

A Sports Camp Program HIGH LEVEL 1

A

████████ Hockey Camp

Dear Campers,

Welcome to ██████████ Hockey Camp for beginners. This is a brand new skating program to help and teach kids to skate, pass, shoot, team work and have fun. This will be a three day program which will consist of hard working drills, games and fun filled events. Kids will come into this program not knowing how to skate or play the game. Though when they leave they will have a sense of experience along with special art training that will help teach the kids how to play. I am an experienced hockey player who's been involved with hockey since a little boy, and I ensure you that this three day event will teach your kid(s) how to play and get them to love the game just as I did. Also this will be a memorable experience and guaranteed fun for the kids. If not so I would like to be informed. Finally I would just like say be prepared to have fun and can't wait to see all of you an ██████████ Hockey Camp for kids.

B

Unit: Ice Hockey
Lesson: 1

Date: Dec. 1

✓ Attendance
(name game)
Objectives

✓ Announcements

✓ Equipment

Learning Outcomes

Students will...

1. To teach kids how to skate.
2. To teach kids how to stick handle with puck.
3. To teach kids the rules and how to play the game.

1. Be able to skate with their heads up
2. Know the rules to the game with a heads up attitude.
3. Learn how to stick handle the puck while skating.

Warm-Up Time: 15 min

Equipment

The Kids will play
Ice hockey tag to
Keep them energetic.

Hockey Helmet, hockey pants,
hockey socks, shoulder pads,
Elbow pads, neck guard, gloves,
Shin pads, skates, hockey stick,
Mouth guard and long johns.

Skill Development Time: 20 min

Teaching Points

Take the puck and skate around the
Nets on the ice. After being completed
Twice, you then shoot puck on net.

Give kids points on the way the skate
and stick handle with the puck. Also
On how they shoot the puck on net.

Drills/Progressions Time: 20 min

Gym Format

Set up pylons along the ice, and teach kids
How to properly skate through/around them
Using cross-overs and skating with their heads
Up.

Hockey Ice

Games/Adaptive Games Time: 20 min

Class Reminders

The kids will do a shoot out game. It will
Consist of breakaway shots on the net, with
A cardboard goalie in the net to score on.

**BRING YOUR OWN WATER
BOTTLES!!!**

HIGH LEVEL 1

C

Unit: Ice Hockey Lesson: 2		Date: Dec.2
✓ Attendance (name game) Objectives	✓ Announcements	✓ Equipment
	Learning Outcomes	Students will...
1. To teach kids how to skate with puck	1. Be able to skate with puck and pass.	
2. To teach kids how to pass puck.	2. Know how to shoot puck and score on net.	
3. To teach kids to play with each other.	3. Learn how to play with each other and teamwork.	
Warm-Up	Time: 15 min	Equipment
The Kids will play Ice hockey tag to Keep them energetic.		Hockey Helmet, hockey pants, hockey socks, shoulder pads, Elbow pads, neck guard, gloves, Shin pads, skates, hockey stick, Mouth guard and long johns.
Skill Development	Time: 20 min	Teaching Points
Have the kids skate from all the line on the ice back and forth with a puck. When Completed they will then shoot puck on net.		Show the kids how to stop at the line on the ice with a puck.
Drills/Progressions	Time: 20 min	Gym Format
Set up pylons in front on the net. They will Then skate backwards along the pylons till They reach the end pylon in which they Will shoot the puck on net.		Hockey Ice
Games/Adaptive Games	Time: 20 min	Class Reminders
Kids will be split into two groups. The will then Go down the ice doing passing drills back and Forth to each other till reached in front of net Where then they will decide who shoots on the Cardboard goalie.		HAVE FUN!!!

D

Unit: Ice Hockey Lesson: 3		Date: Dec.3
✓ Attendance (name game) Objectives	✓ Announcements	✓ Equipment
	Learning Outcomes	Students will...
1. To teach kids how to skate with puck	1. Be able to skate with puck.	
2. To teach kids how to cross over.	2. Learn how to cross over around the ice.	
3. To teach kids how to play a game.	3. Learn how to play the game and just have fun.	
Warm-Up	Time: 15 min	Equipment
The Kids will play Ice hockey tag to Keep them energetic.		Hockey Helmet, hockey pants, hockey socks, shoulder pads, Elbow pads, neck guard, gloves, Shin pads, skates, hockey stick, Mouth guard and long johns.
Skill Development	Time: 15 min	Teaching Points
The kids will skate around the nets passing Back and forth to each other until whistle is Blown then shoot on net.		Show kids how to pass and skate with their heads up.
Drills/Progressions	Time: 15 min	Gym Format
Set up pylons along each circle on the ice. They will then do cross overs around the 5 Pylons then shoot on net.		Hockey Ice
Games/Adaptive Games	Time: 30 min	Class Reminders
Kids will have a final hockey game. 5 on 5 Without keeping score. They will play against Each other using everything they've learned.		DO YOUR BEST!!!

Teacher's Notes

Knowledge/Understanding

- The student demonstrates limited knowledge of the rules and guidelines applicable to the sport of hockey. He or she briefly addresses rules or guidelines applicable to individual drills or activities in the lesson plans (e.g., “5 on 5 Without keeping score.”). However, the student does not incorporate the specific rules of the game of hockey, and does not provide sufficient guidelines to enable successful drill or game implementation (e.g., “The Kids will play Ice hockey tag to Keep them energetic.”).

Thinking/Inquiry

- The student promotes the benefits of lifelong participation in physical activity with limited effectiveness. He or she indirectly addresses the potential for lifelong benefits in the welcome letter (e.g., “teach your kid(s) how to play and get them to love the game just as I did.”). The student also begins to identify the possible benefits of social interaction derived from participation (e.g., mentions teamwork), and identifies the enjoyment derived from participation in the camp (e.g., “fun filled events”, “guaranteed fun for the kids. If not so I would like to be informed.”). The student uses a welcoming and positive tone throughout the letter. However, the benefits of lifelong participation that the student mentions are limited in scope and lack significant detail.

Communication

- The student communicates instructions to the campers with limited clarity. He or she has developed three progressive lesson plans that incorporate realistic time frames and age-appropriate, varied activities (e.g., skating to puck-handling to passing to shooting). However, the detail provided in drill and game descriptions is significantly insufficient (e.g., “Set up pylons along the ice”). The student also fails to mention the specific skill cues required for appropriate skill development (e.g., “Using cross-overs and skating with their heads Up.”).

Application

- The student demonstrates somewhat effective leadership skills in the three-day program. Beginning in the welcoming letter and continuing throughout the lessons, the student creates a positive environment that encourages participation (e.g., “hard working drills”, “Keep them energetic.”, “Learn how to play the game and just have fun.”). The student also provides brief evidence of skill modelling (e.g., “Show the kids how to stop at the line on the ice with a puck.”). However, evidence of group organization is minimal (e.g., “Kids will be split into two groups.”).
- The student promotes a safe environment for participants with limited effectiveness. He or she includes a comprehensive list of safety equipment (e.g., all padding, neck guard, mouth guard). The student also addresses the need for campers to bring their own water bottles. However, the warm-up activities are brief and repetitive and do not fulfil their purpose (e.g., ice hockey tag is the only activity mentioned over the three days), and the student does not include cool-down activities. Also, he or she fails to include stretching exercises in any part of the lessons, and does not mention specific safety rules for the game of hockey or the specific activities of the camp.

Comments

This work is representative of a high level-1 performance. The student demonstrates a limited degree of achievement of the expectations in the Knowledge/Understanding, Thinking/Inquiry, and Communication categories of knowledge and skills, as well as in one criterion in the Application category. However, in the other criterion in the Application category, the student demonstrates some degree of achievement – i.e., achievement that is more characteristic of level 2.

HIGH LEVEL 1

Next Steps

In order to improve his or her performance, the student needs to:

- introduce and incorporate at least some of the rules fundamental to the game of hockey;
- provide guidelines for drill implementation and game play that are specific and detailed;
- identify the specific benefits of lifelong participation in physical activity;
- provide diagrams or a detailed explanation for drill set-up and implementation;
- clearly communicate the skill cues necessary for proper skill execution;
- provide a clearer description of group organization that complements each individual activity;
- include warm-up activities that gradually increase the heart rate with movement and are followed by sport-specific stretching;
- include appropriate cool-down activities at the end of each lesson;
- address the safety rules pertinent to the game of hockey in general, and also to the particular drills and activities;
- edit and proofread work to eliminate errors in grammar and capitalization.