



Yath ísum
Always growing
Grandissons ensemble

QUALICUM SCHOOL DISTRICT

EDUCATION COMMITTEE OF THE WHOLE - AGENDA

TUESDAY, APRIL 16, 2024
2:30 p.m.
VIA MICROSOFT TEAMS®

Join on your computer, mobile app or room device

[Click here to join the meeting](#)

Meeting ID: 277 413 195 39

Passcode: 4DawuV

Facilitator: Julie Austin

Mandate:

To discuss and make recommendations to the Board on aspects of teaching, learning and educational equity. We will strive to have all students receive whatever they need to develop to their full academic and social potential and to thrive every day.

We would like to give thanks and acknowledge that the lands on which we work and learn are on the shared traditional territory of the Qualicum and Snaw-Naw-As (Nanoose) First Nations People.

A. SCHOOLS AND/OR PROGRAMS

- i. Ballenas Students' Field Experiences to Europe During Spring Break 2024
- ii. Hockey Program
- iii. Board Authority/Authorized (BAA) Course - Hockey Skills 10-12 (Attachment)

B. ENVIRONMENTAL STEWARDSHIP AND CLIMATE ACTION

- i. Brant Wildlife Children's Festival – Arrowview Elementary School
- ii. Reminder: Kwalikum Secondary School Climate Action Conference

C. SOCIAL JUSTICE AND EQUITY

- i. DPAC Correspondence re: Pride Month

D. SHARED LEARNING

- i. Learning Round
- ii. Summary of Inclusive Vision for Education

E. INFORMATION

- i. Coffee with Trustees – Next one is May 1 at Kwalikum Secondary School

F. ITEMS FOR DISCUSSION TO MOVE TO THE BOARD MEETING

G. UPCOMING TOPICS

- i. Outdoor Programs
- ii. Technology
- iii. Inclusive Education
- iv. Learning Grants – June

H. NEXT MEETING

Tuesday, May 21, 2023 at 2:30 p.m. via Microsoft TEAMS®

I. ADJOURNMENT



Board/Authority Authorized Course: **Hockey Skills 10-12**

School District/Independent School Authority Name: Qualicum School District	School District/Independent School Authority Number: School District #69
Developed by: Paul Wright/Andrew Lee	Date Developed: March 14, 2024
School Name: Ballenas Secondary School	Principal's Name: Trish Cathrine
Superintendent Approval Date:	Superintendent Signature:
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Hockey Skills 10-12	Grade Level of Course: 10-12
Number of Course Credits: 4	Number of Hours of Instruction: Apx. 120 hours
Course Category: Leisure and Recreational Activities	Course Code: YLRA 10A, YLRA 11A, YLRA 12A

Board/Authority Prerequisite(s):

The course is open to hockey players of ALL ABILITIES 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 (hockey trailer, pucks, cones, stopwatches, whistles, shooter tutors, white board, etc.)

Required Equipment for all Hockey Skills 10-12 students:

*All students participating in the course must have a complete set of ice hockey equipment. **Equipment can be made available or subsidies provided for those interested in trying the game for the first time.**

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

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 or Jill straps. 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. New jerseys will be provided by the school each year to each individual student.

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 faceguard/mask, a mouthguard is recommended.

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:

The rationale of Hockey Skills 10-12 is multilayered. 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. This course is also offered in order to meet the needs of students who may have never experienced or had the opportunity to play organized hockey. This class allows beginners to experience the game in an affordable and non-threatening environment. The expense of minor hockey precludes many students from playing hockey. This class enables students to learn hockey skills that will allow them to enjoy ice hockey as a lifetime activity. Hockey Skills 10-12 is also designed for students who have other outside of school

time commitments to enjoy and continue to learn the individual and team skills in a controlled school setting. Proficient hockey players are able to refine their skills that stress goal setting, sportsmanship, integrity, and commitment to a class and team.

Students in Hockey Skills 10-12 will gain knowledge in a variety of areas:

1. Goal setting
2. Individual hockey skill development
3. Sports nutrition
4. Character building
5. Mental training
6. Social responsibility
7. Team play
8. Cross training
9. Life skills
10. Options for referee and coach/leadership training.

Indigenous 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 10-12, 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 10-12 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 are key aspects of Aboriginal Worldviews and Perspectives and these are central to student success as a Hockey Skills 10-12 student.

The First Peoples Principles of Learning also recognizes that “Learning involves Patience and Time”. Through experiences over time, students in Hockey Skills 10-12 will continue to develop the skills and competencies needed as they work towards a meaningful graduation.

Course Name: Hockey Skills 10-12

Grade:10-12

BIG IDEAS

Knowledge and application of sport specific rules and regulations create safe and equitable competition	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 involves patience and consistency over time and can help us to become healthy, active participants for life
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Learning Standards

Curricular Competencies	Content
<p><u>Students are expected to be able to do the following:</u></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 • Demonstrate understanding and application of the rules of hockey • Demonstrate ability to apply basic coaching techniques 	<p><u>Students are expected to know the following:</u></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, onetime 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 principles 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

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**
 - Basic skating to advanced techniques including: 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

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 (BC School sports concussion training modules)
- **Rules of the game**
 - Understanding the rules of the game can lead to certifications in refereeing and coaching
- **Leadership**
 - Basic coaching and leadership skills can be developed through on and off ice experiences and NCCP courses for students over the age of 16.

Recommended Instructional Components:

- Direct instruction
- Indirect instruction
- Interactive Instruction
- Modeling
 - Videotaping and review
- Performance Analysis
- Portfolio, training and goal logs

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#) Quality Assessment...

is fair, transparent, meaningful and responsive to all learners

- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction

- provides varied and multiple opportunities for learners to demonstrate their learning
- involves student in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

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. HumanKinetics.
- Pollitt, D. (2013). Dryland: Next Level Hockey Training. DP Hockey.
- Smith, M. (2011). The Hockey Play Book. 2005. FireflyBooks.
- 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/illnesses-conditions/injuries/concussion>
- Hockey Canada Drill Hub: <https://hockeycanada.ca/en-ca/hockey-programs/drill-hub?planid=115471>
- Hockey Canada Skills of Gold: https://www.youtube.com/playlist?list=PLvmVk-BSyd-kywM154NDriC_9ltxdUpL
- BC School Sports CATT For Athletes: <https://cattonline.com/athlete/>
- BC Hockey Intro to Coaching Online Clinic Registration: <https://page.spordle.com/bch/clinics/1edd494a-b61b-6d46-9205-06bba40fa00c>