



Board/Authority Authorized Course:
Hockey Skills 10-12

School District/Independent School Authority Name: School District No. 73 (Kamloops-Thompson)	School District Authority Number: SD73
Developed by: Dave MacDonald (Principal) & Justin Leonard (Teacher)	Date Developed:
School Name: Chase Secondary School	Principal's Name: Dave MacDonald
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Hockey Skills 10-12	Grade Level of Course: Grade 10-12
Number of Course Credits: 4	Number of Hours of Instruction:

Board/Authority Prerequisite(s):

The course is open to all male and female hockey players in grades 10-12.

Special Training, Facilities or Equipment Required:

- **Facilities:** Ice Hockey Arena
- **Special Training:** Hockey Coaching Certification, First Aid Certification, Fitness Training Certification and NCCP Coaching Certification
- **Equipment:** Practice equipment (pucks, cones, stopwatches, whistles, shooter tutors, white board, etc.)

Required Equipment for all Hockey Skills players:

**All students participating in the course must have their own complete set of ice hockey equipment.*

Helmet

It must be CSA certified with CSA certified full face guard/mask correctly installed. The helmet must fit snugly on the head and should not have any loose and/or missing screws, cracks, decals, and stickers not affixed by the manufacturer may void the CSA certification and are therefore prohibited/will not pass CMHA inspection. DO NOT REMOVE ANY MANUFACTURERS STICKERS. The chin strap is to be fitted SNUGLY under the chin.

Throat Protector

It must be BNQ certified (have a BNQ stamp)



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Skates

The most critical aspect is the size. Laces should not be tied around the ankles as it restricts movement of the ankle joint and actually causes premature wear of the skates. Lace length should be just adequate to allow one or two butterfly knots.

Hockey Shin Pads

They must be long enough to cover from top of skate to bottom of pants. The skate tongue should be tucked UNDER the shin pad.

Socks

Either a garter belt or a jock shorts with Velcro straps (belt is optional). Socks should extend from top of skate to top of leg, no major rips/tears.

Hockey Pants

They must be long enough to meet top of shin pad and high enough for kidney pad to protect kidneys. All padding must be in place.

Athletic Supporter

Jock strap for boys, Jill strap for girls. It must be worn at all times on the ice.

Chest Protector, Shoulder Pads and Elbow Pads

There should be continuous protection extending down the arm from the shoulder pad to the elbow pad to the glove with minimal or no gaps. Elbow pads should fit tightly enough that they resist sliding out of position when pulled or pushed along the length of the arm; should meet the bottom of the shoulder pad and wrist area of glove. The chest protector should cover the heart area/sternum and be made of rigid or semi-rigid material.

Gloves

Ensure there are no holes. Many gloves do not sufficiently protect the upper wrist area which is highly susceptible to injury. Wrist guards (optional) can be purchased separately for added protection.

Jersey

It should be large enough to extend over the top of pants and elbow pad, not tucked in. Practice jerseys will be provided by the school.

Stick

Typically, it should come up to the player's chin or lower, while wearing skates. Tape should be wrapped around the blade and the butt end of the stick (sufficient to prevent the butt end of the stick from fitting through a face mask). No cracking or splintering. End cap on composite sticks in place.

Mouthguard

Hockey Canada's Playing Rule regarding mouth guards is that for Divisions of hockey that allow the wearing of a half visor, the wearing of a mouth guard is compulsory. For players wearing a full face guard/mask, a mouthguard is recommended.



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Course Synopsis:

The Hockey Skills course offers students a unique hockey experience that is separate from their existing minor hockey season. This sport-specific, physical education class provides students with additional on and off-ice training related to the game of hockey. On and off-ice sessions are designed to allow students to further develop their individual skill level, team play, and strength and conditioning. Through such on-ice activities as individual drills, team drills and game simulations, students will continue to develop their skills in the areas of skating, passing, shooting, and team systems. Off-ice sessions provide students with dry-land training designed to increase strength, conditioning and agility. In classroom sessions, students develop fitness and nutritional knowledge while also conducting analysis and critique of a variety of different team systems.

Goals and Rationale:

This course is offered in order to meet the needs of local minor hockey players in the district. Student athletes have the opportunity to receive individualized hockey instruction from a qualified teacher/instructor.

Aboriginal Worldviews and Perspectives:

The First Peoples Principles of Learning recognize that “Learning requires the exploration of one’s identity.” Through observation and participation in Hockey Skills, the student may develop a greater sense of self, as the student reflects on their own strengths and identity as an athlete. The Hockey Skills course affords the student an opportunity to experience a mentorship role through working in a mixed grade grouping. Connectedness and Relationships, Community Involvement, and Emphasis on Identity (Aboriginal Worldviews, p. 16) are key aspects of Aboriginal Worldviews and Perspectives and these are central to student success as a Hockey Skills student

Big Ideas

Individual skill development in the areas of skating, shooting and passing requires patience, repetition and perseverance.

Encountering a wide variety of individual and team drills improves the physical and mental development of a hockey player

Hockey is a team game and understanding team systems is important to becoming a better hockey player

Following proper training guidelines and techniques can help us to reach our health and fitness goals.

Making healthy lifestyle choices can help us to reach our health and fitness goals.



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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Demonstrate power skating skills and acceleration techniques • Demonstrate shooting techniques • Demonstrate an improvement in cardiovascular endurance, strength, agility, balance, quickness, power, core, reaction time and flexibility • Demonstrate proper technique while training off ice • Demonstrate the proper technique while performing a dynamic warm-up • Demonstrate an understanding of sound nutritional needs for hockey • Apply feedback from coaches and instructors based on the performance that demonstrates improvement in relation to the learning outcomes • Demonstrate an understanding of issues around self-esteem, self-confidence and self-awareness through reflection on themselves and their observations of others • Demonstrate a process for gaining self-awareness and self-confidence in a positive manner • Demonstrate correct use of all equipment at all times, particularly in the area of hockey safety • Respond in a timely manner to coaching direction for the benefit of themselves and the group/team. • Demonstrate the ability to receive and apply constructive feedback with an open mind and positive attitude • Demonstrate the ability to give positive feedback to their peers • Demonstrate an understanding of the game through scrimmages and game play • Set goals that are specific, measurable, action-oriented, realistic and timely 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Proper Skating Techniques, including frontward skating, backward skating, crossovers, starting/stopping, and transition moves • Proper Shooting Techniques, including wrist shot, snap shot, slap shot, backhand shot, one-time shot, and deflection • Proper Passing Techniques, including forehand pass, backhand pass, saucer pass, slap pass, one-touch pass, and bank pass • Hockey Team Systems for the different scenarios/situations of gameplay • Off-ice Conditioning and Cardiovascular Drills that are specifically beneficial for the physical development of hockey players • How nutrition and fitness impact performance and quality of life • The 5 components of fitness (specificity, overload, recovery, adaptation, and reversibility) • The key components to leading an active and healthy lifestyle, including proper rest and nutrition • Concussion protocol and guidelines for athletes



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Big Ideas – Elaborations

Students will encounter numerous on-ice drills designed to promote **individual skill development** in the areas of skating, shooting, and passing. Drills will provide both variety and repetition so that students may develop their skills over the duration of the course.

Physical and mental development of the hockey player will be promoted through drill variations. Variations allow you to modify or build on an existing drill - making changes or adjustments, or adding to the complexity of the drill. As variations are applied to a drill, more is required of the student - both physically and mentally. Students will be required to listen, learn, and adapt.

An **understanding of team systems** will be promoted through both on-ice drills and off-ice video analysis sessions.

Proper training guidelines and techniques may be provided through classroom sessions, assignments, off-ice activities, and/or guest speakers.

Knowledge of nutrition and **making healthy choices** may be provided through classroom sessions, assignments, and/or guest speakers.

Curricular Competencies – Elaborations

Power skating

- Efficient and power producing techniques in forward and backward skating, lateral movement, edgework, and all turns

Improvement

- Pre- and post-testing for all elements of fitness and movement including cardiovascular, explosiveness, and efficiency

Dynamic warm-up

- Preparing the body for activity by activating all essential muscle groups involved in hockey

Constructive feedback

- Input from coaches and others that is focused on improvement of fundamental and movement specific skills

Goals must be specific, measurable, action-oriented, realistic, and timely

- Goals should be clear, detailed, not vague or confusing
- Able to be evaluated for progress
- Include a plan
- Possible and achievable
- Goals must include an appropriate target date



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Content – Elaborations

Team systems include breakout, forecheck and offensive-zone play, backcheck and defensive zone play, neutral-zone play, powerplay, and penalty kill.

Off-ice conditioning - hockey specific strength, endurance, and CV training

- Off-ice training should be relevant and appropriate to hockey

The 5 components of fitness (specificity, overload, recovery, adaptation, and reversibility)

- Sports training should be relevant and appropriate to the sport
- A muscle will only strengthen when forced to operate beyond its customary intensity
- Rest is required for the body to recover and adapt from training
- The body will react by adapting to the training loads imposed upon it
- When training stops, the training effect will also stop

Nutrition and fitness impact performance and quality of life

- Students will be able to demonstrate how their choices around eating and exercise impact their lives
- Students will develop an appropriate meal and fitness plan that relates to their lifestyle

Concussion protocol and guidelines include the recognition, diagnosis, treatment, and management of sports-related head injuries

Recommended Instructional Components:

- Direct Instruction
- Indirect Instruction
- Interactive Instruction
- Modeling
- Videotaping
- Performance Analysis
- Skills Training Videos

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Assessment for Hockey Skills is centred around the three components of the curriculum model - knowing, doing, understanding - and is designed to be fair, transparent, meaningful and responsive to all learners. Students will have the opportunity to demonstrate their learning through a variety of different activities and assignments. Teacher-based assessment will include weekly evaluations of both on-ice and off-ice performance, as well as regular feedback related to on-ice student performance in the areas of individual skill development and understanding of team systems. Student understanding of the rules of play and team systems will also be evaluated in the classroom setting. Skills assessments, fitness assessments, and descriptive feedback will all be used to inform both students and parents of student progress in the course.

Video analysis and self-assessment activities will also be used, as students in the class will (i.) identify their initial skill set - including their strengths and weaknesses as a hockey player, (ii.) set individual skill development and conditioning goals and regularly track their progress, and (iii.) reflect on their development as a hockey player and identify future strategies to ensure continued growth and improvement.



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Learning Resources:

Books:

- Clark, N. (2003). *Nancy Clark's Sports Nutrition Guidebook*. Human Kinetics.
- Goldenberg, L. & Twist, P. (2002). *Strength Ball Training*. Human Kinetics.
- Horrigan, J. & Kreis, E.J. (2002). *Strength Conditioning & Injury Prevention for Hockey*. McGraw-Hill.
- MacAdam, D. & Reynolds, G. (2001). *Fifty-Two Week Hockey Training*. Human Kinetics.
- Pollitt, D. (2013). *Dryland: Next Level Hockey Training*. DP Hockey.
- Smith, M. (2011). *The Hockey Play Book*. 2005. Firefly Books.
- Stamm, L. (2009). *Laura Stamm's Power Skating, fourth edition*. Human Kinetics.
- Walter, R. & Johnston, M. (2018). *Hockey Plays and Strategies, second edition*. Human Kinetics.
- Willett, P. (2003). *The Hockey Coach's Guide To Small-Area Games*. Paul Willett International, LLC.

Video and Websites:

- HealthLinkBC (2018) Concussion (Website) <https://www.healthlinkbc.ca/health-topics/tp23364spec>
- Hockey Canada (2018) NCCP Level 1 Theory Program (Website) <https://www.hockeycanada.ca/en-ca/hockey-programs/coaching/essentials/nccp>
- Hockey Canada (2018) Hockey Canada Drill Hub (Website) <https://www.hockeycanada.ca/en-ca/hockey-programs/drill-hub>
- Hockey Canada (2007) *Skills of Gold: Hockey Skills Video Series* (DVD series) <https://www.hockeycanada.ca/en-ca/news/2007-gn-057-en>
- Parachute Canada (2019) Concussion Guidelines for the Athlete (Website) <http://www.parachutecanada.org/injury-topics/item/concussion>

Additional Information: