



Board/Authority Authorised Course

Hockey Related Health, Fitness and Skill Development

School District/Independent School Authority Name	Kootenay-Columbia
School District/Independent School Authority Number	School District 20
Developed by	David DeRosa [with acknowledgement to Maryanne Mussell]
Date Developed	May 9, 2016
School Name	J. Lloyd Crowe Secondary School
Principal's Name	David DeRosa
Superintendent Approval Date (for School Districts only)	May 16, 2016
Superintendent Signature (for School Districts only)	
Board/Authority Approval Date	May 16, 2016
Board/Authority Chair Signature	
Course Name	Hockey Related Health, Fitness and Skill Development A and B
Grade Level of Course	11-12
Number of Course Credits	4 Credits
Number of Hours of Instruction	120
Prerequisite(s)	None [Recommended Physical Education 10]
Special Training, Facilities or Equipment Required	Gymnasium or similar open area space



Course Synopsis

The course enhances student competency in hockey while encouraging success as student-athletes. The objectives encompass intense hockey specific training targeted at developing the whole athlete, including the cognitive, affective and psychomotor domains. The course blends student-athlete development with off-ice instruction on nutrition, physical conditioning, and leadership in an environment that nurtures self-esteem and confidence building. Learning styles of students are assessed in order to individualize instruction and foster maximum development. The course is open to male and female students of any skill level who want to improve their hockey skills for either recreational or competitive goals. Learning opportunities will be incorporated in competitive settings outside of classroom instruction. An integral feature for the student-athlete is continuing hockey after graduation, and therefore post-secondary opportunities are explored and individualized transition plans designed.

Students may seek grade 11 [HRHFSD-A] and / or grade 12 [HRHFSD-B] credits. In HRHFSD-B, students continue to chart their developmental progress, extend their learning in the leadership domain, extend and apply their learning in the coaching domain, focus on their transition to life after high school, explore and secure post-secondary opportunities and increase and extend their community connection domain.

Rationale

This course has been developed to encourage students to become proficient in the skills and knowledge related to high performance levels in hockey and to experience growth in physical strength and



endurance that will improve on-ice performance. This course provides an enriched opportunity for students in the Physical and Health Education Curriculum Area.

Organizational Structure:

Unit/Topic	Title	Time
Module 1	Health Related Fitness Components	40 Hours
Module 2	Skill Related Fitness Components	40 Hours
Module 3	Transition: Planning A Life Path That Includes Hockey	20 Hours
Module 4	Balance: Nutrition, Citizenship and Leadership	20 Hours
	Total Hours	120

Module Descriptions

Module 1 | Health Related Fitness Components

Overview Curriculum Organizers and Learning Outcomes

Students will learn the components, principles, and methods of cardiovascular fitness and mental training for peak performance. Students will learn and perform different types of fitness training (anaerobic, aerobic). Mental training will involve relaxation and breathing techniques for high-stress situations. The course will aid in the development of strategies for positive mental rehearsal and imagery.

It is expected that students will:

- Demonstrate an understanding of mental training skills for peak performance (mental rehearsal, imagery and self-concept).
- Demonstrate an understanding of physical fitness by designing a fitness plan for peak performance.
- Participate in a range of activities that show a measurable growth in cardiovascular fitness level.
- Explain the components of physical fitness and principles of training. Identify and explain the effects of exercise on the body systems before, during and after exercise.



- Set and modify goals to develop personal fitness and motor abilities.
- Describe and perform appropriate activities for personal stress management and relaxation.

Module 2 | Skill Related Fitness Components

Overview Curriculum Organizers and Learning Outcomes

Students will learn that balance and agility are essential to hockey. Speed, quickness and reaction times can be improved through training and students will participate in a variety of exercises in order to develop their assets. Sport specific muscular strength and endurance is an integral component to performance and the prevention of injuries. Students will learn the function of muscles and muscle groups, and develop a repertoire of exercises to gain desired training effects. Students will understand the importance of improving and/or maintaining flexibility in conjunction with strength development in order to achieve maximum range of mobility in movement of the muscle groups (joints) specific to ice skills. Flexibility is also important in the reduction of injury. Students will also learn possible ways to prevent injuries and methods for rehabilitation for physical injuries (physiotherapy, massage therapy, etc.)

It is expected that students will:

- Demonstrate a measurable growth in agility and balance.
- Demonstrate knowledge of the body mechanics that improve agility and balance.
- Explain the components, principles and effects of muscular strength, endurance training and flexibility.
- Set and modify goals to develop a personal training program, resulting in measurable growth in core strength, endurance and flexibility.
- Demonstrate a positive attitude and willingness to participate in exercises that increase strength, endurance and flexibility.
- Demonstrate correct technique and safety protocols in training methods, including proper warm up and cool down.
- Demonstrate an understanding of emergency care during an injury.
- Identify methods of injury prevention and rehabilitation.
- Become familiar with all the equipment and proper use of appropriate sport gear.



Module 3 | Transition: Planning A Life Path That Includes Hockey

Overview Curriculum Organizers and Learning Outcomes

Students involved in this course have a passion for the game and most will pursue the game after graduation, whether it be at a recreational level, or competing at a semi or professional level. Since not all players will achieve high levels of competition, including professional player status, this unit focuses on post-secondary opportunities (college, university, and careers) associated with hockey, sports and recreation. Students will engage in exploring career options and develop a plan that they will tailor and monitor during the course of program, as long as students remain in the program.

It is expected that students will:

- Understand the concepts of sport preparation specific to hockey.
- Develop a personal post secondary plan, outlining both short term and long term goals and strategies in order to realize the plan.

Module 4 | Balance: Nutrition, Citizenship and Leadership

Overview Curriculum Organizers and Learning Outcomes

Students will understand the impact that a healthy, balanced nutritious diet has on athletic performance. Students will learn what to consume prior to game day, as well as game day meals for maximum mental and physical performance. Fluid consumption is also extremely important for energy requirements.

This course emphasizes sportsmanship, citizenship and appropriate on and off-ice behaviour. Students will be expected to demonstrate the skills of good communication and teamwork – skills that are transferrable to life beyond high school. They will work together in a co-operative environment developing the basic skills required to build a healthy appreciation for the sport. The concepts of leadership, motivation, encouragement, reinforcement and commitment will be explored as part of the student development.

It is expected that students will:

- Demonstrate appropriate behavior on and off ice.



- Demonstrate an understanding of the social skills required to successfully contribute as part of a team.
- Demonstrate effective use of teamwork strategies, including leadership, motivation, encouragement, re-enforcement and commitment.
- Demonstrate an understanding of the food groups.
- Analyze and explain the effects that nutrition has on the body systems before, during and after strenuous exercise.
- Design and analyze a personal nutritional plan.
- Understand metabolic requirements and optimal body fat for maximum performance.

Instructional Components

The following instructional strategies will be incorporated into this course where appropriate:

Instructional Strategy	Objectives
Lectures	Transmit information which supplements or enhances reading; promote understanding via explanations; respond to student misconceptions or difficulties; create or engage interest in a new area; motivate reading or other assignments
Discussions	Practice thinking and communicating in the subject/discipline; evaluate positions, arguments, or designs; defend own position; identify problems, conflicts and inconsistencies; get feedback from/about students; draw on students' expertise and prior knowledge
Case studies	Actively involve students in learning; apply disciplinary methods of analysis; practice problem solving; practice high-level cognitive skills (i.e., application, analysis, synthesis, evaluation); think critically; blend cognitive and affective dimensions (if the case has ethical or controversial dimensions); develop collaborative skills; relate knowledge to real world; formulate arguments and counter arguments
Writing	Develop systematic relationships among ideas; application, analysis, synthesis and evaluation; reflect on own thinking; record the evolution of own thinking; practice responding to feedback and revising
Labs/Gym	Develop disciplinary and process skills; obtain immediate feedback and respond to it; develop metacognitive skills (e.g., awareness of own strategies); evaluate results or product of own work; approximate real life situations
Group Projects	Compare and contrast perspectives; practice high-level cognitive skills (i.e., application, analysis, synthesis, evaluation); develop meta-skills such as leadership, communication, conflict resolution; strategize and plan how to tackle complex



	problems and distribute work
Recitations	Practice problem solving; review material; check student understanding; identify and correct misconceptions; individualize instruction; answer questions
Public Reviews	Evaluation; practice giving constructive feedback; self-reflection; defend vision for own work
Service-Learning	Sometimes called community-based instruction, service-learning places equal emphasis on the service component of the experience and the learning outcomes for the student
Independent Student Projects	Explore areas of interest in depth; conceive of, plan, and execute a research or creative project from beginning to end; work independently; seek mentorship from an expert in the field.

Assessment Component

Assessment will reflect best practices in assessing performance-based curricula: Performance-based learning and assessment represent a set of strategies for the acquisition and application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students. Traditional testing helps answer the question, “Do you know it?” and performance assessment helps answer the question, “How well can you use what you know?” (K. Michael Hibbard et al., 1996).

Students will:

- complete base-line fitness self-assessments and set personal goals
- complete base-line nutrition self-inventories and set personal goals,
- develop presentations on various topics using a variety of formats,
- complete community / team-building activities,
- self-assess progress using formative data collection over time,
- reflect with / utilize journals in ‘paper’ and ‘digital’ formats,
- complete personal objective inventories,
- predict, reflect and develop an understanding / experience of the correlation between off-ice preparations and on-ice achievements

Criteria will be clearly presented for different activities, progress development, skill acquisition and individualized plan development.



Learning Resources

The resources will be embedded within and linked to an iTunes University course framework, which accommodates regular / frequent updates and additions as resources improve and develop over time.

The resources will include, but not be limited to:

- National Coaching Certification Program (NCCP) Manuals and AV materials.
- <http://www.hockeyshot.com/>
 - The first 4 books along with the complete guide to goal-tending and weight workouts for hockey.
- DVD and Print-based resources that support Hockey Specific Skill Development, Hockey Specific Conditioning, Leadership Development, Teambuilding Strategies, Nutrition Program Planning for Athletes. The list of these resources is extensive and in a consistent state of revision and improvement.
- Guest presenters from health, fitness and sport science fields including: nutrition, chiropractic, medical physicians, physiotherapists, mental health clinicians, personal training, education and career counselling, financial planning, and more to be determined.
- <http://www.hockeyshot.com/>
 - Explosive speed 1 and 2 Total Hockey: Ultimate Skating
- Hockey Canada Skills of Gold
- <http://breakaway.hockeycanada.ca/>
- Hudl video editing software.
 - <https://www.hudl.com>

Additional Information

This course is designed to be taken concurrently with the on-ice hockey academy courses for the most impactful learning opportunities. It will include 'face-to-face', online and blended delivery formats; providing the flexibility needed to accommodate the complex and diverse schedules of these student athletes.