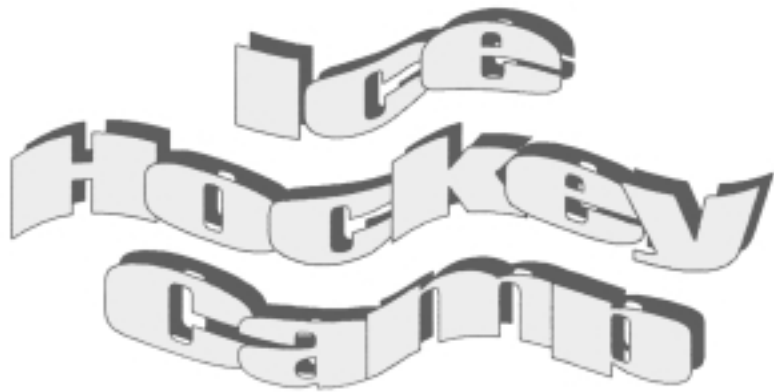


**A Sports Camp Program    L E V E L    3**

**A**



**B**



Welcome Hockey Players,

We welcome all our campers to our brand new, state-of-the-art hockey camp. We have experienced teachers that will teach you all you need to know about the sport. While you are here, you will learn basic hockey skills, rules, and guidelines for playing the game.

Hockey is a fun sport that people of all ages can play. It can be played seriously in a competitive league, or in a fun, pick-up style with your friends, or recreationally just as a way to stay in shape as you get older. It is a good way to maintain cardiovascular and physical fitness, and it will keep you healthy in many other ways. It will provide for you a way to keep mentally and emotionally fit as you will meet new friends and it will keep you busy. It will also stop you from getting injured which will prevent you from becoming emotionally unstable from not working or seeing your friends.

So, come and join are camp which will stabilize all aspects of life for your future.

Sincerely;

Joe Hockey

## C

## Ice Hockey

The sport we will be focusing on is hockey. Over the course of a three day period we will be looking at rules, equipment needed and learning different skills needed to play in a game. By the last day we hope to be able to get in to an intense, good length game that everyone can participate in. Although hockey is designed to be played with physical contact, due to the lack of experience we will not include this for safety reasons.

Equipment Required

- Hockey helmet (facemask required)
- Mouth guard
- Neck guard
- Shoulder pads/ elbow pads (jersey required)
- Hockey pants
- Shin pads (hockey socks required)
- Jock (and gurdle if needed)
- Skates
- Gloves and sticks
- Puck

Day 1**Warm-up (15 minutes)**

- Organise a stretching routine with the group before going out on the ice.
- After stretching is complete, take kids on the ice and get them to skate in a counter clockwise motion slowly.

## D

- On the sound of the whistle get them to skate hard for 10-15 seconds until they hear the whistle go again in which where can reduce their speed again. Repeat this a few times then get them to do the same thing, but going backwards.

**Drills (35 minutes)**

1. Circles-Get the kids to line up all at one end in one corner. Send them out in threes while they go around each circle practising or learning their cross-overs. Get them to repeat this after a few reps of forward cross-overs to backward cross-overs. (For safety reasons get the inexperienced players to go at the back, so the faster skaters will not be going around them throwing off their concentration and balance).
2. Pylons-Line up pylons in a zig- zag pattern on each side of the ice length wise. Get half the kids to line up behind the red line on each side of the ice. Make them proceed to go through the pylons without the puck, and after a few minutes make them carry a puck with them. Also they can take a shot at the net when they reach the other side of the ice. Repeat this same format, but going backwards.
3. Blueline Drill-Organise a person up against the boards on each blue line. Again line up half the kids on one side of the ice and the other half on the other side. Have the kids in the line start off with the pucks, where they will proceed to go straight pass the puck to the guy on the first blue line, receive the pass back then repeat this with the guy on the next blue line. After they have received the last pass they are able to go and take a shot on the net.

**Rules (5 minutes)**

- There will be no body contact allowed
- Do not bring your stick above your head
- 5 people on the ice at a time
- offsides(when a team-mate crosses the opposite blue line before the puck does)
- icing(when you are not over half and you shoot down to the other end of the ice)
- When the whistle blows the play stops

**Scrimmage (15 minutes)**

Let the kids have a quick game before they leave the ice to get experience. Make sure to have the more skilled players play with each other, and same with the un-skilled players to play with each other.

## LEVEL 3

E

**Cool down period (5 minutes)**

Get the kids to take a few laps of the ice at their own pace and then stretch in the room after.

**Day 2****Highlights**

Yesterday we looked at a few different skills needed. We focused on skating, sending and receiving and puck control skills. We also learned a few rules needed to play in a real game.

**Warm-up (15 minutes)**

Repeat the same warm-up as done the day before.

**Drills (20 minutes)**

1. Shooting-Get the kids to line up on each blue line facing the net with 2-3 pucks. On the whistle have them take shots at the net. Get them to take a variety of different shots such as wrist shots, snap shots, slap shots and backhand shots.
2. Lightning-Line up half the people across the goal line and let the other half wait for their turn. Get them to skate to the blue line back, then to the red line back, then the far blue line back and then to the other end of the ice. Repeat this with the remaining group or groups if it is too crowded.

**Rules (5 minutes)**

- You can not kick the puck in the net
- You can not use your stick in any other way than when using the puck
- You can not interfere with the goalie or be in the crease when a goal is scored
- You can not hold anyone
- You can not pass the puck from before your blue line past the centre line or else it is another form of offside

**Scrimmage(30 minutes)**

Hopefully by today you can start to have a more organised and skilled game. Also by today you might not need to split them into groups according to their skill levels.

F

**Cool down period (5 minutes)**

Get the kids to take a few laps of the ice at their own pace and then stretch in the room after.

**Day 3****Highlights**

Yesterday we focused on shooting skills, as well as some skating and stamina. We also learned some rules and were almost able to get a organised a real game.

**Warm up (15 minutes)**

Repeat the warm-up as done previously in the last two days.

**Drills (10 minutes)**

1. Horseshoe-Have half line up in one corner at one end of the ice and the other line up at the other end, but on the other side. Have the first person skate down to the far blue line without a puck and turn in he should receive a pass from the guy in that ends corner, where he can then proceed to go back to the same side he was on and take a shot. The person who passes the puck should then repeat this while going to the other end of the ice, receiving a pass and going back to his side to take a shot on the net.

**Game (45 minutes)**

By day three all your students should have a full understanding of the game. You should be able to have a fully organised game with all players playing together and all rules should be enforced.

**Cool down period (5 minutes)**

Get the kids to take a few laps of the ice at their own pace and then stretch in the room after.

**Highlights**

Throughout the three day camp we have taught the main necessities of ice hockey. They have learned the basics of skating, shooting, passing and puck handling. They have also learned the basic rules and guidelines to play in an organised game. Putting all these skills together they able to get some real game experience on the last day.

## Teacher's Notes

### Knowledge/Understanding

- The student demonstrates considerable knowledge of the rules and guidelines applicable to the sport of hockey. He or she gives in the lesson plans specific attention to the rules relevant to each day's drills and activities (e.g., *day 1*: explanation of offside and icing; *day 2*: explanation of goalie interference and offside passing; *day 3*: enforcement of rules during game play). The student clearly outlines the necessary guidelines for drill implementation. However, he or she does not provide sufficient detail as to the rules and guidelines necessary for scrimmages or games at the end of each lesson.

### Thinking/Inquiry

- The student promotes the benefits of lifelong participation in physical activity with considerable effectiveness. He or she addresses the physical and social benefits of playing hockey in the welcome letter (e.g., “good way to maintain cardiovascular and physical fitness”, “It will provide for you a way to keep mentally and emotionally fit as you will meet new friends”). The student uses an enthusiastic, welcoming tone in the letter. However, he or she tends to exaggerate the benefits of playing hockey (e.g., “It will also stop you from getting injured which will prevent you from becoming emotionally unstable from not working or seeing your friends.”).

### Communication

- The student communicates instructions to the campers with considerable clarity. Each of the lessons is progressive in nature, offering a variety of organized drills and activities that build from skating to passing to shooting to game play (e.g., *shooting drill*: “line up on each blue line facing the net with 2-3 pucks ... take a variety of different shots such as wrist shots, snap shots, slap shots and backhand shots.”; *horseshoe drill*: “The person who passes the puck should then repeat this while going to the other end of the ice, receiving a pass and going back to his side to take a shot on the net.”). However, the student does not specifically address the skill cues required for drill execution.

## Application

- The student demonstrates effective leadership skills in the three-day program. He or she gives considerable evidence of group organization to maximize participation (e.g., “Make sure to have the more skilled players play with each other ... and ... the un-skilled players to play with each other.”). However, the student does not provide evidence of skill modelling.
- The student promotes a safe environment for participants with considerable effectiveness. He or she includes safety considerations each day and gives attention to the varying skill levels of the participants (e.g., during backward crossovers drill [i.e., “Circles”]: “For safety reasons get the inexperienced players to go at the back, so the faster skaters will not be going around them throwing off their concentration and balance.”). The warm-up and cool-down activities appear to be appropriate but are not clearly explained.

## Comments

This work is representative of a solid level-3 performance. The student demonstrates a considerable degree of achievement of the expectations in all four categories of knowledge and skills.

## Next Steps

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

- provide more specific detail as to how scrimmages and games will be organized and implemented;
- include skill performance cues;
- demonstrate skills as they are being taught;
- modify the order of activities in the warm-ups and cool-downs, and give more details as to the types of stretches being done;
- proofread work to correct minor errors in grammar and spelling.