Hockey Academy – Theory & Conditioning 10

School District/Independent School Authority Name: Sardis Secondary School	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** SD33
Developed by: Jeff Grenier	**Date Developed:** May 2024
School Name: Sardis Secondary School	**Principal's Name:** Ms. Lynnet Shramm
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Hockey Theory	**Grade Level of Course:** 10
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required: NCCP COACHING LEVEL 2. NCCP RESEPCT IN SPORT. HOCKEY CANADA COACHING 1.

Course Synopsis: The Sardis Hockey Academy intends to provide high performance training and high-performance values-based character development to participating athletes. The Sardis Hockey Academy will provide student-athletes from SD33 Schools with the opportunity to develop their athletic abilities, shape their character and pursue academic excellence. The program will focus on skill development through high levels of individual participation within a cooperative, collaborative framework. Our goal is to complement existing hockey organizations by creating a positive learning environment that promotes and enhances skill development on and off the ice.

Goals and Rationale: By studying hockey on and off the ice, students will gain an appreciation for the complexity of sport at an elite level while developing knowledge and skills that will lead to a positive and healthy life.

Local Indigenous Connections:

The community of Chilliwack along with surrounding communities have a long history of Indigenous successes in hockey. Many indigenous players have found success playing on a variety of different teams and leagues. Inviting local guest speakers in to share their stories will help inspire students to follow their dreams and continue to play hockey now and into the future

Aboriginal Worldviews and Perspectives:

1. Learning ultimately supports the well-being of the self, the family, and the community.
2. Learning is holistic, reflexive, reflective, experiential, spiritual, and relational (focused on connectedness, reciprocal relationships, and a sense of place)
3. Learning involves recognizing the consequences of one's actions
4. Learning is embedded in memory and story
5. Learning requires exploration of one's identity
6. Learning involves patience and time
7. Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations

BIG IDEAS

Hockey specific strength and conditioning movements and nutrition protocols promote lifelong participation and excellence in the sport of ice hockey	Creation and analysis of an individualized personal training program and techniques based on sport science that relate to ice hockey	Technical and tactical knowledge building and analysis of hockey skill execution

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **<u>Off-Ice Sport Specific Conditioning</u>** • *Participate in aerobic fitness, anaerobic conditioning, muscular endurance, strength and flexibility programs, and SAQ (Speed, Agility, Quickness) training as each relate to ice hockey.* • *Demonstrate awareness of **safe practices** during in a weightroom and track setting.* • *Develop and demonstrate foundational movement patterns that can be positively applied to the game of ice hockey.* • *Develop and demonstrate progression through each **phase of the season**. Pre, mid, and post season programming and implementation* • *Develop and demonstrate progression in their ability to utilize all forms of injury prevention strategies.* • *Develop and demonstrate an understanding of individual vs team strategies and tactics.*	*Students are expected to know the following:* • Identify the benefits of **active living** • Understand and apply the **FITT principle** • Identify and explain the **effects of exercise** on the body systems before, during and after exercise • Understand the relationship between hockey and aerobic fitness, anaerobic conditioning, muscle endurance, strength and flexibility • Understand **recovery and revitalization techniques** • Identify unsafe training practices and provide

• *Demonstrate a willingness to participate in all aspects of sport specific mobility practices including the practice of Yoga & FMS (functional movement systems).* *Students are expected to do the following:* **<u>Training Programs and Techniques</u>** *• Analyze a personal hockey specific nutritional plan focused on pre and post-performance standards* *• Analyze a personal training program for all 3 components of a hockey season.* *• Identify, explain, and demonstrate positive and negative choices related to nutrition and its effects on performance.* *Students are expected to do the following:* ***<u>Technical and Tactical Knowledge</u>*** *• Demonstrate the ability to explain verbally and in writing positive and negative execution of foundational movement patterns in the weightroom, gym, or track/field setting* *• Demonstrate and apply biomechanical instruction and feedback to analysis and improve form and technique* *• Apply feedback from coaches and instructors based on the performance that demonstrates improvement in relation to the learning outcomes through off-ice video analysis*	corrections or alternatives. • Identify and analyze positive and negative external factors which affect participation in sport. ➢ Identify and analyze how to achieve optimal mental focus within sport ➢ FN #3, #6 *Students are expected to know the following:* ➢ With a peer or during self-assessment describe verbally or in writing skating technique and blade mechanics, passing fundamentals and options / specific use, and various shooting applications. ➢ Understand the use of **statistics** for game analysis • Identify and demonstrate **positive behaviors** that show respect for individual's potential, interests and cultural background. • Identify and verbally communicate positives and negatives of game like scenarios and player choices. • Understand the impact of **puck possession**, zone entry, and puck support and their impact on the game. • Identify and explain positive and negative tactical choices. • Identify and explain positive and negative technical skills. • Understand and explain the different cultures and

• *Apply skills and strategies in elite performances which transfer to individual skill acquisition and on-ice learning.* • *Demonstrate the ability to breakdown and to explain fundamental skills in the form of cues verbally and in writing.*	styles of ice hockey played throughout the world. • Identify and explain strengths and weaknesses of teams. • Identify and explain potential opportunities for teams. • Identify and explain both the individual and team elements of ice hockey. ➢ Identify and explain core elements of ice hockey such as puck possession, zone entry and puck battles. ➢ FN #3, #6

Big Ideas – Elaborations

- **Goals:**

  Sample questions to support inquiry-based learning:
  - How does my sense of self affect my ability to prepare for games and practices?
- **Physical activities:**

  Sample questions to support inquiry-based learning:
  - What role does participation in hockey and other physical activities play in lifelong health and well-being?
  - How does participating in a variety of physical activities increase the likelihood that I will continue to enjoy the game of hockey and have an active lifestyle?
- **Choices:**

  Sample questions to support inquiry-based learning:
  - What influences affect my physical, emotional, and mental well-being?
  - How is my overall well-being influenced by my choices?
- **Fitness:**

  Sample questions to support inquiry-based learning:
  - How might participating in sport specific training maintain and improve my fitness level in that sport?

How will learning about the various benefits of different physical activities help me to develop my personal fitness?

Curricular Competencies – Elaborations

Communication:

1. Connect and engage with others
2. Collaborate to plan, carry out and review constructions and activities
3. Acquire, interpret, and present information
4. Explain/recount and reflect on experiences and accomplishments

Thinking:

1. Develop and Design in Physical activity
2. Analyzing and critiquing in play and technique.
3. Generating ideas about self and physical activity.
4. Evaluating health strategies.

Personal/ Social:

1. Relationships and cultural contexts
2. Personal values and choices
3. Personal strengths and abilities
4. Self-determination, self-regulation and well-being
5. Building relationships
6. Contributing to community

Content – Elaborations

Units of Study:

HOCKEY SPECIFIC CONDITIONING:

Weight room at Sardis Secondary – Beginning with **Dynamic warm-up**

- Preparing the body for activity by activating all essential muscle groups involved in hockey
- Strength training
- Power training
- Endurance training
- High Intensity Interval training

Fitness Testing Assessment compiled by Jeff Grenier at Sardis Secondary weight room. Beginning and end of each term and mid-term points.

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

Content – Elaborations
- 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 all phases of a hockey season **Concussion protocol and guidelines** include the recognition, diagnosis, treatment, and management of sports-related head injuries **Movement:** - Spatial awareness (e.g., general spacing, directions, pathways) - Effort awareness (e.g., speed, force) - Plans and/or ideas that will help a player or team successfully achieve a movement outcome or goal **FITT principle:** a guideline to help develop and organize personal fitness goals based on: — Frequency – how many days per week — Intensity – how hard one exercises in the activity (e.g., percentage of maximum heart rate) — Type – the type of activity or exercise, focusing on the fitness goal (e.g., jogging for cardio endurance) — Time – how long the exercise session lasts
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

Recommended Instructional Components:

Active Living:

- Self-paced training
- Individualized standards
- Individualized plans
- Modified exercise
- Individualized criteria

Movement:

- Modified rules
- Modified game levels
- Modified equipment

Complete Health and Well-Being:

- Individualized standards
- Individualized plans
- Individualized criteria
- Assignment Choice
- Topic Choice

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

Active Living:

- using heart rate monitors
- checking pulse
- checking rate of perceived exertion (e.g., a five-point scale to self-assess physical exertion level)
- timed runs
- Fitness standards
- Self-reflection
- Self-evaluation
- Rules test or quizzes
- Amount of improvement

Movement:

- Skill tests
- Self-evaluation
- Peer evaluation
- Participation evaluation
- Skill feedback

Complete Health and Well-Being

- Media assignment
- Self-evaluation
- Topical quiz or test
- Participation in class discussion
- Student- led Health Lesson project