hockey League (WHL) and National Hockey League (NHL)

HOP 20.12 Explore the on-ice component for officiating hockey games.

- a. Demonstrate and evaluate skating tests.
- b. Demonstrate the correct positioning in the end zone, during pursuit of play, and during line calls
- c. Demonstrate procedures during stoppages of play.
- d. Demonstrate penalty call procedures, fight procedures, and face-off procedures.
- e. Demonstrate the correct use of signals.
- f. Review video from games and evaluate the on-ice component displayed by the officials.
- g. Discuss the role of mentor coaches in evaluation processes based on the above.
- h. Demonstrate the use of video and how it enhances the development of the officials involved.

Resources:

Saskatchewan Hockey Association Referee's Division Branch Information & Work Book

Guest lecturers from SHA Referees Division

Videos:

Videos supplied by SHA and Western Hockey League (WHL) and National Hockey League (NHL)

HOP 20.13 Examine social media policy and discipline.

- a. Identify the SHA standard in regards to the use of social media and networking and how that standard relates to other forms of media including radio, television, and print.
- b. Discuss the purpose of the social media policy in its attempt to avoid the misuse of social media leading to conduct that is deemed inappropriate.
- c. Discuss the disciplinary measures that will be taken in regards to violation of this policy.
- d. Discuss the fact that the policy applies to all officials, coaches, players, and executive involved with Hockey Canada.
- e. Discuss the use of better judgment and common sense when posting to any social media.

Resources:

Saskatchewan Hockey Association Referee's Division Branch Information & Work Book

Videos:

Videos supplied by SHA and Western Hockey League (WHL) and National Hockey League (NHL)

HOP 20.14

Explore the use of education portfolios.

- a. Complete an education portfolio according to the template provided by the Master Course Conductor.
- b. Understand the importance of this type of portfolio not only for the present, but for future career development.
- c. Articulate the impact of reference letters from teachers.
- d. Describe one's own strengths in a personal essay.
- e. Describe any leadership roles played in school, in athletics, in social programs, or in extra-curricular activities.
- f. Describe any rewards or recognition received in school.
- g. Outline future education and career plans for the next three years.
- h. Record relevant skills and determine how they could be translated to other jobs and future career paths.
- i. Describe high schools attended and subject courses taken as well as marks received.
- j. Discuss the official college visitation checklist provided by the Master Course Conductor.
- k. Understand that the portfolio is one's personal fingerprint representing everything accomplished in a school environment.

Resources:

Personal testimonials from guest speakers, NHL, AHL, WHL, SJHL, and university hockey players, officials, coaches, trainers, and hockey executives

Sample SHA-sourced educational portfolios from former players, officials, and coaches

Videos:

Videos of SHA-sourced personal testimonials of individuals regarding the effectiveness of education portfolios

HOP 20.15

Explore the use of hockey and/or officiating portfolios.

- a. Complete a hockey and/or officiating portfolio according to the template provided by the Master Course Conductor.
- b. Understand the importance of this type of portfolio not only for the present, but for future career development.
- c. Articulate the impact of reference letters from previous coaches and officiating coach mentors.
- d. Describe one's own strengths in a personal essay.
- e. Describe any leadership roles played in school, in athletics, in social programs, or in extra-curricular activities.
- f. Describe any rewards or recognition received in school.

- g. Outline future education and career plans for the next three years.
- h. Record relevant skills and determine how they could be translated to other jobs and future career paths.
- i. Describe the importance of billet family reference letters.
- j. Describe the importance of showing development as a hockey player from Atom hockey to the present.
- k. Describe the importance of showing development as a hockey official from the initial start to the present day.
- l. Describe any awards and leadership roles earned on former hockey teams or as an official.
- m. Understand that the portfolio is one's personal fingerprint representing everything accomplished in a hockey or officiating environment.

Resources:

Personal testimonials from guest speakers, NHL, AHL, WHL, SJHL, and university hockey players, officials, coaches, trainers, and hockey executives

Sample SHA-sourced hockey and officiating portfolios from former players, officials, and coaches

Videos:

Videos of SHA-sourced personal testimonials of individuals regarding the effectiveness of hockey and officiating portfolios

HOP 20.16

Explore the use of vocational portfolios.

- a. Discuss the importance of the use of a vocational portfolio for obtaining future employment.
- b. Identify various vocations for which this course helps to build skills (RCMP, apprenticeship plumber, apprenticeship electrician, mine employee, firefighting, etc.).
- c. Complete a vocation portfolio according to the template provided by the Master Course Conductor.
- d. Understand the importance of this type of portfolio not only for the present, but for future career development.
- e. Articulate the impact of reference letters from teachers, billet families and coaches.
- f. Describe one's own strengths in a personal essay.
- g. Describe any leadership roles played in school, in athletics, in social programs, or in extra-curricular activities.
- h. Describe any rewards or recognition received in school.
- i. Outline future education and career plans for the next three years.
- j. Record relevant skills and determine how they could be translated to other jobs and future career paths.

	<ul style="list-style-type: none"> k. Describe high schools attended and subject courses taken as well as marks received. l. Identify how the skill set as a hockey player or official is a valuable attribute that can definitely enhance future employment opportunities.
<p>Resources: Personal testimonials from guest speakers, NHL, AHL, WHL, SJHL, and university hockey players, officials, coaches, trainers and hockey executives Sample SHA-sourced vocational portfolios from former players, officials, and coaches</p> <p>Videos: Videos of SHA-sourced personal testimonials of individuals regarding the effectiveness of vocational portfolios</p>	
<p>HOP 20.17 Explore the use of hockey/official personal video presentations.</p>	<ul style="list-style-type: none"> a. Create a video of oneself. b. Describe one’s attributes that highlight their skill level either through hockey or officiating. c. Discuss the importance of this video presentation and how it can enhance their specific portfolio. d. Discuss the impact of this video to the various personnel that would be looking to have you as a participant in their education/hockey/officiating program.
<p>Resources: Personal testimonials from guest speakers, NHL, AHL, WHL, SJHL, and university hockey players, officials, coaches, trainers, and hockey executives</p> <p>Videos: Sample SHA-sourced videos from former players, officials, and coaches</p>	
<p>HOP 20.18 Explore the role of nutrition in a healthy lifestyle.</p>	<ul style="list-style-type: none"> a. Explore the guidelines for proper nutrition for players/officials particularly recommended daily servings for an active lifestyle. b. Establish a year-long plan for proper nutrition. c. Establish a year-long plan for proper physical fitness. d. Establish a weekly fitness and nutrition plan to support the body during a highly active week. e. Understand which foods are beneficial and which are counter-productive to healthy development. f. Understand the pros and cons of following rigid guidelines.

Resources:

Personal testimonials from guest speakers, NHL, AHL, WHL, SJHL, and university hockey players, officials, coaches, trainers, and hockey executives

Materials supplied by Brad Harrison, Trainer, Edmonton Oilers, NHL

Nutrition for Hockey Players from Source for Sports website: www.sourceforsports.com

Hockey Nutrition for Champions website: <https://www.coach.ca/hockey-nutrition-for-champions-p154663>

Nutrition Guide for Hockey Players website: <http://www.kraftcanada.com/healthy-living/hockey/nutrition-guide>

Diet of a Pro Hockey Player/Official

Videos:

Videos supplied by SHA and Western Hockey League (WHL) and National Hockey League (NHL)

HOP 20.19

Explore the sports psychology behind mental preparation.

- a. Discuss the importance of mental preparation.
- b. Describe the different types of mental preparation techniques.
- c. Explore and describe the strengths and benefits of having a mental preparation plan.
- d. Create a personal action plan for mental preparation.
- e. Understand the importance of a mental preparation plan as a lifelong learner.

Resources:

Personal testimonials from guest speakers, NHL, AHL, WHL, SJHL, and university hockey players, officials, coaches, trainers and hockey executives

Materials supplied by Brad Harrison, Trainer, Edmonton Oilers, NHL

Built for Hockey website: <https://builtforhockey.com/>

Importance of Mental Preparation for Hockey Officials from Go Team Stripes website: <http://goteamstripes.com>

Videos:

Videos supplied by SHA and Western Hockey League (WHL) and National Hockey League (NHL)

Assessment

Formative

Verbal and written feedback

Checklists

Discussions

Summative

Conversations and Observations with anecdotal notes following
Skill demonstrations
Student presentations
Products
Exams
Portfolios with video – Hockey/Officiating/Vocational/Educational
Nutrition Plan

Copyright

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Canada’s copyright law changed in 2012. [The federal copyright law](#) establishes the legal framework for the digital age. For example, a provision in the [Copyright Act](#) regarding the educational use of the Internet allows students and teachers to use publicly available Internet materials for their learning and educational pursuits without violating copyright.

The Copyright Consortium of the Council of Ministers of Education, Canada (CMEC), released the [Education Ministers’ Policy Statement on Fair Dealing](#) on [March 7, 2018](#). The CMEC Copyright Consortium developed this statement to underscore its support for the educational use of the fair dealing provision of the current [Copyright Act](#) and for the copyright policies and procedures in use by elementary and secondary schools, in response to the 2012 Supreme Court of Canada decision on copyright and the educational use of fair dealing. The fair-dealing provision in the [Copyright Act](#) permits the use of a copyright-protected work without obtaining permission from the copyright owner or paying copyright royalties if the use is considered “fair.” The [Fair Dealing Guidelines](#) apply to non-profit K–12 schools and postsecondary education institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the [Copyright Act](#) and the Supreme Court decision.

- Council of Ministers of Education, Canada. Copyright Overview, [website](#).

Evaluation of Locally Developed Course

- student enrolment and completion of courses
- student feedback
- cost analysis

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Western Branches Officiating Development Video Series, YouTube, www.youtube.com/.

Twitter: @SHARefDivision @sask_hockey

Facebook Official page of the Saskatchewan Hockey Association