

Wednesday, February 12, 2020
Time: 6:00 p.m.

District Education Office
22225 Brown Avenue
Maple Ridge BC V2X 8N6

"When you are content to be simply yourself and don't compare or compete, everybody will respect you. Lao Tzu"

A G E N D A

A. OPENING PROCEDURES

ITEM 1

1. Call to Order
2. Correspondence
 - R. Fleming, Minister of Education
 - T. Mooring, President, BC Teachers' Federation
 - B. MacFarlane, Chairperson, School District No. 19 (Revelstoke)
3. Approval of Agenda
4. Invitation for Public Input to matters on the Agenda - *Members of the public can provide input on decision items on the Agenda. Speaker's time is limited to 2 minutes per person. This agenda item has a time limit of 10 minutes.*

B. APPROVAL OF MINUTES

1. January 22, 2020 ITEM 2

C. PRESENTATIONS - *Individuals and groups invited by the Board to make presentations. Time limits for individual presentations will be established to allow all speakers to present within the time limit for this item. This agenda item has a time limit of 20 minutes including questions; extension is at the discretion of the Board.*

D. DELEGATIONS - *Registered delegations can make presentations to the Board. Time limits for individual delegations will be established to allow all registered delegations to present within the time limit for this item. This agenda item has a time limit of 20 minutes including questions; extension is at the discretion of the Board.*

1. Intergenerational Garden ITEM 3

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson
2. Superintendent of Schools
 - a) Non-Resident Fees ITEM 4
3. Secretary Treasurer
4. Board Committees
 - a) Budget
 - b) Finance
 - c) Facilities Planning
 - d) Board Policy Development
 - e) Education
 - i) Board Authority/Authorized Courses ITEM 5
 - f) Aboriginal Education

G. INFORMATION ITEMS

1. Chairperson
2. Superintendent of Schools
 - a) Superintendent's Update ITEM 6
3. Secretary Treasurer
4. Board Committees & Advisory Committee Reports
 - a) Budget
 - b) Finance
 - c) Facilities Planning
 - d) Board Policy Development
 - e) Education
 - i) Receive Minutes of Meeting ITEM 7
 - f) Aboriginal Education

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

1. Draft Motion to BC School Trustees Association: Funding for Trades ITEM 8
2. Draft Motion to BC School Trustees Association: Funding to Improve Access to Educational Programming in Correctional Facilities ITEM 9

I. TRUSTEE REPORTS

1. BC School Trustees Association
2. BC Public School Employers Association
3. Student Voice (January 22, 2020)
4. District Parent Advisory Council (January 22, 2020)
5. Municipal Advisory & Accessibility (no meeting)
6. Maple Ridge-Pitt Meadows Arts Council (February 3, 2020)
7. Ridge Meadows Education Foundation (No meeting)
8. Social Policy Advisory (January 8, 2020)
9. City of Maple Ridge Transportation Advisory (January 29, 2020)
10. Youth Planning Table (January 30, 2020)
11. Culture Network (no meeting)
12. Ridge Meadows Overdose Community Action Table (CAT) (January 10, 2020)
13. English Language Learners Consortium
14. Other Board Liaison Representative Reports
15. Good News Items

J. QUESTION PERIOD - Questions, with the exception of Trustee questions, will be limited to one question per person with one follow-up clarification question, if necessary. Question period will be restricted to questions only – statements and debate will not be permitted. This agenda item has a time limit of 10 minutes; extension is at the discretion of the Board.

K. OTHER BUSINESS

1. Public Disclosure of Closed Meeting Business ITEM 10

L. ADJOURNMENT

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **OPENING PROCEDURES**

Date: February 12, 2020
(Public Board Meeting)

Information/Decision

1. *CALL TO ORDER*
2. *CORRESPONDENCE (Information Item)*
 - R. Fleming, Minister of Education
 - T. Mooring, President, BC Teachers' Federation
 - B. MacFarlane, Chairperson, School District No. 19 (Revelstoke)

RECOMMENDATION:

THAT the Board receive the correspondence, for information.

Attachments

3. *APPROVAL OF AGENDA (Decision Item)*

RECOMMENDATION:

THAT the Agenda be approved as circulated.

4. *INVITATION FOR PUBLIC INPUT TO MATTERS ON THE AGENDA - Members of the public can provide input on decision items on the Agenda. Speaker's time is limited to 2 minutes per person. The agenda item has a time limit of 10 minutes.*



January 13, 2020

Ref: 216945

Stephanie Higginson, President
BC School Trustees Association
Email: shigginson@bcsta.org

Dear Stephanie Higginson:

I am pleased to announce the launch of the 2020 Premier's Awards for Excellence in Education, effective today. Following another successful Awards program and celebratory event in October of this past year, government is once again proud to recognize the enormous contributions of British Columbia's exceptional teachers, administrators and support staff that are vital to the cultural, economic and social well-being of the province. The Awards recognize all outstanding education professionals who have made exceptional contributions to benefit their school, their students and their communities.

The Awards are open to all education professionals within the BC K–12 public, independent or First Nations school systems. This year, Awards will be given in the following categories:

- Community Engagement
- District Leadership
- Extracurricular Leadership
- Indigenous Education
- Outstanding New Teacher
- Outstanding Support (School Community)
- Outstanding Support (Teaching Assistant)
- Outstanding Team Collaboration
- School Leadership
- Social Equity and Diversity

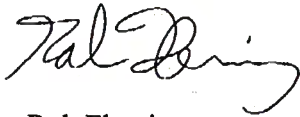
Nominations are now open and are welcomed from all BC citizens, including students, parents, teachers, administrators, trustees and community organizations. The deadline to submit nominations is April 30, 2020.

Additional information on the Awards, including a downloadable poster and brochure, can be found on the Premier's Awards for Excellence in Education website at: www.gov.bc.ca/excellenceineducation. Your assistance is appreciated in distributing copies of these through your newsletters and communications with staff.

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Thank you in advance for your participation in, and promotion of, the Premier's Awards for Excellence in Education, which will ensure that British Columbia's very best receive the recognition they deserve.

Sincerely,

A handwritten signature in black ink, appearing to read "Rob Fleming". The signature is fluid and cursive, with the first name "Rob" and last name "Fleming" clearly distinguishable.

Rob Fleming
Minister

pc: Carolyn Broady, Vice-President, BC School Trustees Association
Mike Roberts, CEO, BC School Trustees Association



January 20, 2020

Ref: 217543

Dear Board Chairs,

As we begin a new year and a new decade, I would like to thank you as our public education co-governance partners for a productive 2019. Through effective collaboration, we are making substantial investments in students, building a better future for our children and ensuring the prosperity of our province.

With your leadership, British Columbia (BC) students entering their final years of secondary school are enjoying a modernized graduation program and an innovative new curriculum. With an increased focus on creative and critical thinking, communication, and personal and social responsibility, the new curriculum will produce educated citizens who are able to contribute to a rapidly changing world and shape a better future for us all. With your engagement and support, we are also on the way towards a comprehensive career strategy that will improve transition rates from high school to post-secondary education and training.

Heading into the new decade, we know a gap remains in student outcomes for those who struggle with mental health issues. Last fall we made additional investments in mental health supports in schools, bringing new funding to nearly \$12 million since 2018. This year, we are also looking forward to our third education-focussed mental health conference. In 2018, for the first time, representatives of BC's public, independent and First Nations schools, police, health authorities, and child and youth mental-health workers met together to develop tangible strategies to make life better for students struggling with mental-health issues. I am also very pleased our government has responded, in partnership with you, to the scourge of vaping in schools with a comprehensive regulatory action plan that is leading other provinces and territories.

Government has also been expanding our provincial ERASE (Expect Respect and a Safe Education) strategy to include a focus on guns and gangs in our school communities. ERASE is a comprehensive prevention and intervention strategy designed to foster school connectedness; address bullying; prevent violence; and provide support to school districts during critical incidents. Last month I joined my colleagues in Surrey to announce an additional \$4.93 million to scale-up this important initiative to four additional communities: Campbell River, Chilliwack, Courtenay and Hope.

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We have expanded our focus to now include gang prevention, mental health and wellness, substance abuse, cyberbullying and supporting students of all sexual orientations and gender identities.

Indigenous students in BC are now completing secondary school at the highest rate in history, with 69.4 percent completing in 2018/19 – an 8 percent increase since 2013/14. In addition, there are now 17 First Nations languages approved to be taught in BC schools, with more in development. In total, we have increased funding for Indigenous education by 29 percent since 2016/17, bringing the total to \$89.6 million this school year. On the path to meaningful reconciliation, more work needs to be done to ensure Indigenous knowledges flourish in BC classrooms for the betterment of all students. Our focus has also expanded to better help students in the care of government to be more successful and engaged in their school communities.

Outcomes for students with special needs in BC are also showing steady improvements. Completion rates were 75.5 percent last school year, up from 63.5 percent 10 years ago. An additional 1,000 education assistants have been hired in the past two years, which has increased the number of classes supported by an education assistant by 37 percent. In total, Government is supporting students with special needs with an estimated \$571 million in supplemental funding in 2019/20 – an increase of \$106 million (23 percent) since the 2016/17 school year.

The Ministry of Education is continuing to speed up the pace of investments in seismic upgrades, school expansions and new schools. With over \$1.7 billion invested since I became the Minister of Education, kids have more safe and modern places to learn. As part of our work to ensure quality child care services are available to families, Government has created over 2,600 new child care spaces in schools by funding Neighbourhood Learning Centres at 23 new or replacement schools since September 2017. With Budget 2020 coming up, school districts will continue to see Government's commitment to invest in public education. Further information will be coming from the Ministry of Education in March.

A key part of supporting student success is ensuring we continue to maintain a highly qualified educator workforce. We have invested \$3.5 million to create about 250 new seats in teacher education programs in B.C. These seats will help fill demand by training 70 special education, 20 secondary math and physics, 74 French and about 85 Indigenous educators. This is in addition to more than 1,500 potential new teachers graduating each year from B.C. universities.

Following the 2019 federal election, I am seizing the opportunity to address the problem of student hunger in schools. Through open discussions with my counterparts in Ottawa, my goal is to leverage funding for school meals. Government has achieved a lot for students in BC, but there are still too many kids in our communities going to school hungry each day. This must change. With your help, I believe we can ensure that no student is held back from learning by the pain of an empty stomach.

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After thorough consultation with many of you, and with the final reports from the working groups, my colleagues and I are currently working on a plan to reform and improve the current funding model. The goal is to improve reliability, transparency and ensure that no student falls between the cracks. I know you are eagerly awaiting an update, and I will have more information to share with you in the coming weeks.

I want to thank you again for your incredible work on behalf of students, parents, teachers and support staff and for empowering our government to make foundational changes and long overdue improvements to our education system. Last year your support allowed us to ensure BC became the first jurisdiction in North America to make menstrual products available and free for all students.

I am more confident than ever before that with strong partnerships in education, we can keep moving forward to provide the best educational opportunities possible for all BC students.

Sincerely,

A handwritten signature in black ink, appearing to read "Rob Fleming", written in a cursive style.

Rob Fleming
Minister



British Columbia Teachers' Federation A Union of Professionals
 100-550 West 6th Avenue, Vancouver, BC V5Z 4P2 bctf.ca
 604-871-2283 1-800-663-9163 

Executive Office fax: 604-871-2290

By email: EDUC.minister@gov.bc.ca

January 10, 2020

Honourable Rob Fleming
 Minister of Education
 PO Box 9045, Station Provincial Government
 Victoria, BC V8W 9E2

Dear Minister Fleming:

On behalf of the 45,000 members of the BC Teachers' Federation, and in particular on behalf of over 1,000 members working in the fields of Adult Education, Continuing Education and Distributed Learning, I am writing to reiterate the importance of transparency and accountability in the setting of school district budgets.

Teachers, as well as parents and students, across these three programs often feel that both district budgets and the budget-setting process leave them in the dark. There is a perceived lack of clarity as to the amounts of resources earmarked for these key programs by school boards as well as the reasons why given amounts are allocated. This opacity is only compounded by the fact that Adult Education and Distributed Learning are underfunded relative to regular school-age programming at the provincial level. For example, the per-FTE grant for students in adult education is currently just 64% of the per-FTE grant for school-age students. Disparities in provincial allocations like this one put additional pressure on local officials when they make local resourcing decisions.

I am calling on you to encourage elected school board trustees and school district administrators to increase transparency and access to information in school district budget setting, in general and in particular, around Adult Education, Continuing Education and Distributed Learning. Funding allocations for these programs should be disaggregated and separately reported, alongside explanatory notes.

Teachers, parents, students, and the general public will benefit greatly from more detailed information about the resources being allocated to particular programs as well as the rationale for decisions. British Columbia's public education system as a whole will benefit. Not only is transparency a value in its own right, access to more information will increase accountability. More detailed and disaggregated budget information will empower stakeholders to hold boards and districts accountable for budgeting decisions, especially as they relate to programs that may not always be front of mind, but that are crucial to a comprehensive, well-functioning education system.

Sincerely,

Teri Mooring, President

cc: Stephanie Higginson, President, British Columbia School Trustees Association

TM:kd:tfeu

January 16th, 2020

By email (vaping.info@gov.bc.ca)

Health Protection Branch
Ministry of Health
PO Box 9646, Stn Prov Govt
Victoria, BC V8W 9P1



School District 19
(Revelstoke)

RE: B.C. Ministry of Health – Vapour Product Intention Paper Feedback

At the Revelstoke Board of Education's regular meeting of January 15th, 2020, the Board passed the following motion:

"THAT the Revelstoke Board of Education send feedback to the Ministry of Health and the Provincial Government on the proposed actions in the Intentions Paper (December 2019) and encourage the provincial government to continue to lobby the federal government to put more protective restrictions and regulations in place."

As a Board, we believe that the health and well-being of our students is the top priority. While we expect that government will receive "push-back" from some business interests lobbying for fewer regulations and restrictions, we feel that we must protect our youth, and their well-being takes priority over any economic or business interests. The potential short-term losses from tax revenue from businesses will be minor in comparison to the costs to our medical system if the numbers of youth contracting vape related illnesses continues to increase.

We feel that the Ministry of Health's 10-point action plan is a good starting point. However, we believe that the provincial government must make the regulations as restrictive as possible in order to have an impact on the numbers of youth vaping now and in the future. We have responded to the Intention Paper with that focus and have attached our response to this letter.

On behalf of our students and Board of Education, thank you for the work of your Ministry is doing to address this extremely important issue.

Sincerely,

A handwritten signature in blue ink, which appears to read "Bill MacFarlane", is written over a horizontal line.

Bill MacFarlane, Chairperson
Revelstoke Board of Education

Enclosure

cc: Board Correspondence File
BC School Boards (through BCSTA)
Honourable Rob Fleming, Minister of Education

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: Health Protection Branch, Ministry of Health
FROM: Revelstoke Board of Education
DATE: January 16th, 2020
TOPIC: Ministry of Health – Vapour Products Intentions Paper Feedback



At the January 15th, 2020 meeting of the Revelstoke Board of Education, the Vapour Products Intentions Paper prepared by the BC Ministry of Health was reviewed. Below is our feedback:

Item 1 – Prescribe Nicotine as “Health Hazard”

- Prescribing nicotine as a health hazard is an important step. With this item there is reference to banning non-nicotine or non-cannabis use substances from being sold. These are most commonly the flavored vapes that are particularly attractive to youth.

Item 2 – Restrict Nicotine Concentration in Vapour Products

- While we could expect that these concentrations have been set with medical considerations, it would seem reasonable to request the absolute minimum of nicotine concentrations be allowed.

Item 3 – Restrict the Sale and Distribution of E-substances and Nicotine Containing Products

- It has been our experience that despite age restrictions there are retailers who continue to sell to youth. The proposal in this section appears to set conditions for future restrictions and regulations, but falls short of addressing penalties or consequences for retailers who choose not to comply with existing rules.

Item 4 – Restrict the Sale of Flavoured Vapour Products

- We know that restrictions help protect youth as the flavored vape products are very appealing to youngsters. However, the language currently only refers to “considering restrictions”.
- Government will face heavy pressure from manufacturers and businesses to allow sales of “novelty” products and should maintain strict regulations preventing sale.

Item 5 – New Labelling, Packaging and Health Warning Requirements

- Restrictions around plain packaging must be clear and meet the intended purpose. It has been our experience that these products have been extremely well marketed to appeal to students through packaging and product design.

Item 6 – Strengthen Restrictions on Public Advertising

- Provincial rules regarding advertising and extending restrictions to areas such as buses and bus stops, community parks, shopping malls, and billboards is a good first step. However, if retailers are still permitted to advertise, with some restrictions, children and youth are likely to see that advertising and retailers will look for ways to show they are not “targeting youth”. This references only restrictions to ensure advertising is not “visible” to children or youth. It would be encouraging to see very clear guidelines in this regard.



ITEM 2

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **APPROVAL OF MINUTES**

Date: February 12, 2020
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Minutes of the January 22, 2020 Public Board Meeting be approved as circulated.

Attachment



**PUBLIC MINUTES OF THE
BOARD OF EDUCATION MEETING
Wednesday, January 22, 2020, (5:00 PM)
DEO Board Room**

IN ATTENDANCE:

BOARD MEMBERS:

Chairperson – Korleen Carreras
Vice-Chairperson – Elaine Yamamoto
Trustee – Kim Dumore
Trustee – Mike Murray
Trustee – Pascale Shaw
Trustee – Kathleen Sullivan
Trustee – Colette Trudeau

STAFF:

Superintendent – Sylvia Russell
Secretary Treasurer – Flavia Coughlan
Deputy Superintendent – Harry Dhillon
Senior Manager, Communications – Irena Pochop
Executive Coordinator – Karen Yoxall

A. OPENING PROCEDURES

1. Call to Order

The meeting was called to order at 5:00 p.m.

The Chairperson welcomed and thanked everyone for attending.

The Chairperson acknowledged that this meeting is taking place on the shared traditional and unceded territories of Katzie First Nation and Kwantlen First Nation. The Chairperson welcomed and recognized all of our First Nations, Métis, and Inuit students and families in our schools and community. The Chairperson welcomed and recognized the many different cultures that are represented in our schools and community.

2. Correspondence

Moved/Seconded

- T. Lambert, Executive Director, Health Protection Branch, Ministry of Health
- G. Jackson, President, BCSTA Northern Interior Branch
- J. Horne, Chairperson, School District No. 52 (Prince Rupert)

THAT the Board receive the correspondence, for information.

CARRIED

3. Approval of Agenda

Moved/Seconded

THAT the Agenda be approved as circulated.

CARRIED

4. Invitation for Public Input to matters on the Agenda

The Chairperson invited the public to provide input into Decision Items under section F of the agenda and requested the public to sign up on the sheet provided if they wished to ask questions.

B. APPROVAL OF MINUTES

Moved/Seconded

THAT the Minutes of the December 11, 2019 Public Board Meeting be approved as circulated.

CARRIED

C. PRESENTATIONS

D. DELEGATIONS

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson
2. Superintendent of Schools

- a) School Plans

Moved/Seconded

The Superintendent reported that the School Act stipulates that the Board of Education must approve school plans and make them available to the parents of students attending that school.

The Superintendent reported that principals of all schools and the Riverside Program have prepared a summary of the goal(s) contained in the school growth plan. School growth plans relate to four themes: social emotional learning, literacy, secondary innovation and improved learning and assessment. The summary documents will be posted on school websites and made available to parents of students attending each school in the school district.

THAT the Board approve the school plans and direct the Superintendent to make the school plans available to parents of students attending each school in the school district.

CARRIED

- b) 2020/2021, 2021/2022 and 2022/2023 Proposed District School Calendars

Moved/Seconded

The Deputy Superintendent reported that in order to provide families and the District more opportunity to plan ahead, district school calendars for 2020/2021, 2021/2022 and 2022/2023 are being proposed. These calendars meet the required minutes of instruction.

THAT the Board of Education receive for information the proposed district school calendars and approve the calendars to be shared with the public in order to receive feedback.

CARRIED

3. Secretary Treasurer
4. Board Committees

- a) Budget
- b) Finance

- i. Financial Statements for the Quarter Ended September 30, 2019

Moved/Seconded

The Secretary Treasurer reported that the Financial Statements for the Quarter Ended September 30, 2019 are presented to the Board for approval at the recommendation of the Finance Committee of the Whole.

The Secretary Treasurer reported that on December 18, 2019 the Ministry of Education announced the 2019/20 recalculated funding allocations based on the actual September 2019 enrolment. School District 42 will receive \$1.42 million more than the estimated funding included in the 2019/20 preliminary budget. The Secretary Treasurer further reported that the Ministry of Education no longer funds under 19 graduated students enrolled in the trades programs but that for the 2019/20 school year this shortfall will be funded from the Operating Contingency Reserve.

THAT the Board approve the Financial Statements for the Quarter Ended September 30, 2019.

CARRIED

- c) Facilities Planning
- d) Board Policy Development
- e) Education
- f) Aboriginal Education

G. OTHER BUSINESS

H. ADJOURNMENT

Moved/Seconded

THAT the Board adjourn the meeting.

CARRIED

The Public Board meeting adjourned at 5:53 p.m.

Korleen Carreras, Chairperson

Flavia Coughlan, Secretary Treasurer



ITEM 3

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **INTERGENERATIONAL GARDEN**

Date: February 12, 2020
(Public Board Meeting)

Information

RECOMMENDATION:

THAT the Board receive the presentation on the Intergenerational Garden Project, for information.



Who We Are!

Seniors Network Organization









Outdoor Classroom



Inclusive and Accessible





Nutrition

What Teachers Say...

Sent: Tuesday, June 25, 2019 7:54 PM

To: Heather Jonatschick

Subject: Intergenerational Garden Experience

My kindergarten class had the opportunity to attend the Intergenerational Garden this year and they were so enriched by the experience. Lessons were engaging and relevant to what we were learning about in class. Students were able to try different things they might not otherwise have had the opportunity to do. At the end of the year we were able to harvest some of the vegetables we'd grown and made a class salad. They were incredibly proud that they'd grown what they were eating.

Many thanks to the staff at the garden!

Marissa MacDonald

French Immersion Kindergarten

Eric Langton Elementary School





Community



Funding



**TD Friends of the
Environment
Foundation**





THANK-YOU

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **NON-RESIDENT FEES**

Date: February 12, 2020
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

To begin developing marketing materials to attract international students for future academic years, the Board must first approve an appropriate fee schedule. To inform this work, a survey of BC school district tuition fees for non-resident students was completed.

The following table shows fees for a 10-month academic program compared with fees of neighboring school districts for the 2020/21 fiscal year.

	Application Fee	Annual Tuition Fee	Homestay Registration or Placement Fee	Homestay Fee	Custodian Fee	Airport Fee	Medical Insurance	Refund Processing Fee	Other Fees
Langley	\$200	\$14,500	\$350	\$9,000	\$100	\$175	<i>Included with tuition fee</i>	\$200	\$0
Surrey	<i>Included with tuition fee</i>	\$15,700	<i>As per private provider</i>			\$0	<i>Included with tuition fee</i>	\$500	\$0
New Westminster	\$200	\$15,000	\$500	\$9,500	\$500	\$75	\$1,000	\$0	\$0
Coquitlam	\$300	\$16,500	<i>As per private provider</i>			\$0	<i>Included with tuition fee</i>	\$0	\$0
Mission	\$250	\$14,000	\$250	\$9,000	\$100	\$150	<i>Included with tuition fee</i>	\$0	\$270
Maple Ridge-Pitt Meadows	\$200	\$14,000	\$300	\$9,500	\$100	\$100	\$1,100	\$0	\$0

The table below summarizes the proposed fees for 2021/22. There is no proposed increase to 10-month academic fees for the 2021/22 fiscal year.

Application Fee	Annual Tuition Fee	Homestay Registration or Placement Fee	Homestay Fee	Custodian Fee	Airport Fee	Medical Insurance
\$200	\$14,000	\$300	\$9,500	\$100	\$100	\$1,100

The following table shows fees charged for continuing education, distributed learning and summer school courses for the 2020/21 fiscal year.

	Continuing Education Course	Distributed Learning Course	Summer School Course
Langley	\$855	\$855	\$900
Surrey	\$900	\$900	\$900
New Westminster	\$1,175	\$1,175	\$1,175
Coquitlam	\$1,600	\$1,600	\$1,600
Mission	\$750	\$750	N/A
Maple Ridge-Pitt Meadows	\$900	\$900	\$900

The table below summarizes the proposed fees for 2019/20, 2020/21. To bring fees in line with neighbouring districts, it is proposed that the fees increase from \$750 per course in 2019/20 to \$900 per course in 2020/21 and 2021/22.

	Continuing Education Course	Distributed Learning Course	Summer School Course
2019/20	\$750	\$750	\$750
2020/21	\$900	\$900	\$900
2021/22	\$900	\$900	\$900

RECOMMENDATION

THAT the Board approve the following 10-month academic program fees for non-resident students for 2021/22:

Application Fee	Annual Tuition Fee	Homestay Registration or Placement Fee	Homestay Fee	Custodian Fee	Airport Fee	Medical Insurance
\$200	\$14,000	\$300	\$9,500	\$100	\$100	\$1,100

And further;

THAT the Board approve the following continuing education, distributed learning and summer school course fees for non-resident students:

	Continuing Education Course	Distributed Learning Course	Summer School Course
2019/20	\$750	\$750	\$750
2020/21	\$900	\$900	\$900
2021/22	\$900	\$900	\$900

**ITEM 5****To: Board of Education****From:** Education Advisory Committee**Re: BOARD/AUTHORITY AUTHORIZED COURSES****Date:** February 12, 2020
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

School districts develop Board/Authority Authorized (BAA) courses to help meet local community needs while providing choice and flexibility for students. BAA courses must be authorized by Boards of Education according to requirements set by the Ministry of Education. As mandated by the Ministry of Education, effective July 2, 2019 all grade 10, 11 and 12 BAA courses are to align with revised Ministry requirements and be documented using the Ministry of Education's "BC Graduation Program Board/Authority Authorized (BAA) Course Form". As such, school districts are to:

- Ensure that newly developed Board/Authority Authorized Courses that take effect at the commencement of the 2019/20 school year are developed in alignment with revised Ministry requirements which, in part, mandate alignment with the "Know-Do-Understand" model and inclusion of "Aboriginal World Views and Perspectives" as set out in the new provincial curriculum;
- Revise current BAA courses which will continue to be offered to ensure alignment with Ministry of Education requirements;
- Identify and retire current BAA courses, given the flexibility offered within the new Ministry curriculum, or that no longer meet requirements.

The Education Advisory Committee has met, reviewed, and recommends for approval the following:

- Advanced Basketball 10 (Attachment A)
- Advanced Basketball 11 (Attachment B)
- Softball Skills 10 (Attachment C)
- Softball Skills 11 (Attachment D)
- Softball Skills 12(Attachment E)
- H.O.P.E. for Boys Leadership (Attachment F)
- Advanced Soccer 11 (Attachment G)

RECOMMENDATION:

THAT the Board approve the following Board Authority/Authorized Courses effective the commencement of the 2020/21 school year:

- **Advanced Basketball 10**
- **Advanced Basketball 11**
- **Softball Skills 10**
- **Softball Skills 11**
- **Softball Skills 12**
- **H.O.P.E. for Boys Leadership 11**
- **Advanced Soccer 11**

Advanced Basketball 10

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Kate MacLeod	Date Developed: January 19, 2018
School Name: Westview Secondary School	Principal's Name: Darren Rowell
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Advanced Basketball	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required:

Access to the gym, weight room and classroom. The instructor(s) will need post-secondary course work in human kinetics, kinesiology, physical education, or the equivalent. The instructor(s) will need experience and qualifications in coaching theory and sport skills training specific to basketball. Experience in basic strength and conditioning principles, and First Aid training would be an asset.

Course Synopsis:

This course/academy has been developed to support and encourage student-athletes to develop their individual sport skills, physical strength and conditioning, health and nutritional knowledge, coaching, team building and leadership skills, and goal setting and organizational skills within a basketball setting.

Goals and Rationale:

Basketball specific skill instruction will be augmented with classroom theory sessions, strength and conditioning classes, and guest speakers to enable learners to pursue their educational and athletic goals through to post-secondary education. While involved in organized, specific, high performance sport, and through training and competition, students will learn about all aspects of being an athlete, including: technical skills, tactical skills, mental training, teamwork and leadership, and physical conditioning. Students will be expected to maintain a written journal with regard to information presented in classroom sessions and by guest speakers. Student-athletes will be encouraged to give back to the basketball community through connections with elementary and youth basketball programs, which will provide valuable leadership and mentorship opportunities. Students enrolled in the course will be above average students, show outstanding citizenship within the school and community, and show proficiency in basketball.

Goals:

Students will:

- Develop short-term and long-term goals for playing and/or coaching basketball.
- Apply the basic concepts and skill progression for basketball to their individual goals and plans.
- Identify Fundamental Movement Skills as outlined in Canada Basketball's Long-Term Athlete Development plan.
- Demonstrate the ability to interpret game situations, understand options and make decisions.
- Participate in a variety of community building and growth activities with classmates/teammates.

Aboriginal Worldviews and Perspectives:

- Advanced Basketball supports the development of self in support of connecting with others.
- Leading involves learning from mentors as well as those we are meant to lead.
- Learning is holistic, reflective, experiential and relational.

Declaration of Aboriginal Worldviews and Perspectives:

- Community involvement and engagement
- The power of story
- Experiential learning
- Leadership; the role of the teacher (leader or coach)
- A positive learner-centered approach

BIG IDEAS**Personal Growth**

Learning is holistic, reflective, experiential and relational.

SMART goal-setting with a Growth Mindset.

Leadership

development is an ongoing process which requires guided opportunities.

Individual Skill Development

to develop highly skilled players and promote position-less basketball.

Health and Fitness

Learning ultimately supports the well-being of the self, the community and the spirits.

Conceptual Basketball

Knowledge provides opportunities for success in a variety of basketball environments.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Identify Fundamental Movement Skills</p> <p>Understand and Apply a Growth Mindset</p> <p>Technical Principles of Play</p> <ul style="list-style-type: none"> • Understand and value the global player in position-less basketball • Demonstrate the ability to shoot the basketball off a variety of cuts and catches • Use a variety of dribbling techniques to navigate a game-like basketball environment • Demonstrate the ability to pass the basketball • Understand and value the concept of spacing in a basketball environment • Demonstrate the ability to execute a variety of offensive rotations <p>Personal Growth, Leadership and Community Involvement</p> <ul style="list-style-type: none"> • Develop individual goals and plans for playing and/or coaching basketball • Develop goal-setting skills • Develop self-regulation strategies for sports-related anxiety • Develop focus and concentration • Develop organizational skills to maximize individual performance as an elite student-athlete 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Basic concepts presented in the National Coaching Certification Program's Theory – Learn to Train (L1) • Skill progressions for the sport of basketball • Concepts of repetitions, sets, resistance and exercises to design an individualized strength and conditioning program • Specific power training principles and exercises for maximizing training for the sport of basketball • Basketball specific athletic movement skills • Techniques for developing speed, agility and quickness as they apply to basketball • Strategies for finding creative solutions when presented with problems in a dynamic basketball environment • Phases of teaching decision-making • Basic defensive basketball skills • Offensive concepts, such as pressure release and penetration principles • Defensive concepts, such as help and recover and defensive stance positioning • SMART goals

Big Ideas – Elaborations

- Leadership qualities can be learned and are skill-based; leaders seek to maximize opportunities to achieve success.
- Growth mindset: When students have a growth mindset, they take on challenges and learn from them, increasing their abilities and achievement.
- Learning involves patience and time.

Curricular Competencies – Elaborations

- Fundamental movement skills: running, jumping, throwing, catching
- Growth mindset: When students have a growth mindset, they take on challenges and learn from them, increasing their abilities and achievement
- Technical skills: the motor programs necessary to complete a physical movement
- Tactical skills: combining technical skill with reading the situation and decision-making
- Continuous flow on offence – spacing and actions that are linked in a basketball environment
- Position-less basketball: players are not limited to one particular position; increased skill set allows for flexibility of options
- Objectives: setting goals and balancing winning, fun and development
- Certifications: sample certifications include NCCP, Fundamental Movement Skills, Officials Training, First Aid

Content – Elaborations

- SMART goals: Specific, Measurable, Achievable, Relevant/Realistic, Timely

Recommended Instructional Components:

- | | |
|-------------------------|----------------------|
| • Experiential learning | • Debriefing |
| • Direct Instruction | • Peer Teaching |
| • Demonstrations | • Videos |
| • Modelling | • Reflective Writing |
| • Simulations | • Analysis |
| • Brainstorming | • Guest Speakers |

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

Evaluation of student progress will be based on participation, practical application and classroom and ongoing assignments. Experiential learning requires enthusiastic participation, and attendance will be crucial to success. Practical application of individual skills and team concepts, with specific technical and tactical components, will be a major part of assessment. Classroom instruction may include: sport psychology and physiology, fitness, nutrition, goal setting, time management, leadership skills, social-emotional skills and recovery. Student-athletes will be encouraged to give back to the basketball community through connections with elementary and youth basketball programs, which will provide valuable coaching, refereeing, leadership and mentorship opportunities.

Assessment Components:

Active Participation	50%
Personal and Social Responsibility	15%
• Community involvement – leadership, mentorship and coaching	
Skill Assessment	25%
Knowledge /Theory	10%

Areas of Assessment May Include:

- Observation of proficiency in executing skills, exercises, and techniques applied to the sport of basketball
- Observation of proficiency in presenting skills, and drills in a coaching setting as they apply to the sport of basketball
- Student self-assessment with regard to executing and presenting skills applied to the sport of basketball
- Student peer assessment with regard to executing and presenting skills applied to the sport of basketball
- Ability to analyze and explain current information regarding coaching and skill development in basketball
- Presentation of coaching principles and theory in a basketball setting
- Submission of a basketball specific coaching manual

Learning Resources:

- Canadian Sport for Life
- Canada Basketball Long Term Athlete Development
- National Coaching Certification Program
- Basketball BC High Performance Staff and resources
- Greg Bell's Water the Bamboo
- Active for Life's Growth Mindset
- Jon Gordon's books
- Changing the Game project
- A variety of applicable videos, Ted Talks and motivational materials

Additional Information:

Advanced Basketball 11

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Kate MacLeod	Date Developed: May 28, 2019
School Name: Westview	Principal's Name: Darren Rowell
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Advanced Basketball	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): Advanced Basketball 10 recommended

Special Training, Facilities or Equipment Required:

Access to the gym, weight room and classroom. The instructor(s) will need post-secondary course work in human kinetics, kinesiology, physical education, or the equivalent. The instructor(s) will need experience and qualifications in coaching theory and sport skills training specific to basketball. Experience in basic strength and conditioning principles, and First Aid training would be an asset.

Course Synopsis:

This senior level course, as part of the Westview Basketball Academy, has been developed to support and encourage student-athletes to develop their individual sport skills, physical strength and conditioning, health and nutritional knowledge, coaching, team building and leadership skills, and goal setting and organizational skills within a basketball setting.

Goals and Rationale:

Basketball specific skill instruction will be augmented with classroom theory sessions, strength and conditioning classes, and guest speakers to enable learners to pursue their educational and athletic goals through to post-secondary education. While involved in organized, specific, high performance sport, and through training and competition, students will learn about all aspects of being an athlete, including: technical skills, tactical skills, mental training, teamwork and leadership, and physical conditioning. Students will be expected to keep a coaching manual, successfully complete the National Coaching Certification Program Learn to Train certification, and maintain a written journal with regard to information presented in classroom sessions and by guest speakers. Student-athletes will be expected to give back to the basketball community through connections with elementary and youth basketball programs, which will provide valuable coaching, refereeing, leadership and mentorship opportunities. Students enrolled in the course will be above average students, show outstanding citizenship within the school and community, and show proficiency in basketball.

Goals:

Students will:

- Develop short term and long term goals for playing and/or coaching basketball.
- Apply the basic concepts and skill progression for basketball to their individual goals and plans.
- Identify Fundamental Movement Skills as outlined in Canada Basketball's Long-Term Athlete Development plan.
- Demonstrate the ability to interpret game situations, understand options and make decisions.
- Demonstrate an understanding of basic sport psychology principles and techniques and apply them to their own individual program goals.
- Participate in a variety of community building and growth activities with classmates/teammates.

Aboriginal Worldviews and Perspectives:

- Advanced Basketball supports the development of self in support of connecting with others.
- Leading involves learning from mentors as well as those we are meant to lead.
- Learning is holistic, reflective, experiential and relational.

Declaration of Aboriginal Worldviews and Perspectives:

- Community involvement and engagement
- The power of story
- Experiential learning
- Leadership; the role of the teacher (leader or coach)
- A positive learner-centered approach

BIG IDEAS**Personal Growth**

Learning is holistic, reflective, experiential and relational.

SMART goal-setting with a Growth Mindset.

Leadership

development is an ongoing process. Certifications allow us to contribute to the community.

Individual Skill Development

to develop highly skilled players and promote position-less basketball.

Health and Fitness

Learning ultimately supports the well-being of the self, the community and the spirits.

Conceptual Basketball

Knowledge provides opportunities for success in a variety of basketball environments.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Identify Fundamental Movement Skills</p> <p>Understand and Apply a Growth Mindset</p> <p>Technical Principles of Play</p> <ul style="list-style-type: none"> • Understand and value the global player in position-less basketball • Demonstrate the ability to shoot the basketball off a variety of cuts and catches • Use a variety of dribbling techniques to navigate a game-like basketball environment • Demonstrate the ability to pass the basketball • Understand and value the concept of spacing in a basketball environment • Demonstrate the ability to execute a variety of offensive rotations <p>Personal Growth, Leadership and Community Involvement</p> <ul style="list-style-type: none"> • Design a coaching manual that includes strength training, conditioning, skill development, nutrition and psychology as they apply to basketball • Develop individual goals and plans for playing and/or coaching basketball • Develop goal-setting skills 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Basic concepts presented in the National Coaching Certification Program's Theory – Learn to Train (L1) • Skill progressions for the sport of basketball • Concepts of repetitions, sets, resistance and exercises to design an individualized strength and conditioning program • Specific power training principles and exercises for maximizing training for the sport of basketball • Analyze fitness test data and apply fitness test results to adaptations in their individual programs • Basketball specific athletic movement skills • Techniques for developing speed, agility and quickness as they apply to basketball • Strategies for finding creative solutions when presented with problems in a dynamic basketball environment • Phases of teaching decision-making • Identify, read and defend a variety of screening situations • Basic defensive basketball skills

<ul style="list-style-type: none">• Develop self-regulation strategies for sports-related anxiety• Develop focus and concentration• Plan, organize and lead an on-court basketball practice session• Develop organizational skills to maximize individual performance as an elite student-athlete	<ul style="list-style-type: none">• Offensive concepts, such as pressure release and penetration principles• Defensive concepts, such as help and recover and defensive stance positioning• SMART goals
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Big Ideas – Elaborations

- Leadership qualities can be learned and are skill-based; leaders seek to maximize opportunities to achieve success
- Growth mindset: When students have a growth mindset, they take on challenges and learn from them, increasing their abilities and achievement.
- Learning involves patience and time.

Curricular Competencies – Elaborations

- Fundamental movement skills: running, jumping, throwing, catching
- Growth mindset: When students have a growth mindset, they take on challenges and learn from them, increasing their abilities and achievement
- Technical skills: the motor programs necessary to complete a physical movement
- Tactical skills: combining technical skill with reading the situation and decision-making
- Continuous flow on offence – spacing and actions that are linked in a basketball environment
- Position-less basketball: players are not limited to one particular position; increased skill set allows for flexibility of options
- Objectives: setting goals and balancing winning, fun and development
- Certifications: sample certifications include NCCP, Fundamental Movement Skills, Officials Training, First Aid

Content – Elaborations

- SMART goals: Specific, Measureable, Achievable, Relevant/ Realistic, Timely

Recommended Instructional Components:

- Experiential learning
- Direct Instruction
- Demonstrations
- Modelling
- Simulations
- Brainstorming
- Debriefing
- Peer Teaching
- Videos
- Reflective Writing
- Analysis
- Guest Speakers and Coaches

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

Evaluation and Assessment:

Evaluation of student progress will be based on participation, practical application and classroom and ongoing assignments. Experiential learning requires enthusiastic participation, and attendance will be crucial to success. Practical application of individual skills and team concepts, with specific technical and tactical components, will be a major part of assessment. Classroom instruction will include: sport psychology and physiology, fitness, nutrition, goal setting, time management, leadership skills, social-emotional skills and recovery. Student-athletes will be expected to give back to the basketball community through connections with elementary and youth basketball programs, which will provide valuable coaching, refereeing, leadership and mentorship opportunities.

Assessment Components:

Active Participation 25%

Personal and Social Responsibility 25%

- Community involvement – leadership, mentorship and coaching

Skill Assessment 35%

Knowledge /Theory 15%

Areas of Assessment may Include:

- Observation of proficiency in executing skills, exercises, and techniques applied to the sport of basketball
- Observation of proficiency in presenting skills, and drills in a coaching setting as they apply to the sport of basketball
- Student self assessment with regard to executing and presenting skills applied to the sport of basketball
- Student peer assessment with regard to executing and presenting skills applied to the sport of basketball
- Ability to analyze and explain current information regarding coaching and skill development in basketball
- Presentation of coaching principles and theory in a basketball setting
- Submission of a basketball specific coaching manual

Learning Resources:

- Canadian Sport for Life
- Canada Basketball Long Term Athlete Development
- National Coaching Certification Program
- Basketball BC High Performance Staff and resources
- Greg Bell's Water the Bamboo
- Active for Life's Growth Mindset
- Jon Gordon's books
- Changing the Game project
- A variety of applicable videos, Ted Talks and motivational materials

Additional Information:

Softball Skills 10

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Heather Holland and Katie Ross (Program Coach)	Date Developed: November 12, 2019
School Name: Garibaldi Secondary School	Principal's Name: Ian Liversidge
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Softball Skills	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): PE 9 and a very basic foundation in softball.

Special Training, Facilities or Equipment Required:

Facilities: Use of Ridge Meadows Minor Softball warehouse, Cliff Park, Albion Sports Complex as well as Garibaldi Secondary School. Students enrolled will be on the field or in the warehouse training and developing skills, and in the classroom learning about tactics, rules and healthy lifestyle. In the Garibaldi gymnasium students will be using weight training equipment and the gym to enrich their learning. The students will be using sport specific equipment found in these facilities.

Equipment: Students will be required to provide their own softball glove, helmet and facemask (if needed). Students will be required to wear the softball academy gear which includes navy blue softball pants, grey and blue softball academy t-shirt, and white socks with a white belt.

Course Synopsis:

This course builds upon the skill development that the student brings to the course. Softball skills 10 provides students at all levels with coaching appropriate to their development.

Course content and competencies include the development of technical skills (fielding, batting), position-specific skills, team play and strategies, off-field training for conditioning, health, and wellness. Students will be encouraged to display leadership within the community through various volunteering opportunities.

The Academy is proposed to be a partnership between School District 42 and Ridge Meadows Minor Softball Association (RMMSA).

Students will take a regular program for six of their eight courses. The seventh and eighth will be a softball related course (PHE and Softball Skills), which takes place in a combination of on-field, warehouse, and classroom environments.

A combination of personnel will teach the Academy course. There will be a teacher from current school staffing assigned to the course as well as coaches from RMMSA. There will be a head coach, assistant coach, pitching coach, and catching coach.

The athletes at this level should be able to demonstrate the following skills:

Throwing, Catching, Running, Fielding, Hitting, Sliding, Weight-room equipment knowledge.

Goals and Rationale:

Softball skills 10 has been designed to allow student-athletes with the opportunity to improve their softball skills during the school day. By taking advantage of the local unused field and warehouse time during the day, students have time to focus on improving their skills, increasing their enjoyment of softball as well as their engagement to schooling overall. Students will demonstrate an understanding of basic sport psychology principles and techniques and apply them to their own program goals. They will also participate in a variety of community building and growth activities with classmates/teammates.

Aboriginal Worldviews and Perspectives:

Leading involves learning from mentors as well as those we are meant to lead.

Learning is holistic, reflective, experiential and relational.

Community involvement.

Experiential learning.

Leadership.

A positive learner-centered approach.

Community engagement.

BIG IDEAS

Skill development requires an ongoing process of reflection, practice and feedback. Students will refine their skills and improve their all-around play through daily practice.

Understanding our bodies and limits and knowing how our bodies move and function ensures **physical safety**.

Participating in team sports requires **communication, teamwork, and goal setting**

Personal fitness can be maintained and improved through regular physical activity. Practicing fitness and **nutrition** assists in supporting a healthy lifestyle.

Understanding our strengths and weaknesses can help us plan and achieve our goals.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to show development in the following areas:</i></p> <p>Throwing and catching:</p> <ul style="list-style-type: none"> • Demonstrate holding the ball correctly for overhand throwing technique. • Demonstrate front and back hand toss form correctly. • Demonstrate the correct mechanics for transferring the ball from the glove to the throwing hand. • Demonstrate holding the glove in the correct catching form when receiving the ball. • Execute the correct release point for the overhand throw, front hand toss and back hand toss. <p>Infield/Outfield:</p> <ul style="list-style-type: none"> • Demonstrate correct form for forehand and backhand grounder fielding. • Demonstrate outfield drop step for right and left side and be able to track the ball. • Demonstrate an understanding and correct application of positions such as infielder (middle and corner) and outfielder. • Demonstrate an understanding of plays and tactics through scrimmage. <p>Hitting:</p> <ul style="list-style-type: none"> • Demonstrate a good stance with balanced base and correct upper and lower body posture. • Demonstrating the basic principles of bunting. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Understand and explain the mechanics of throwing a softball. • Understand and explain the mechanics of catching a softball. • Know when to use the appropriate form of throw. • Understand and explain the different outfield positions. • Understand and explain the different glove positions for fielding a ground ball. • Understand the theory behind each play. • Understand the use of angles when picking up a softball. • Understand the core basics of hitting. • Understand and explain the mechanics of hitting a softball. • Describe and identify the basic principles of bunting • Understand the different offensive and defensive strategies for fielding a softball • Understand and demonstrate the basic principles of base running.

- Demonstrate weight transfer in right- and left-handed hitting form as it applies to the development of power in athletic movements.
- Demonstrate the variations in the basic hitting stances: Open/closed/straight away

Conditioning:

- Demonstrate correct techniques for warming up and cooling down.
- Create a workout plan for a specific goal.
- Demonstrate improvements in speed, reaction time, flexibility, and strength.
- Pursue personal and sport specific goals by creating SMART goals and reflecting on them.

Athlete Development and Sport Psychology:

- Demonstrate the ability to make adjustments (due to injury or coaching feedback).
- Demonstrate the ability to listen to constructive feedback with an open mind.
- Explain how to develop competency to increase confidence and have a positive mindset.
- Demonstrate how to accept constructive criticism.
- Demonstrate what it takes to be a good teammate on and off the field.

Healthy and Active Living:

- Participate in physical activity to enhance and maintain health components of fitness.
- Evaluate and explain ways of coping with stressors in sport.
- Create strategies to improve mental toughness.

Leadership:

- Design and teach a basic softball skill.
- Communicate with peers and provide positive and constructive feedback.

- Understand the impacts of fitness and how it can improve personal softball play.
- Understand how to make a **workout plan** to achieve one's goal.
- Understand how to **prepare the mind** in order to optimize performance.
- Understand the importance of **self-talk**.
- Vocabulary for confidence building positive self-talk.
- Understand **coping strategies** in sport.
- Understand the difference between injury and repetition soreness.

Big Ideas – Elaborations

Skill Development:

Repetitive work at each of the basic skills of softball allows the technique for each skill to be engrained as a habit within the player. Repetition in any sport is a tool to players building their technique as a habit, and in the development of a particular skill, is a crucial step to improvement. When repetition and practice are spread out over time, motor skills that were once new become more automatic. As skills become more automatic, athletes are better prepared to move on to other, more complicated and multi-step skills.

Physical Safety:

Regular practice can lead to injury if not done correctly. Softball has aspects to the game that are unpredictable and can lead to the risk of injuries, some of these circumstances include not being warmed up correctly, fouled balls, wild pitches, hard-hit balls, collisions on the field and bad weather. Focusing on areas such as pre- and post-game warm-ups and cool-downs, safely using all equipment, understanding the dangers on the field, and preventative measures supports safety on the field.

Communication, Teamwork, and Goal Setting

Working on communicating on and off the field helps build the connection between the athletes. Understanding traits such as patience, ability to support and ability to accept advice and knowledge allows the players to develop their bond as a team. Working on doing activities, drills, exercises, and on and off the field routines as a team enhances excellent communication and cooperation, resulting in agreed-upon goals and objectives. Setting individual goals and team goals allows the athletes to work together and inspires the group to strive for higher performance. Experiences of success in sport enable students to feel competent and to see themselves as providing positive contributions to the greater community. Team sport also enhances one's sense of competence and promotes the development of mature social skills.

Physical Fitness and Nutrition:

Understanding what the body needs to be active on a regular basis from a nutrition perspective encourages healthy living opportunities for the athletes on and off the field. A good nutritional program and a good regimen of physical activity are the keys to enhancing athletic performance. Eating a good diet provides the energy needed to meet both the mental and physical demands of sport.

Understanding our Strengths and Weaknesses

Having the ability to have positive self-talk assists the athletes in optimal performance. Understanding that mistakes are a part of being a good athlete is a core value in softball. Negative self-talk on the field leads to more errors and low self-esteem in athletic abilities and can affect the entire team's performance. Recognizing small successes on a gradual basis allows more room for recognizing their strengths and growths as a player.

Curricular Competencies – Elaborations

Throwing and Catching:

Two fundamental aspects of the game are the ability to use correct form to throw and catch a softball. The proper form consists of using the proper footwork for both throwing the ball and receiving the ball. Teaching correct positional footing generates both power and momentum and increases accuracy. In addition, teaching to come over the top when throwing overhand will reduce injury and increase accuracy.

Hitting:

Developing a good understanding of hitting relates to understanding when to use the different forms of hitting in game situations. Learning the basic stances allows the athletes to control their power from the hit, placement of the hit and the distance. Having the knowledge of what factors are relevant when selecting the right bat for the athlete such as: length, weight, handle size, barrel size, and composition.

Pitching:

Having the ability to throw the batter off balance can be the difference between losing and winning games. Diversity on the pitching mound allows the pitcher to throw the batter off balance. Having the correct form when pitching will increase speed and accuracy of the different pitches.

Catching:

The catcher is responsible for calling the pitchers pitches and is in control of all of the infield. The catcher's role is to have awareness and study the opposing teams' hitters and call pitches from the pitcher to keep the batter off balance. The pitcher and catcher combination must work in harmony as they execute a game plan and strategy to defeat their opponent. In order to create this harmony, the pitcher and catcher must create common goals, be on the same game plan page, trust one another and have a mutual respect for one another.

Infield:

Players must have the ability to field a ground ball from their glove side and glove hand side to cover more percentage of the field. Learning the front hand and back hand toss allows players the ability to make quicker plays for more outs. Players in these positions must understand the importance and necessity of assuming the common "power athletic position" when taking up the "ready position". They must also understand the importance of quickness, agility and lateral movement as an infielder and the need to develop such skills by executing special drills and exercises daily. Players on the infield must understand and execute the team defensive alignment for "cutoff" and "relay throw" situations.

Outfield Play:

Players in the outfield have the ability to cover a higher percentage of the field by using the 'drop step' style which allows the fielders to track the ball in a shorter amount of time by cutting the angles. The outfielders are the last line of defense on the softball team. Outfielders have the responsibility of covering 75% of the total playing area.

Conditioning:

Players in their top physical condition are able to play longer innings and more games without tiring out or injuring themselves. Conditioning allows the players to build the muscles in their bodies to be powerful hitters, faster runners, stronger throwing arms and more in tune and aggressive players.

Athlete Development and Sport Psychology:

Softball is a game full of failure and mental errors. Understanding how to work through low self-esteem and disappointment on the field allows the players to be more focused and to continue to play their own games at a higher level without being discouraged by playing errors. Having the ability to be open minded when a coach is correcting form allows players to grow without feeling attacked, which leads to developing as a higher-level player. Players who are aware of the core values of being a good teammate such as encouragement, cohesiveness, respect, trust, positive reinforcement and connection play better as a team on the field.

Content – Elaborations

Use of Angles: Approaching the ball by angling your body to set yourself up for the throw assists with cutting down the time it takes the ball to make it to the target player's glove for the out.

Impacts of Fitness: Benefits that come from being in good physical condition include being stronger, faster and having more endurance to play longer and more games consecutively.

Personal Softball Play: This is the players' individual game; mental focus, ability to play longer games, ability to play more games and stay focused throughout entire time of play.

Core Basics: Core basics of hitting includes proper footwork, proper hand placement on bat, proper transferring of weight during hit and proper swing technique.

Workout Plan: Individually creating a 5-day rotational work out plan that consists of cardio, strength conditioning and weight training. This plan is based off the individual's goals and current injuries.

Prepare the Mind: This consists of mindfulness practices, breathing exercises to assist with calming nerves and visualization techniques to plan players approaches prior to the game.

Self-Talk: Learning the differences between positive self-talk and negative self-talk. Positive self-talk is encouraging, inspiring and rewarding. Negative self-talk is discouraging, can negatively affect a team and is fear based.

Coping Strategies: Having the tools to work through stress and feelings of anxiousness with breathing techniques, concentration, mindfulness, positive self-talk and emotion regulation.

Theory of Each Play: Knowing when and where to throw the ball prior to the ball being hit. Understanding the reasoning for specific outs on bags.

Principles of Bunting: Athletes are more effective as a bunter when they focus on body form: tall, bat at middle of the chest positioned, legs bent angled towards the pitcher, not stabbing the bat at the ball but letting the ball hit the bat, with barrel of the bat over the plate.

Offensive and Defensive Strategies:

1. Understanding the variety of offensive strategies can assist the players in scoring more runs in game situations. Learning and understanding what can alter the initial game plan such as score, inning, runners on base, at bat batter and player ability. Players having the knowledge to adjust their position on field will assist them in learning different plays. Offensive strategies include but are not limited to; Throw down plays, Stealing, Double Steal, Delayed Steal, Sacrifice Bunt, Run and Hit, and Safety Squeeze.
2. Students will be taught the ability to adjust to offensive situations to assist them in creating a defense strategy. Players will be introduced to pick off plays while runners are on bag, bunt defense which is shifted closer to the plate, slap hitter defense, power hitter defense, cut plays and movement on the field.

Content – Elaborations

Positions: Positions are the 9 players on the field: left field, center field, right field, first base, second base, third base, short stop, pitcher and catcher.

Glove Positions: Having the ability to move with each ground ball: front hand with glove in center of body, back hand with glove on opposite of the body, and glove positioned to the glove side of the body for quick hop grounders.

Basic Principles of Base Running: Athletes who know the base path rules, proper turning of the bag, rules of the safety bag and timing to jump off the bag are more effective base runners. Athletes will learn this form in the level of play.

Mechanics of Throwing: Proper mechanics allow the ball to have more accuracy and speed. Mechanics are arm back, ball to the wall, pointing foot towards the target and following through with arm.

Mechanics of Catching: Knowing the proper form to block the ball, frame a strike and block the back portion of the plate from past balls allows the catcher to assist the pitcher in having a target and supports the team in making outs off throw downs, saving runs due to passed balls and limiting the drop third strikes. Catcher will learn the above form in this level of play.

Benefits of Conditioning: Players will learn how conditioning will assist them with being more powerful as a hitter due to muscle development and correct use of muscles. Catchers will have more endurance. Infield and outfield players will have better speed and agility when making plays. All players can play more games and longer games without negative effects.

Recommended Instructional Components:

- Peer teaching
- Reflective writing
- Debriefing
- Experiential learning
- Modelling
- Videos and video analysis
- Direct instruction
- Simulations
- Guest speakers
- Guest coaches
- Direct instruction
- Indirect instruction
- Interactive instruction
- Demonstrations
- Group work

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

Observation of proficiency in executing skills

Student self-assessment (goal setting and self-reflection through journaling)

Student peer assessment with regard to executing and presenting skills applied to the sport of softball

Ability to analyze and explain current information regarding coaching and skill development in softball

Learning Resources:

- Coaches are learning from new training material being presented in the NCCP LEVELS of coaching certifications.
- Interviewing national team players about practices
- Interviewing national team coaches about practice plans and techniques
- 2019-2020 Softball Canada rule book
- Guest Speakers
- Guest Coaching
- Long term development model
- Prosing Video analysis software
- Coaches Eye Analysis software
- The Art of Hitting .300, Charlie Lau (1997)
- Psyching for Sport – Coaches Manual, Terry Orlick (1994)
- Mental Training for Athletes, Terry Orlick, (1982)

Softball Skills 11

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Heather Holland and Katie Ross (Program Coach)	Date Developed: November 19, 2019
School Name: Garibaldi Secondary School	Principal's Name: Ian Liversidge
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Softball Skills	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): PE 10 or Softball Academy 10 or a basic foundation in softball.

Special Training, Facilities or Equipment Required:

Facilities: Use of Ridge Meadows Minor Softball warehouse, Cliff Park, Albion Sports Complex as well as Garibaldi Secondary School. Students enrolled will be on the field or in the warehouse training and skill development, in the classroom setting learning about tactics, rules and healthy lifestyle. In the Garibaldi gymnasium students will be using weight training equipment and gym to enrich their learning. The students will be using sport specific equipment found in these facilities.

Equipment: Students will be required to provide their own softball glove, helmet and facemask (if needed). Students will be required to wear the softball academy gear which includes navy blue softball pants, grey and blue softball academy t-shirt, and white socks with a white belt.

Course Synopsis:

This course takes the skills used in softball 10 to the next level by challenging the athletes to focus more on quickness and accuracy in the execution of the drills they learned in the prior year. Athletes will be introduced to a more detailed and complex level of skill development, which will support players to learn the requirements of playing at a higher level; Provincial/College/University National/Olympic teams.

Athletes will have the opportunity to develop in the following specific areas:

- Pitching- Learning new pitches such a drop, different style change and screw.
- Catching (Position)- Learning how to call pitchers, different styles of throw downs, learning to call the game from behind the plate
- Throwing- Learning to throw from longer distances and develop a stronger and more accurate arm.
- Catching- Learning to catch off balance, dig balls out of the dirt, read base lines for plays.
- Outfield Play-Learning diving catches, learning area coverage, learning individual outfield positions.
- Infield Play- Learning front hand grounders, backhand grounders, front hand toss, back hand toss, foreword toss, off balance throwing.
- Base Running- Learning delayed steals, squeeze steal plays, sliding to back corner of back to avoid tags
- Hitting – Situational hitting, slapping, and bunting. Introducing the drag bunt from both left and right side.
- Players will also continue to develop the basic fundamentals learned in softball 10.
- Weight training/Fitness/Conditioning
- Speed, Agility, Quickness, faster out of box jumps
- Physical and Mental Preparation/ Positive self-talk and how it can be beneficial to a player's game.

Goals and Rationale:

This course, softball skills 11, has been designed to allow student-athletes with the opportunity to improve their softball skills from either their previous season or out of school team development during the school day. The academy will be taking advantage of the local unused field and warehouse time during the day, students have time to focus on improving their skills and advancing them based off of goals previously set by coaches and players. Goals include increasing their enjoyment of softball as well as their engagement to schooling overall, demonstrating an understanding of basic sport psychology principles and techniques and applying them to their own individual program goals, and participating in a variety of community building and growth activities with classmates/teammates. The objective is to take the level of play the players achieved in the previous year and set reasonable and attainable goals to assist them in moving forward in aggression on the field, drive for the game, skill levels, endurance, mental focus and ability to retain information.

Aboriginal Worldviews and Perspectives:

Supporting students to learn from multiple approaches allows for more structure and diversity in the girl's ability to retain the information, as different players strive from different learning styles.

Place-based learning

Emphasis on Identity

Experiential Learning

Leading involves learning from mentors as well as those we are meant to lead

Learning is holistic, reflective, experiential and relational.

Community involvement individually

Leadership

A positive learner-centered approach

Community engagement as a team

BIG IDEAS

Learning to be a leader on and off the field. Being a leader allows the players to feel connected, supported and positive.

Skill refinement requires an ongoing process of reflection, practice and feedback. Students will refine their skills and improve their all-around play through daily practice. Each year learning material becomes more intense.

Knowing the key traits to be a good team player and understanding team sports requires **communication, teamwork, and goal setting**

Personal fitness can be maintained and improved through regular physical activity. Practicing fitness, nutrition assists in supporting a healthy lifestyle.

Understanding our strengths and weaknesses can help us plan and achieve our goals.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><i>Development:</i></p> <p>Advanced throwing and catching:</p> <ul style="list-style-type: none"> • Demonstrate the different approaches to transferring the ball from a catch to a throw while setting up their body to make the next play. • Demonstrate the ability to keep a smooth rhythmic action combining the many body parts involved in the throwing action - feet, legs, torso, shoulders, arms, hands/fingers. • Be capable of hitting a target on a consistent basis with a higher speed and consistent on accuracy. • Demonstrate the ability to make accurate throws from a variety of arm positions; right arm angle, $\frac{3}{4}$ angle throw, front hand, side arm and backhand. • Demonstrate front and back hand toss form correctly. • Demonstrate holding the glove in the correct catching form when receiving the ball. • Execute the correct release point for the overhand throw, front hand toss and back hand toss. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Understand and explain the biomechanics of throwing a softball • Understand and explain the biomechanics of catching a softball • Understand the different approaches of transferring the ball from a catch to a throw • Understand the correct smooth rhythmic action of throwing the ball. • Understand the different throwing arm positions when picking up a softball. (Right arm angle, $\frac{3}{4}$ angle throw, front hand, side arm and backhand.) • Understanding different styles of forehand and backhand tosses. • Know when to use the appropriate form of throw. • Understanding and correct application of infielder positions (middle and corner) and outfielder.

Infield/Outfield:

- Demonstrate the ability to make a play using back hand glove work and transferring from a ground ball into a throw.
- Effectively drop step to both sides and understand when to use specific outfielder stances. (Do or die stance, safety stance, body stance.)
- Ability to throw the ball through cut off players; not just to the cuts.
- Ability to cover a higher percentage of the field by proper use of cutting angles.
- Demonstrate an understanding and correct application of positions such as infielder (middle and corner) and outfielder.
- Demonstrate an understanding of plays and tactics through scrimmage.

Advanced Hitting/ bunting:

- Demonstrate the ability to switch hit and change the style of hitting during an at bat.
- Demonstrate the ability to drive their hands to inside, outside, high and low pitches while staying balanced as a hitter.
- Develop a plan, which will enable them to hit pitches to the opposite field with success.
- Have the ability to be focused, calm and grounded during an at bat with positive self-talk.
- Demonstrate the form in a smooth rhythm for slap hitting.
- Demonstrate the ability to master the sacrifice bunt and have the basic footwork down for a drag bunt.
- Demonstrate a good stance with balanced base and correct upper and lower body posture.
- Demonstrate weight transfer in right- and left-handed hitting form as it applies to the development of power in athletic movements.
- Demonstrate the correct variations in the softball stances: Open/ Belly closed.
- Demonstrate the variations in the basic hitting stances: Open/ closed/ straight away.

Pitching

- Demonstrate the ability to consistently throw strikes while throwing off speed pitches into the mix.
- Demonstrate the ability to consistently pitch following softball Canada's legal form guidelines.
- Demonstrate the ability to read batters stances and know what pitches will throw batters off balance.

- Understanding the different **outfielder stances**.
- Understanding of the **dynamic of the outfield** positions.
- Understanding what the dynamic of the outfield is and who the leader in different scenarios is.
- Understand the **use of angles** when picking up a softball.
- Understand and explain the different glove positions for fielding a ground ball.
- Understand the different **offensive and defensive strategies** for fielding a softball.
- Understand the **theory** behind each play.
- Understand the **core basics** of hitting.
- Describe and identify the **mechanics of bunting and drag bunting**.
- Understand **bat angle** placement for **placement hitting**
- Understand and explain the **mechanics of hitting a softball**
- Understand and explain the **mechanics of slap hitting**.
- Understanding form for **framing** a pitch.
- Understanding the **correct mechanics as a catcher** behind the plate.
- Demonstrate as a catcher being a leader on the field.
- Understand the **basic fundamentals** as a pitcher.
- Understand the basic fundamentals to pitch a **drop ball pitch**.
- Understand the basic fundamentals to pitch a **screw ball pitch**.
- Understand the basic fundamentals to pitch an **off-speed** pitch.
- Understand the rules for softball **Canada's legal pitching** form guidelines.
- Demonstrate confidence on the field.
- Understand the impacts of fitness and how it can improve personal softball play.
- Understand how to make a **workout plan** to achieve one's goal.
- Understand the meaning of **SMART goals**.
- Understand how to **prepare the mind** in order to optimize performance.
- Understand the importance of **self-talk**.
- Understand **coping strategies** in sport.
- Understand the importance of leadership.

- Demonstrate the ability to learn new pitches such as different style changes up, screw ball and drop ball.
- Deliver legal form while pitching (both feet in contact with mound, showing ball first).
- Demonstrate the different styles of grips for the changeup and fastball pitch. (Change up grip, fastball grip).
- Demonstrate the ability to adjust to the umpire's strike zones.
- Deliver consistent fast ball pitches and change up pitches.
- Demonstrate the ability to work with the catcher as a duo team.

Catching:

- Demonstrate the ability to frame balls into strikes on a regular basis.
- Demonstrate the ability to be more vocal on the field and leader to the team and pitcher.
- Demonstrate the awareness of the drop third strike duties as a catcher.
- Demonstrate the ability to keep wild pitches in front on a more regular basis with proper blocking form.
- Demonstrate the ability to throw from knees.
- Demonstrate the ability to field a bunt with correct positioning of the body for the throw.
- Demonstrate the understanding as to why coaches are calling certain pitches for certain batters and different at bat counts.
- Demonstrate the knowledge of the pitcher's different pitches.
- Demonstrate the ability to block a pitch in the dirt.
- Demonstrate the proper mechanics as a catcher behind the plate.
- Demonstrate the ability to frame the pitcher's pitches.
- Demonstrate the ability to pop up for a throw down on a steal.

Conditioning Advanced:

- Ability to run warm up and cool down
- Ability to create workout plans catered to specific softball related goals.
- Demonstrate the ability to set goals, achieve goals and challenge their goals with a positive mindset.
- Demonstrate quicker jumps off the bags with proper footwork as a base runner.
- Demonstrate the ability to go from a batting stance or fielding stance in a quicker period of time.
- Demonstrate the ability to condition and train with minor fatigues.

- Understanding **constructive feedback benefits.**
- Understanding the **benefits of positive feedback.**

- Demonstrate improvements in speed, reaction time, flexibility, and strength.
- Pursue personal and sport specific goals by creating SMART goals and reflecting on them.

Athlete Development and Sport Psychology:

- Demonstrate the ability to accept constructive feedback as a skill development technique.
- Demonstrate the ability to excel at new styles and making adjustments without hesitation.
- Demonstrate ability to partake in positive self-talk and know the effect of negative self-talk on a player's games.
- Demonstrate good teammate skills into live practices and games.
- Demonstrate the ability to let a mistake or strike out not affect the player's entire mindset and game.
- Demonstrate the ability to make adjustments (due to injury or coaching feedback).
- Explain how to develop competency into order to increase confidence and have a positive mindset.

Healthy and Active Living:

- Participate in physical activity to enhance and maintain health components of fitness.
- Practice on and off the field the coping strategies during stressful situations and apply coping skills learned during practices, life struggles and games.
- Create a consistent plan to support emotion regulation on and off the field.
- Demonstrate the ability to refocus after an error with positive self-talk.
- Be aware of and understand the Canadian food guidelines for healthy eating for a healthy life.
- Create strategies to improve mental toughness.

Leadership:

- Demonstrate ability to lead practices or drills.
- Demonstrate the ability to teach what has been learned to other players.
- Ability to be comfortable with sharing both negative and positive feedback.
- Demonstrate the ability to take leadership roles on the field.

Big Ideas – Elaborations

Learning to be a leader

Being a leader on and off the field allows the players to implement that skill as a habit in their life. Leadership allows the athletes to build confidence by recognizing that being a leader allows them to share their knowledge with others to assist in growing within the game and in personal lives outside of ball. Being a leader allows the players to feel connected, supported and positive which will assist with focusing on positive core values, not negative self-talk. Leadership on the field allows players to stay engaged in the game when in lower mental states such as disappointment or losing the game. Leadership attributes set a more connected tone in the dugouts.

Skill building:

Repetitive work at each of the basics skills of softball allows the technique for each skill to be engrained as a habit within the player. Repetition in any sport is a tool to players building their technique as a habit and is a crucial step to improvement in the development of a particular skill. When repetition and practice are spread out over time, motor skills that were once new become more automatic. As skills become more automatic, athletes are better prepared to move onto other more complicated and multi-step skills.

Communication, teamwork, and goal setting

Working on communicating on and off the field helps build the connection between the athletes. Understanding traits such as patience, ability to support and ability to accept advice and knowledge, allows the players to build their bond as a team. Working on doing activities, drills, exercises and on and off the field routines as a team, not individuals, enhances good communication, cooperation and consequently results in agreed upon goals and objectives. Setting individual goals and team goals allows the athletes to work together and inspires the group to strive for higher performances. Experiences of success in sport allow students to feel competent and to see themselves as providing positive contributions to the greater community. Team sport also enhances one's sense of competence and promotes the development of mature social skills.

Physical Fitness and Nutrition:

Understanding what the body needs to be active on a regular basis from a nutrition perspective encourages healthy living opportunities for the athletes on and off the field. A good nutritional program and a good regimen of physical activity are the keys to enhancing athletic performance. Eating a good diet provides the energy needed to meet both the mental and physical demands of sport.

Understanding our strengths and weaknesses

Having the ability to have positive self-talk assists the athletes in optimal performance. Understanding mistakes are a part of being a good athlete is a core value in softball. Negative self-talk on the field leads to more errors and low self-esteem in athletic abilities can affect the entire team's performance. Recognizing small successes on a gradual basis allows more room for recognizing their strengths and growths as a player.

Throwing and catching Advanced:

The different styles of throws from different arm angles serve different purposes in the game, having the ability to correctly use the right arm angle, $\frac{3}{4}$ angle throw, front hand, side arm and backhand throw, allow the players the opportunity to make plays from the entire field of play. Players that build their accuracy and arm strength feel more confident in their ability to make plays without second guessing their ability. Having the knowledge of how to catch different throws will help create confidence in players catching ability on the field. The content in the grade 10 learning lessons is also present in this lesson.

Understanding the two main fundamental aspects of the game are the ability to use correct form to throw and catch a softball. The proper form consists of using the proper footwork for both throwing the ball and retrieving the ball. Teaching correct positional footing generates both power and momentum and increases accuracy.

Hitting Advanced:

Having the ability to be a universal hitter allows for the option as a hitter to have the element of surprise, which means the offensive team will not know what the hitter will do as they have the skill to correctly perform multiple small ball and hitting techniques. Having the ability to bunt gives the offensive team the ability to read the defense and play a small ball game if the defense players are playing deep by the bags. Training from both sides of the plate builds hand eye coordination, diversity in the game and builds confidence in players to be willing to try something new. The content in the grade 10 learning lessons is also present in this lesson. Developing a good understanding of hitting relates to understanding when to use the different forms of hitting in game situations. Learning the basic stances allows the athletes to control their power from the hit, placement of the hit and the distance. Having the knowledge of what factors are relevant when selecting the right bat for the athlete such as: length, weight, handle size, barrel size, and composition.

Pitching Advanced:

Diversity on the pitching mound allows the pitcher to throw the batter off balance. Having the ability to throw the batter off balance can be the difference between losing and winning games. A team cannot win games without scoring runs, and if a team can't hit the pitcher, they cannot score runs. The pitcher can build confidence on the mound by having the ability to pitch different pitches correctly and feel confident with the forms learned in lessons. Pitchers should progressively train and learn new pitches once previous pitches they are working on have been mastered.

Catching Advanced:

The catcher is responsible for calling the pitchers pitches and is in control of the entire infield. The catcher's role is to have awareness of and study the opposing teams' hitters and call pitches from the pitcher to keep the batter off balance. The pitcher and catcher combination must work in harmony as they execute a game plan and strategy to defeat their opponent. In order to create this harmony, the pitcher and catcher must create common goals, be on the same game plan page, trust one another and have a mutual respect for one another.

Infield Advanced:

Players must have the ability to field a ground ball from their glove side and glove hand side to cover more percentage of the field. Learning the front hand and back hand toss allows players the ability to make quicker plays for more outs. Players in these positions must understand the importance and necessity of assuming the common "power athletic position" when taking up the "ready position". They must also understand the importance of quickness, agility and lateral movement as an infielder and the need to develop such skills by executing special drills and exercises on a daily basis. Players on the infield must understand and execute the team defensive alignment for "cutoff" and "relay throw" situations.

Outfield Advanced:

Players in the outfield have the ability to cover a higher percentage of the field by using the drop step style, which allows the fielders to track the ball in a shorter amount of time by cutting the angles. The outfielders are the last line of defense on the softball team. Outfielders have the responsibility of covering 75% of the total playing area.

Conditioning Advanced:

Players in their top physical condition have the ability to play longer innings and more games without tiring out or injuring themselves. Conditioning allows the players to build the muscles in their bodies to be powerful hitters, faster runners, have stronger throwing arms and be more in tune and aggressive players. When a player builds the drive to want to condition for their own health and well-being, advancement in their current well-being will increase.

Athlete Development and Sport Psychology:

Softball is a game full of failure and mental errors. Understanding how to work through low self-esteem and disappointment on the field allows the players to be more focused to continue to play their own games at a higher level without being discouraged by playing errors. Having the ability to be open minded when a coach is correcting form allows players to grow without feeling attacked, which leads to developing as a higher-level player. Players who are aware of the core values of being a good team mate such as encouragement, cohesiveness, respect, trust, positive reinforcement and connection tend to play better as a team on the field. Being in the right mindset while participating assists the players in learning tools to take care of their mental well-being.

Healthy and Active Living:

Learning the tools to apply nutrition, hydration, exercise, mindfulness practices, and healthy living tools to a player's everyday life supports the players to retain information and build confidence with their abilities to be in a healthier and positive mindset. Learning these tools supports the athletes to have the basics for their everyday life on and off the field.

Leadership:

Having the ability to teach others what you have learned allows players to retain information with a different perspective, assists players in recognizing their importance and knowledge of the skills they learned, challenges other players to work towards the lessons being taught, helps build confidence in public speaking, assists with building connections in the community and allows the players to use their knowledge and skills to support others to learn.

Content – Elaborations

Use of angles- Approaching the ball by angling your body to set yourself up for the throw assists with cutting down the time it takes the ball to make it to the target player's glove for the out in the inning.

Throw- There are three different styles of throws- full arm power throw meant for long distances, short distance throw meant from 20 feet or less away from the targeted player and underhand toss meant for distances 9 feet or under to the targeted player.

Use of angles- Approaching the ball by angling your body to set yourself up for the throw assists with cutting down the time it takes the ball to make it to the target player's glove for the out in the inning

Impacts of fitness- Benefits that come from being in good physical condition; stronger, faster and the ability to play longer and have more endurance to play longer and more consecutive games.

Personal softball play- This is the player's individual playing game internally; mental focus, ability to play longer games, ability to play more games and stay focused throughout entire time of play.

Content – Elaborations

Core basics- Core basics of hitting is proper footwork, proper hand placement on bat, proper transfer of weight during hit, proper swing technique.

Workout plan: Individually creating a 5 day a week rotational work out plan that consist of cardio, strength conditioning and weight training. This plan is based off of the individual's goals and current injuries.

Prepare the mind- This consists of mindfulness practices, breathing practices to assist with calming nerves the players experience and visualization techniques to plan players approaches prior to the game.

Self-talk- Learning the differences between positive self-talk and negative self-talk. Positive self-talk is encouraging, inspiring and rewarding. Negative self-talk is discouraging, can negatively affect a team and is fear based.

Coping strategies: Having the tools to work through overwhelm, stress and feelings of anxiousness with breathing techniques, concentration, mindfulness, positive self-talk and emotion regulation.

Theory of each play: Knowledge of when and where to throw the ball prior to the ball being hit. Understanding the reasoning for specific outs on bags.

Principles of bunting: Athletes are more effective as a bunter when they focus on body form tall, bat at middle of the chest positioned, legs bent angled towards the pitcher, not stabbing the bat at the ball but letting the ball hit the bat, with barrel of the bat over the plate.

Offensive and defensive strategies:

1. Understanding the variety of offensive strategies can assist the players in scoring more runs in game situations. Learning and understanding what can alter the initial game plan such as score, inning, runners on base, at bat batter and player ability. Players having the knowledge to adjust their position on field will assist them in learning the different plays through the game of softball. Offensive strategies include but are not limited to: Throw down plays, Stealing, Double Steal, Delayed Steal, Sacrifice Bunt, Run and Hit, and Safety Squeeze.
2. Students will be taught to adjust to offensive situations to assist them in creating a defense strategy. Players will be introduced to pick off plays while runners are on bag, bunt defense which is shifted closer to the plate, slap hitter defense, power hitter defense, cut plays and movement on the field.

Positions: Positions are the 9 players on the field; left field, center field right field, first base, second base, third base, short stop, pitcher and catcher.

Glove positions: Having the ability to move with each ground ball front hand with glove in center of body, back hand with glove on opposite of the body, and glove positioned to the glove side of the body for quick hop grounders.

Basic principles of base running: Athletes who know the base path rules, proper turning of the bag, rules of the safety bag and timing to jump off the bag are more effective base runners. Athletes will learn this form in the level of play.

Mechanics of throwing: Proper mechanics allow ball to have more accuracy and speed, mechanics are arm back, ball to the wall, pointing foot towards the target and following through with arm.

Mechanics of catching: Knowing the proper form to block the ball, frame a strike and block the back portion of the plate from past balls allows the catcher to assist the pitcher in having a target and supports the team to have an opportunity at making outs off throw downs, saving runs due to passed balls and limiting the drop third strikes. Catcher will learn the above form in this level of play.

Content – Elaborations

Fundamentals to pitch: Learning and knowing legal pitch form and following the correct form allows pitchers to enhance the speed of the pitch, accuracy of the pitch and placement of the pitch. Pitchers will learn correct form and hand placement for a fast ball and changeup.

Benefits of conditioning: Players will learn how conditioning will assist them in being more powerful behind the plate as a hitter due to muscle development and use of muscles correctly, catchers will have more endurance, infield and outfield players will have better speed and agility when making plays and players can play multiple and longer games without negative effects.

Personalized work out plan:

Confidence building positive self-talk: having the ability to focus on player success not errors and learning to stay positive during stressful and error situations allows players to work through negative self-talk and build confidence as a player. Examples may include but are not limited to: I can do this, I got this, I can make this play, I never make that mistake, shake that off, the faster the pitching the harder the hit I'll go.

Mechanics of slap hitting a softball: Having diversity as a hitter allows for the element of surprise which throws off the others team's defensive ability. Mechanics of a slap hit is back, over, even with the footwork. When the first foot steps back the hands follow through to the pitch.

- **Drop ball pitch:** Understand the basic fundamentals to pitch a drop ball pitch. Having the ability to throw multiple pitches will throw the batters off balance. Pitchers have the option to grip the ball with a four-seam or two-seam grip. Pitcher will use proper pitching form with their middle and index fingers positioned on a seam as this will push the ball down into the ground giving the drop ball affect.
- **Screw ball pitch:** Understand the basic fundamentals to pitch a **screw ball pitch:** Having the ability to throw multiple pitches will throw the batters off balance. The pitcher will use a "C" grip and two seam grips, the pitcher will position the fingers to release a side spin, the pitcher can achieve this by keeping her thumb facing her side with her hand over the ball and the two seams facing third base. When she releases the ball, she twists her thumb out like she is opening a door or twisting open a jar.
- **Off speed pitch:** Having the ability to throw multiple pitches will throw the batters off balance. The off-speed pitch is most effective due to its change in speed. The pitcher will follow the exact same footwork as a regular fastball and using the "C" grip the pitcher will release the ball in a glass upwards motion, making a circle with their index finger and thumb during release slowing down the pitch.
- **Softball Canada's legal pitching form guidelines:** Pitcher must not have a distracting colour glove, glove cannot be more than two colours, both feet must begin on mound and pitcher must show the ball by separating the glove from the ball prior to pitching.
- **Framing a pitch:** When a catcher can frame a pitch, it gives the illusion to an umpire that the pitch landed in the strike zone. Framing the pitch is when the catcher quickly and smoothly pulls the pitch up in their catcher's glove in a smooth transition directly after the pitch has hit the catcher's glove.
- **Correct mechanics as a catcher:** A catcher should use the correct form which is in a comfortable low squat position, directly behind the plate creating a target for the pitcher. Catcher will move inside and outside when directing the pitcher to hit those specific areas. Correct form leads to more throw down outs more blocked ball, better ability to frame the ball and fluid connection between the pitcher and the catcher.
- **SMART goals** stand for goals that are;
Specific: Well defined, clear, and unambiguous
Measurable: With specific criteria that measure your progress towards the accomplishment of the goal

Content – Elaborations

Achievable: Attainable and not impossible to achieve

Realistic: Within reach, realistic, and relevant to your life purpose

Timely: With a clearly defined timeline, including a starting date and a target date. The purpose is to create urgency.

- **Benefits of Constructive feedback:** Having the ability to accept constructive feedback allows the players to not take advice personally and build confidence based off of challenging themselves in the areas they are struggling in. The definition of constructive feedback is the process of offering valid and well-reasoned opinions about the work of others, usually involving both negative and positive comments, with the purpose of supporting the athletes over all development.
- **Benefits of Positive feedback:** Having repetitive positive self-talk and continuous positive feedback assists in raising players confidence in their playing ability. When a player feels they are improving, their sense of self-worth will increase and confidence will build.

Recommended Instructional Components:

- Peer teaching
- Reflective writing
- Debriefing
- Experiential Learning
- Modelling
- Videos
- Direct Instruction
- Simulations
- Guest Speakers
- Guest Coaches
- Direct instruction
- Indirect instruction
- Interactive instruction
- Modeling
- Demonstrations
- Group work
- Video analysis

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

Observation of proficient in executing skills

Student self-assessment

Student peer assessment with regard to executing and presenting skills applied to the sport of softball

Ability to analyze and explain current information regarding coaching and skill development in softball

Learning Resources:

Additional Information:

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Softball Skills 12

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Heather Holland and Katie Ross (program coach)	Date Developed: December 9, 2019
School Name: Garibaldi Secondary School	Principal's Name: Ian Liversidge
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Softball Skills	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): PE 11 or Softball Academy 11 or a basic foundation in softball.

Special Training, Facilities or Equipment Required:

Facilities: Use of Ridge Meadows Minor Softball warehouse, Cliff Park, Albion Sports Complex as well as Garibaldi Secondary School. Students enrolled will be on the field or in the warehouse training and skill development, in the classroom setting learning about tactics, rules and healthy lifestyle. In the Garibaldi gymnasium facilities using weight training equipment and gym. The students will be using sport specific equipment found in these facilities.

Equipment: Students will be required to provide their own softball glove, helmet and facemask (if needed). Students will be required to wear the softball academy gear which includes navy blue softball pants, grey and blue softball academy t-shirt, and white socks with a white belt.

Course Synopsis:

Softball 12 athletes have the opportunity and support in this course to identify what their long-term playing goals are and finalize if their goals consist of playing at a higher level; Provincial/College/University National Teams/Olympic teams. In this program the players interested will be supported to learn and develop a recruitment website. This will be included but is not limited to: Player bio's, a link to be viewed by high level coaches and a recruitment video (if players choose to participate in this portion). This course takes the skills used in softball 10 and 11 to the next level by challenging the athletes to focus more on quicker, accurate and more challenging execution of the drills they have learned in the prior years. Athletes will be introduced to a more detailed and complex levels of skill development, which will support players to learn the requirements of playing at a higher level; Provincial/College/University National Teams/Olympic teams.

Athletes will have the opportunity to develop in the following specific areas:

- Recruitment Video Planning- Learn the recruitment requirements and tools to be recognized by high level coaches.
- Recruitment Videos - Putting together a video based off of the skills learned in previous years for coaches to use for recruitment purposes. Learn how to fix, upload and submit recruitment videos.
- Player Bio's- Players will share their history as a player and volunteer from every medal they won, to the high-level tournaments they have participated in, as well as establish a place where high level coaches can review and contact players if interested in offering college scholarships.
- Pitching- Learning new pitches such a rise ball and drop change, in addition to pitches learned in previous years.
- Catching (Position)- Learning how to call pitchers without coaching support, advanced styles of throw downs, calling the game from behind the plate without a coach, knowing hitter's strengths and weaknesses.
- Throwing- Learning to throw from even longer distances, hitting targets and developing a stronger and more accurate arm for short game and long game throws.
- Catching- Learning to make diving catches, knowing how to make off balance throws accurately, dig balls out of the dirt and complete the ball, read base lines for plays and know the play before it is going to happen.
- Outfield Play-Executing diving catches, correctly covering all outfield space and correctly covering outfield area coverage, knowing how to play in all individual outfield positions.
- Infield Play- learning and using the infield trick plays, correctly making plays using front hand grounders, backhand grounders, accuracy and consistency with the front hand toss, back hand toss, foreword toss, and off-balance throwing.
- Base Running- Stealing without having to be told by a coach, reading the defense accurately, knowing when to use and accurately perform a delayed steal, ability to execute squeeze steal plays and ability to forward slide, back door slide and pop up slide to avoid tags.
- Hitting – Executing on a consistent basis the following hitting styles: situational hitting, slapping, and bunting. Introducing the drag bunt from both left and right side and placing it toward intended areas on the field such as first and third base line.
- Players will also continue to develop the basic fundamentals learned in softball 10 and 11.
- Weight training/Fitness/Conditioning will be intensified to meet harder goals.

- Speed, Agility, Quickness, faster out of box jumps
- Physical and Mental Preparation/ Positive self-talk and how it can be beneficial to a player's game.

Goals and Rationale:

This course, softball skills 12 has a focus on working towards the players end results. There are several end results to work towards such as getting better and better each year and becoming a leader on their current team and playing at high levels; Provincial/College/University National Teams/Olympic teams.

The goal for the coaches is to ensure players have the ability to identify what their goals are so they can put a great deal of effort in with training staff to achieve the goals prior to the completion of this course. In addition, this course has been designed to allow student athletes with the opportunity to improve their softball skills from either their previous season, or out of school team development during the school day. The academy will be taking advantage of the local unused field and warehouse time during the day, students have time to focus on improving their skills and advancing them based off of previous set goals set by the coaches and players. Goals include increasing their enjoyment of softball as well as their engagement to schooling overall, demonstrating an understanding of basic sport psychology principles and techniques and apply them to their own individual program goals and participating in a variety of community building and growth activities with classmates/teammates. The objective is to take the level of play the players achieved in the previous year and set reasonable and attainable goals to assist the players in moving forward in aggression on the field, drive for the game, skill levels, endurance, mental focus and ability to retain information.

Aboriginal Worldviews and Perspectives:

Supporting students to learn from multiple approaches allows for more structure and diversity in the girl's ability to retain the information, as different players strive from different learning styles.

Place-based learning

Emphasis on Identity

Experiential Learning

Leading involves learning from mentors as well as those we are meant to lead

Learning is holistic, reflective, experiential and relational.

Community involvement individually

Leadership

A positive learner-centered approach

Community engagement as a team

BIG IDEAS

Learning to promote skills learned to advertise their abilities as a player.

Knowing how to share their strengths and weaknesses and showcase their skills assists in future opportunities and assists players in planning goals and achieving them.

Ongoing Skill development

requires an ongoing process of reflection, practice and feedback. Students will refine their skills and improve their all-around play through daily practice. Each year learning material becomes more intense.

Knowing the key traits to be a good team player and understanding team sports requires **communication, teamwork, and goal setting**

Personal fitness can be maintained and improved through regular physical activity. Practicing fitness, nutrition assists in supporting a healthy lifestyle.

Learning to be a leader on and off the field and implementing it into daily life activities. Being a leader allows the players to build confidence, feel connected, supported and positive.

Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <p>Defense Development:</p> <p>Advanced throwing and catching:</p> <ul style="list-style-type: none"> • Demonstrate the ability to correctly track and execute a diving catch while completing the throw from a laying down position. • Demonstrate the ability to catch a ball against the fence in foul territory. • Demonstrate the depth in ability to throw long distances, players by this level can now hit the cuts and throw through the cuts without exerted arm efforts. Demonstrate the ability to fake throw and complete the throw for the out accurately and consistently. • Demonstrate the ability to catch balls that are wild and quick from other players. 	<p>Students are expected to know the following:</p> <ul style="list-style-type: none"> • Ability to demonstrate throwing from a diving catch position. • Being able to track a ball and set themselves up for next play or throw. • Understand how to correctly position glove for territory catch. • Demonstrate the different approaches to transferring the ball from a catch to a throw • Understand the steps for a fake throw and when to use/when not to use it. • Understand the correct smooth rhythmic action of throwing the ball. • Being capable of hitting a throwing target on a consistent basis.

- Demonstrate the different approaches to transferring the ball from a catch to a throw while setting up their body to make the next play.
- Demonstrate the ability to keep a smooth rhythmic action combining the many body parts involved in the throwing action - feet, legs, torso, shoulders, arms, hands/fingers.
- Be capable of hitting a target on a consistent basis with higher speed and accuracy.
- Demonstrate the ability to make accurate throws from a variety of arm positions; right arm angle, ¾ angle throw, front hand, side arm and backhand.
- Demonstrate holding the ball correctly for overhand throwing technique.
- Demonstrate front and back hand toss form correctly.
- Demonstrate holding the glove in the correct catching form when receiving the ball.

Infield/Outfield Advanced:

- Demonstrate the ability to fake a throw and having the knowledge of when to use this play in the infield.
- Demonstrate comfort retrieving a grounder from close distances.
- Understand the different ball hops on the field and how to position your body around them to make the play.
- Understanding all the defense set up plays for different batted balls; bunt defense, slap defense, power hitter defense.
- Ability to know where to make the play prior to the ball being hit and making one play at a time.
- Learn and practice on a regular basis the benefits of being loud on the field as a leader in the field.
- Demonstrate the ability to dive in correct form for a pop fly ball and a grounder.
- Demonstrate the ability to play all three outfield positions and correct cover on every pitch.
- Learn the ability to hit cuts from a diving catch position.
- Demonstrate the ability to throw through the cuts on a regular basis and accurately line up to retrieve a cut ball from the infield.
- Demonstrate the ability to make a play using back hand glove work and transferring from a ground ball into a throw.
- Effectively drop set to both sides and have the ability to know when to use specific outfielder stances. (Do or die stance, safety stance, body stance.)

- Understand the different **throwing arm positions** when picking up a softball. (right arm angle, ¾ angle throw, front hand, side arm and backhand.)
- Understanding different styles of **forehand and backhand tosses**.
- Understand the **fake throw** from an infield position.
- Understanding and correct application of infielder positions (middle and corner) and outfielder.
- Understand the **use of angles** when picking up a softball.
- Understanding the different **outfielder stances**.
- Understanding of the **dynamic of the outfield** positions.
- Understand the form on retrieving a **quick hop ball**.
- Understand how to read the multiple different styles of **ball hops** on the field.
- Ability to execute and understand different **defensive set up plays**.
- Understand the benefits of being loud on the field.
- Demonstrate correct pop fly form while positioning body for next play.
- Demonstrate the ability to catch a foul territory popped up ball.
- Demonstrate accuracy and ability to hit **cut offs**.
- Understand the different **defensive strategies** for fielding a softball.
- Understand the theory behind each play.
- Understand the impacts of fitness and how it can improve personal softball play.
- Understand how to make a **workout plan** to achieve one's goal
- Understand how to **prepare the mind** in order to optimize performance.
- Understand the importance of **self-talk**.
- Understand **coping strategies** in sport.
- Have the ability to be a consistent leader on the team.
- Describe and identify the basic **principles of bunting**
- Describe and identify the basic **principles of drag bunting**
- Understand bat angle placement for placement hitting.

- Understanding what the dynamic of the outfield and who the leader in different scenarios is.
- Ability to cover a higher percentage of the field by proper use of cutting angles.
- Demonstrate correct form for forehand and backhand grounder fielding.
- Demonstrate outfield drop step for right, left side and be able to track the ball.
- Demonstrate an understanding and correct application of positions such as infielder (middle and corner) and outfielder.
- Demonstrate an understanding of plays and tactics through scrimmage.

Advanced Hitting/ bunting:

- Learn and demonstrate how to cushion a ball during a drag bunt and sacrifice bunt.
- Demonstrate the ability to be comfortable and consistently hit inside, outside, high and low pitches.
- Demonstrate the ability to hit pitchers that are faster and wild.
- Demonstrate the footwork and hitting stance to hit a changeup.
- Demonstrate the ability to read the defense and hit accordingly to the defensive positioning.
- Learn and execute the squeeze bunt.
- Demonstrate the ability to get out of the box faster towards first base following a hit.
- Demonstrate the ability to switch hit and change the style of hitting during an at bat.
- Demonstrate the ability to drive their hands to inside, outside, high and low pitches while staying balanced as a hitter.
- Demonstrate the ability to sacrifice bunt and the proper footwork and hand placement for the drag bunt.
- Develop a plan, which will enable them to hit pitches to the opposite field with success.
- Have the ability to be focused, calm and grounded during an at bat with positive self-talk.
- Demonstrate the form in a smooth rhythm for slap hitting.
- Demonstrate the ability to master the sacrifice bunt and have the basic footwork down for a drag bunt.

- Demonstrate how to **cushion the ball** during a drag bunt and sacrifice bunt.
- Understand the **core basics** of hitting.
- Have the ability to be comfortable and consistently hit inside, outside, high and low pitches.
- Demonstrate the ability to hit pitchers that are faster and wild.
- Understand the form for hitting a changeup.
- Demonstrate the ability to **place the ball** based off of defensive positioning.
- Learn and execute the **squeeze bunt**.
- Demonstrate the ability to get out of the box faster towards first base following a hit.
- Understand the **benefits to switch hit** and change the style of hitting during an at bat.
- Demonstrate the ability to drive their hands to inside, outside, high and low pitches while staying balanced as a hitter.
- Understand and Explain the mechanics of slap hitting a softball.
- Knowledge of the **catcher's territory** and demonstrate how to cover entire area efficiently.
- Understand the **basic fundamentals** as a pitcher.
- Understand the basic fundamentals to pitch a **rise ball pitch**.
- Demonstrate the ability as a pitcher to complete the pitch and have quicker on mound reaction time.
- Understanding the importance of memorizing batters counts and shake off catcher's pitch calls when they feel a different pitch should be thrown.
- Understand the basic fundamentals to pitch a **drop ball pitch**.
- Understand the basic fundamentals to pitch a **screw ball pitch**.
- Understand the basic fundamentals to pitch an **off-speed** pitch.
- Understand the rules for softball Canada's legal pitching form guidelines.
- Demonstrate confidence on the field.

- Demonstrate a good stance with balanced base and correct upper and lower body posture.
- Demonstrate weight transfer in right- and left-handed hitting form as it applies to the development of power in athletic movements.
- Demonstrate the variations in the basic hitting stances: Open/ closed/ straight away.

Pitching advanced

- Learn and practice the rise ball and by mid-season throwing the rise ball in regular pitching rotation.
- Demonstrate the ability to pitch and be in position to react to live batter without losing any speed from their pitches.
- Demonstrate the discipline to memorize batters counts and shake off the catcher's pitch call when they feel a different pitch should be thrown.
- Demonstrate the ability to consistently throw strikes while throwing off speed pitches into the mix.
- Demonstrate the ability to consistency pitch following softball Canada's legal form guidelines.
- Demonstrate the ability to read batters stances and know what pitches will throw batters off balance.
- Demonstrate the ability to learn new pitches such as different style changes up, screw ball and drop ball.
- Demonstrate the ability to consistently throw strikes while throwing off speed pitches into the mix.
- Deliver legal form while pitching; (both feet in contact with mound, showing ball first.
- Demonstrate the different styles of grips for the changeup and fastball pitch. (change up grip, fastball grip).
- Demonstrate the ability to adjust to the umpire's strike zones.
- Deliver consistent fast ball pitches and change up pitches.
- Demonstrate the ability to work with the catcher as a duo team.

Catching advanced:

- Demonstrate the ability to catch a foul territory pop up.
- Knowledge of the catcher's territory and demonstrate how to cover entire area efficiently.
- Have the ability to be a consistent leader on the team

- Demonstrate the knowledge of the area of coverage that a catcher should cover in front and behind the plate.
- Demonstrate leadership qualities behind the plate by being loud, confident and taking charge.
- Learn how to block **wild hop pitches**.
- Ability to react to a **drop third strike** with absolutely no hesitation.
- Learn advance framing styles.
- Understanding form for **framing** a pitch.
- Understanding the **proper mechanics as a catcher** behind the plate.
- Demonstrate the benefits of training longer by experiencing no **lagging affects** in game time performance.
- Understand the meaning of **SMART goals**.
- Understanding **constructive feedback** benefits.
- Understanding the benefits of positive feedback.
- Understand the benefits of **positive self-talk**.
- Demonstrate the ability to adjust to coaches' recommendations without hesitation.
- Understand how to work better with players injuries.
- Demonstrate what it takes to be a good team mate. Know the traits such as encouragement, challenge, drive, working together and determination.
- Understand the value of running practices for other teams and have confidence in what is being taught. Having confidence on the field is hard to teach and when a player can naturally trust their abilities it leads to more effective practices for all.
- Demonstrate the ability to be more vocal and co facilitate training others.
- Understand and create a nutrition plan for the following scenarios; pregame, **post-game, off season and in season** playing time.

- Demonstrate and learn the diving catch to all areas in foul territory.
- Knowledge of all the pitcher's pitches and the pitcher's accuracy with each pitch.
- Learn how to block wild hop pitches.
- Ability to react to a drop third strike with absolutely no hesitation.
- Learn advance framing styles.
- Demonstrate the ability to frame balls into strikes on a regular basis.
- Demonstrate the ability to be more vocal on the field and leader to the team and pitcher.
- Demonstrate the awareness of the drop third strike duties as a catcher.
- Demonstrate the ability to keep wild pitches in front on a more regular basis with proper blocking form.
- Demonstrate the ability to throw from knees.
- Demonstrate the ability of fielding a bunt with correct positioning to the body for the throw.
- Demonstrate the understanding as to why coaches are calling certain pitches for certain batters and different at bat counts.
- Demonstrate the knowledge of the pitcher's different pitches.
- Demonstrate the ability to block a pitch in the dirt.
- Demonstrate the proper mechanics as a catcher behind the plate.
- Demonstrate the ability to frame the pitcher's pitches.
- Demonstrate the ability to pop up for a throw down on a steal.

Conditioning Advanced:

- Ability to complete more reps and condition with less breaks.
- Increase players ability to train longer without lagging affects in their performance.
- Ability to run warm up and cool down without coaches having to give step by step direction.
- Ability to understand the benefits of conditions to individual player outcomes.
- Ability to build work out plans catered to specific softball related goals.
- Demonstrate quicker jumps off the bags with proper footwork as a base runner.
- Demonstrate the ability to go from a batting stance or fielding stance in a shorter period of time.
- Demonstrate the ability to set goals, achieve goals and challenge their goals with a positive mindset.

- Demonstrate the ability to condition and train with minor fatigues.
- Demonstrate proper techniques for warming up and cooling down.
- Create a workout plan for specific goal.
- Demonstrate improvements in speed, reaction time, flexibility, and strength.
- Pursue personal and sport specific goals by creating SMART goals and reflecting on them.

Athlete Development and Sport Psychology:

- Demonstrate the ability to accept constructive criticism as a skill development technique not a personal attack.
- Demonstrate the ability to excel at new styles and make adjustments without hesitation.
- Demonstrate ability to partake in positive self-talk and know the effect of negative self-talk on a player's games.
- Demonstrate the good team mate skills they learned into live practices and games.
- Demonstrate the ability to let a mistake or strike out not affect the players entire mindset and game.
- Demonstrate the ability to make adjustments (due to injury or coaching feedback).
- Demonstrate the ability to listen to constructive feedback with an open mind.
- Explain how to develop competency into order to increase confidence and have a positive mindset.
- Understand how to accept constructive feedback.
- Demonstrate and understand what it takes to be a good team mate on and off the field.

Healthy and Active Living:

- Ability to adapt a nutrition plan individually for the player's individual benefit for the following scenarios; pregame, post-game, off season and in season playing time.
- Have the ability to exercise on a regular basis due to the players want not the coach's reinforcement.
- Practice on and off the field the coping strategies during stressfull situations and apply coping skills learned during practices, life struggles and games.

- Create a consistent plan to support emotion regulation on and off the field.
- Demonstrate the ability to refocus after an error with positive self-talk
- Be aware and understand the Canadian food guidelines for healthy eating for a healthy life.
- Participate in physical activity to enhance and maintain health components of fitness.
- Evaluate and explain ways of coping with stressors in sport.
- Create strategies to improve mental toughness.

Leadership:

- Demonstrate the ability to run practices for other teams and have confidence in what is being taught
- Demonstrate the ability to be more vocal and co facilitate training others.
- Demonstrate ability to lead practices prior to the coaches walking in the room.
- Demonstrate the ability to teach what has been learned to other players.
- Ability to be comfortable with sharing both negative and positive feedback.
- Demonstrate the ability to take leadership roles on the field.
- Design and teach a basic softball specific skill.
- Communicate with peers and provide positive and constructive feedback.

Big Ideas – Elaborations

- **Learning to promote skills learned to advertise their abilities as a player.** Knowing how to share their strengths and weaknesses and showcase their skills assists in future opportunities and assists players in planning goals and achieving them. Recruitment videos are a necessity to support players in moving towards playing at a higher and elite level; Provincial/College/University National Teams/Olympic teams. Having the support to advertise the players to higher level coaches allows the players to show up play their games the best they can and have a connection piece to be pick up if selected by coaches or teams. This portion of the training allows the players who want to go further to have a vision and purpose to work towards.
- **Learning to be a leader**
Being a leader on and off the field allows the players to implement that skill as a habit in their life. Leadership allows the athletes to build confidence by recognizing that being a leader allows them to share their knowledge with others to assist in growing within the game and in personal lives outside of ball. Being a leader allows the players to feel connected, supported and positive which will assist with focusing in more on positive core values, not negative self-talk. Leadership on the field allows players to stay engaged in the game when in lower mental states such as disappointment or losing the game. Leader attributes sets a more connected tone in the dugouts.
- **Skill building:**
Repetitive work at each of the basics skills of softball allows the technique for each skill to be engrained as a habit within the player. Repetition in any sport is a tool to player's building their technique as a habit and is a crucial step to improvement in the development of a particular skill. When repetition and practice are spread out over time, motor skills that were once new become more automatic. As skills become more automatic, athletes are better prepared to move onto other more complicated and multi-step skills. Understanding our strengths and weaknesses is a piece of skill building, having the ability to have positive self-talk assists the athletes in optimal performance. Understanding mistakes are a part of being a good athlete is a core value in softball. Negative self-talk on the field leads to more errors and low self-esteem in athletic abilities can affect the entire team's performance. Recognizing small successes on a gradual basis allows more room for recognizing their strengths and growths as a player.
- **Communication, teamwork, and goal setting**
Working on communicating on and off the field helps build the connection between the athletes. Understanding traits such as patience, ability to support, ability to accept advice and knowledge, allows the players to build their bond as a team. Working on doing activities, drills, exercises and on and off the field routines as a team not individuals enhances good communication, cooperation and consequently results in agreed upon goals and objectives. Setting individual goals and team goals allows the athletes to work together and inspires the group to strive for higher performances. Experiences of success in sport allow students to feel competent and to see themselves as providing positive contributions to the greater community. Team sport also enhances one's sense of competence and promotes the development of mature social skills.
- **Physical Fitness and Nutrition:**
Understanding what the body needs to be active on a regular basis from a nutrition perspective encourages healthy living opportunities for the athletes on and off the field. A good nutritional program and a good regimen of physical activity are the keys to enhancing athletic performance. Eating a good diet provides the energy needed to meet both the mental and physical demands of sport.

•Curricular Competencies – Elaborations

- **Throwing and catching Advanced:**

The different styles of throws from different arm angles serve different purposes in the game, having the ability to correctly use the right arm angle, $\frac{3}{4}$ angle throw, front hand, side arm and backhand throw allow the players the opportunity to make plays from the entire field of play. Players that build their accuracy and arm strength feel more confident in their ability to make plays without second guessing their ability. Knowing how to catch different throws will help create confidence in players catching ability on the field. The content in the grade 10 learning lessons is also present in this lesson. Understanding the two of the main fundamental aspects of the game are the ability to use correct form to throw and catch a softball. The proper form consists of using the proper footwork for both throwing the ball and retrieving the ball. Teaching correct positional footing generates both power and momentum and increases accuracy.

- **Hitting Advanced:**

Having the ability to be a universal hitter allows for the option as a hitter to have element of surprise, which means the offensive team will not know what the hitter will do as they have the skill to correctly perform multiple small ball and hitting techniques. Having the ability to bunt gives the offensive team the ability to read the defense and play a small ball game if the defense players are playing deep by the bags. Training from both sides of the plate builds hand eye coordination, diversity in the game and builds confidence in players to be willing to try something new. The content in the grade 10 learning lessons is also present in this lesson. Developing a good understanding of hitting relates to understanding when to use the different forms of hitting in game situations. Learning the basic stances allows the athletes to control their power from the hit, placement of the hit and the distance. Having the knowledge of what factors are relevant when selecting the right bat for the athlete such as: length, weight, handle size, barrel size, and composition.

- **Pitching Advanced:**

Diversity on the pitching mound allows the pitcher to throw the batter off balance. Having the ability to throw the batter off balance can be the difference between losing and winning games. A team cannot win games without scoring runs, and if a team can't hit the pitcher they cannot score runs. The pitcher can build confidence on the mound by having the ability to pitch different pitches correctly and feel confident with the forms learned in lessons. Pitchers should progressively train and learn new pitches once previous pitches they are working on have been mastered.

- **Catching Advanced:**

The catcher is responsible for calling the pitchers pitches and is in control of all of the infield. The catcher's role is to have awareness and study the opposing teams' hitters and call pitches from the pitcher to keep the batter off balance. The pitcher and catcher combination must work in harmony as they execute a game plan and strategy to defeat their opponent. In order to create this harmony, the pitcher and catcher must create common goals, be on the same game plan page, trust one another and have a mutual respect for one another.

- **Infield Advanced:**

Players have to have the ability to field a ground ball from their glove side and glove hand side to cover more percentage of the field. Learning the front hand and back hand toss allows players the ability to make quicker plays for more outs. Players in these positions must understand the importance and necessity of assuming the common "power athletic position" when taking up the "ready position". They must also understand the importance of quickness, agility and lateral movement as an infielder and the need to develop such skills by executing special drills and exercises on a daily basis. Players on the infield must understand and execute the team defensive alignment for "cutoff" and "relay throw" situations.

● **Outfield Advanced:**

Players in the outfield have the ability to cover a higher percentage of the field by using the drop step style, which allows the fielders to track the ball in a shorter amount of time by cutting the angles. The outfielders are the last line of defense on the softball team. Outfielders have the responsibility of covering 75% of the total playing area. Knowing all three positions in the field allows the players to work correctly together as a three-man team to cover the entire outfield space.

● **Conditioning Advanced:**

Players in their top physical condition have the ability to play longer innings and more games without tiring out or injuring themselves. Conditioning allows the players to build the muscles in their bodies to be powerful hitters, faster runners, have stronger throwing arms and be more in tune and aggressive players. When a player builds the drive to condition for their own health and well-being advancement in their current well-being will increase.

● **Athlete Development and Sport Psychology:**

Softball is a game full of failure and mental errors, understanding how to work through low self-esteem and disappointment on the field allows the players to be more focused to continue to play their own games at a higher level without being discouraged by playing errors. Having the ability to be open minded when a coach is correcting form allows players to grow without feeling attacked, which leads to developing as a higher-level player. Players who are aware of the core values of being a good team mate such as encouragement, cohesiveness, respect, trust, positive reinforcement and connection tend to play better as a team on the field. Being in the right mindset while participating assists the players in learning tools to take care of their mental well-being.

● **Healthy and Active Living:**

Learning the tools to apply nutrition, hydration, exercise, mindfulness practices, and healthy living tools to a player's everyday life supports the players to retain information and build confidence with their abilities to be in a healthier and positive mindset. Learning these tools supports the athletes to have the basics for their everyday life on and off the field.

● **Leadership:**

Having the ability to teach others what you have learned allows players to retain information with a different perspective, assists players in recognizing their importance and knowledge of the skills they learned, challenges other players to work towards the lessons being taught, helps build confidence in public speaking, assists with building connections in the community and allows the players to use their knowledge and skills to support others to learn.

● **Content – Elaborations**

- **Use of angles-** Approaching the ball by angling your body to set yourself up for the throw assists with cutting down the time it takes the ball to make it to the target players glove for the out in the inning.
- **Throwing styles-** There are three different styles of throws- full arm power throw meant for long distances, short distance throw meant from 20 feet or less away from the targeted player and underhand toss meant for distances 9 feet or under to the targeted player.
- **Positioning body:** Knowing the different styles of positioning. This refers to setting up the body to support the player to make the play and effectively be set up for the next throw or play. Body should be positioned towards the intended throwing target while making the play if possible.

• Content – Elaborations

- **Mechanics of throwing:** Proper mechanics allow ball to have more accuracy and speed, mechanics are arm back, ball to the wall, pointing foot towards the target and following through with arm.
- **Offensive and defensive strategies:** Understanding the variety of offensive strategies can assist the players in scoring more runs in game situations. Learning and understanding what can alter the initial game plan such as score, inning, runners on base, at bat batter and player ability. Players having the knowledge to adjust their position on field, will assist players in learning the different plays through the game of softball. Offensive strategies include but are not limited to; Throw down plays, Stealing, Double Steal, Delayed Steal, Sacrifice Bunt, Run and Hit, and Safety Squeeze. Students will be taught to adjust to offensive situations to assist them in creating a defense strategy. Players will be introduced to pick off plays while runners are on bag, bunt defense which is shifted closer to the plate, slap hitter defense, power hitter defense, cut plays and movement on the field.
- **Diving catch position:** Diving catch position is when a player lowers their body stance just prior to pushing off the ball of the foot for a forward dive or the inside of their foot for a sideways dive and lays arms out in a superman position angling the glove towards the ball.
- **Foul Territory catch-** This is when the ball is in playing field but on the foul territory portion of the fair field lining. Player can catch the ball in foul territory for an out if they do not leave the diamond playing field completely. If there are runners on base and a foul catch is caught, the runner has the option to tag up and advance to the next bag.
- **Fake throw:** The fake throw is beneficial as it can bite the runners to take bigger leads and allows the defensive team to get the lead runner out. The fake throw is when the defensive player fakes getting an out by pretending to throw the ball to a player at the bag, but then turns their body to the runner they were trying to get to lead off and attempts to get them out.
- **Quick hop ball:** this is a ball that the batter hits hard into the ground and it hops up quickly towards a defensive player or in a defensive gap. To effectively retrieve this ball the defensive member must have their body in front of the ball and move towards it to minimize the bounces.
- **Ball Hops:** The way a ball is batted can affect the different styles of bounces that it takes off the playing surface. Ball hops refers to the way the ball hops off each individual style of hitting.
- **Defensive set up plays:** Defensive team will have different plays that are called out by a captain or coach. These can include: pick off plays, throw down cuts, fake throws and pitch outs. The player needs to know the play prior to being set up to ensure they are positioned for the play if called.
- **Correct pop fly form:** Catching a pop fly is as simple as ensuring the ball does not hit the ground. Correct form consists of positioning your body so that after the catch the player can throw, having the bare hand assist in keeping the ball in the glove (not running with the glove out) and only raising the glove for the catch seconds before the catch is made.
- **Cut off:** A cut off takes place when the outfield is too far to throw the ball solely to their target, the cut off player will cut the ball and continue to throw to the intended target. Utilizing the cut off can transfer the ball at times quicker and with more accuracy.
- **Positions:** Positions are the 9 players on the field; left field, center field right field, first base, second base, third base, short stop, pitcher and catcher.
- **Glove positions:** Having the ability to move with each ground ball front hand with glove in center of body, back hand with glove on opposite of the body, and glove positioned to the glove side of the body for quick hop grounders.

• Content – Elaborations

- **Core basics-** Core basics of hitting is proper footwork, proper hand placement on bat, proper transferring of weight during hit, proper swing technique.
- **Mechanics of slap hitting a softball.** Having diversity as a hitter allows for the element of surprise which throws the others team defensive ability off. Mechanics of a slap hit is back, over, even with the footwork. When the first foot steps back the hands follow through to the pitch.
- **Cushion the ball:** This is a technique that is used while executing any style of bunting. The batter in bunting form will squeeze with the hand that is holding the barrel of the bat. When the ball makes contact with the bat the batter will slightly absorb the ball by bringing the bat towards the body instead of pushing the bat towards the ball.
- **Form for hitting a change up:** batters struggle with keeping weight back on a ball that changes speed. Correct form for hitting a changeup is holding in their weight transfer position, letting the ball get to the front line of the plate then exploding with the hands and throwing their hands at the ball completing the hit.
- **Principles of bunting:** Athletes are more effective as bunters when they focus on body form tall, bat at middle of the chest positioned, legs bent angled towards the pitcher, not stabbing the bat at the ball but letting the ball hit the bat, with barrel of the bat over the plate.
- **Place the ball:** A team that can selectively place the ball can hit the defensive gaps to have a higher on base percentage. Hitting the gaps refers to putting the ball where the players aren't while hitting, slapping or bunting. Reading the defense and taking advantage of the defensive holes.
- **Squeeze bunt:** Having multiple bunting styles assists with using the element of surprise as a batter; meaning the defense does not know what to expect throwing them off guard. The squeeze bunt takes place when there is a runner on three. The purpose of this bunt is to score the run. The batter must touch any ball that is pitched and try to bunt it, the runner starts running immediately as the ball leaves the pitchers hand and is trying to score on the bunt.
- **Benefit to switch hit:** When a batter can hit from both sides of the plate, they have the ability to catch the defense off guard with the element of surprise. Switch hitting means the batter can hit left and right handed. The benefits are being closer to first base, having the element of surprise, ability to be divers and switch depended on the defensive set up.
- **Basic principles of base running:** Athletes who know the base path rules, proper turning of the bag, rules of the safety bag and timing to jump off the bag ensure more effective base runners. Athletes will learn this form in the level of play.
- **Fundamentals to pitch:** Learning and knowing legal pitch form and following the correct form allows pitchers to enhance the speed of the pitch, accuracy of the pitch and placement of the pitch. Pitchers will learn correct form and hand placement for a fast ball and changeup.
- **Drop ball pitch:** Understand the basic fundamentals to pitch a **drop ball pitch**. Having the ability to throw multiple pitches will throw the batters off balance. Pitchers have the option to grip the ball with a four-seam or two-seam grip. Pitcher will use proper pitching form with their middle and index fingers positioned on a seam as this will push the ball down into the ground giving the drop ball effect.
- **Screw ball pitch:** Understand the basic fundamentals to pitch a **screw ball pitch**: Having the ability to throw multiple pitches will throw the batters off balance. The pitcher will use a "C" grip and two seam grips, the pitcher will position the fingers to release a side spin. The pitcher can achieve this by keeping her thumb facing her side with her hand over the ball and the two seams facing third base. When she releases the ball, she twists her thumb out like she is opening a door or twisting open a jar.

• Content – Elaborations

- **Off speed pitch:** Having the ability to throw multiple pitches will throw the batters off balance. The off-speed pitch is most effective due to its change in speed. The pitcher will follow the exact same footwork as a regular fastball and using the “C” grip the pitcher will release the ball in a glass upwards motion, making a circle with their index finger and thumb during release slowing down the pitch.
- **Softball Canada’s legal pitching form guidelines:** Pitcher must not have a distracting colour glove, glove cannot be more than two colours, both feet must begin on mound and pitcher must show the ball by separating the glove from the ball prior to pitching.
- **Framing a pitch:** When a catcher can frame a pitch, it gives the umpire the illusion that the pitch landed in the strike zone. Framing the pitch is when the catcher quickly and smoothly pulls the pitch up in their glove directly after the pitch has hit their glove.
- **Correct mechanics as a catcher:** A catcher should use the correct form which is in a comfortable low squat position, directly behind the plate creating a target for the pitcher. Catcher will move inside and outside when directing the pitcher to hit those specific areas. Correct form leads to more throw down outs more blocked ball, better ability to frame the ball and fluid connection between the pitcher and the catcher.
- **Catchers Territory:** This refers to the area the catcher is responsible for covering. This consists of behind the plate and 7- 10 feet in front of the plate in a semi-circle. If the ball is not in the territory the catcher can still make the play but will back off if called off by an infielder.
- **Wild Pitch Hops:** A wild pitch hop is when the pitcher’s ball is pitched into the dirt and the ball takes a bad hop to either direction of the backstop. The catcher must retrieve the ball as quickly as possible so runners cannot advance bases.
- **Drop Third Strike:** This rule comes into play at the u12 age. This refers to the ball not being allowed to hit the ground or dirt if the batter swings for a strike three pitch, or if the pitcher pitches one past them. If the ball hits the dirt and the batter swung for strike three the runner can run to first base and if the batter beats the catcher throwing the ball to the bag the runner is safe and the out does not count. If first base has a runner on it then the runner cannot run on the drop third strike.
- **Framing styles:** This refers to the catcher placing their glove in a position to make the pitch appear like a strike. The different framing styles consists of the moving the glove with the ball or moving the glove into framing position once the ball enters the glove. The definition in the book of softball states that catcher framing is an act of subtlety, receiving the ball close to the chest, never stabbing at it, and turning pitches that nick the border of the zone – or at least appear to – into called strikes.
- **Lagging effect:** The term lagging effect used in this context refers to the players not showing fatigue, loss of steam and/or energy on the field due to long games, multiple games or weather.
- **Benefits of positive feedback:** Having repetitive positive self-talk and continuous positive feedback assists in raising players confidence in their playing ability. When a player feels they are improving their sense of self-worth will raise and confidence will build.
- **Benefits of conditioning:** Players will learn how conditioning will assist with being more powerful behind the plate as a hitter due to muscle development and use of muscles correctly, catchers will have more endurance, infield and outfield players will have better speed and agility when making plays and players can play multiple and longer games without negative effects.
- **SMART goals:** ‘SMART goals’ stands for goals that are;
Specific: Well defined, clear, and unambiguous

• Content – Elaborations

Measurable: With specific criteria that measure your progress towards the accomplishment of the goal

Achievable: Attainable and not impossible to achieve

Realistic: Within reach, realistic, and relevant to your life purpose

Timely: With a clearly defined timeline, including a starting date and a target date. The purpose is to create urgency.

- **Constructive Feedback benefits:** Having the ability to accept constructive feedback allows the players to not take advice personally and build confidence based off of challenging themselves in the areas they are struggling in. The definition of constructive feedback is the process of offering valid and well-reasoned opinions about the work of others, usually involving both negative and positive comments, with the purpose of supporting the athletes over all development.
- **Personalized work out plan:** Confidence building positive self-talk: Having the ability to focus on player success not errors and learning to stay positive during stressful and error situations allows players to work through negative self-talk and built confidence as a player. Examples may include but are not limited to; I can do this, I got this this, I can make this play, I never make that mistake shake that off, the faster the pitching the harder and farther the hit will go.
- **Pregame:** Pregame refers to the period of time two hours prior to the actual game time.
- **Postgame:** Postgame refers to the period of time directly following after the completion of games.
- **Off season:** The term off season means the training period prior to league games starting this is normally in the fall months.
- **In season:** the term in season refers to the time period of which a softball season or training season is in full routine of games and practices.

Recommended Instructional Components:

- Peer teaching
- Reflective writing
- Debriefing
- Experiential Learning
- Modelling
- Videos
- Direct Instruction
- Simulations
- Guest Speakers
- Guest Coaches
- Direct instruction
- Indirect instruction

- Interactive instruction
- Modeling
- Demonstrations
- Group work
- Video analysis

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

Observation of proficient in executing skills

Student self-assessment

Student peer assessment with regard to executing and presenting skills applied to the sport of softball

Ability to analyze and explain current information regarding coaching and skill development in softball

Learning Resources:

Additional Information:

- Coaches are learning from new training material being presented in the NCCP LEVELS of coaching certifications.
- Interviewing national team players about practices
- Interviewing national team coaches about practice plans and techniques
- 2019-2020 Softball Canada rule book
- Guest Speakers
- Guest Coaching
- Long term development model
- Proxing Video analysis software
- Coaches Eye Analysis software
- [The Art of Hitting .300](#), Charlie Lau (1997)
- *Psyching for Sport – Coaches Manual*, Terry Orlick (1994)
- *Mental Training for Athletes*, Terry Orlick, (1982)

ATTACHMENT F



H.O.P.E. for Boys Leadership 11

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD42
Developed by: Course Concept/Concept Developers: <ul style="list-style-type: none"> Westcoast Boys Club Network Foundation (BCN) Walter Mustapich Abbotsford District Curriculum Developers and Contributors: <ul style="list-style-type: none"> Gino Bondi- Assistant Superintendent, Abbotsford School District*¹ Michelle Middleton, Curriculum Helping Teacher, Abbotsford School District Brad Hutchinson, District Principal of Abbotsford Virtual School, Abbotsford School District Co-Contributors: <ul style="list-style-type: none"> Walter Mustapich-Vice Principal North Vancouver School District, Co-Founder West Coast Boys Club Network* Laura Neubert- West Coast Boys Club Network Director of Communications and Development* Shelley Wilcox- Director of Technology, Abbotsford School District Perry Smith-District Principal of Aboriginal Education, Abbotsford School District* Zhi Su, District Vice-Principal of Digital Literacy and Inquiry, Abbotsford School District Michael Enns, Teacher, WJ Mouat Secondary, Abbotsford, B.C.* Cameron Smith, Teacher WJ Mouat Secondary, Abbotsford, B.C.* 	Date Developed: Originally created: May 2016, Revised: December 2017

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<p>School Name: Thomas Haney Secondary School</p>	<p>Principal's Name: Grant Frend</p>
<p>Superintendent Approval Date (for School Districts only):</p>	<p>Superintendent Signature (for School Districts only):</p>

Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: H.O.P.E. for Boys Leadership	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120
Course Code: YPA -11A	

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

- experience and/or training in youth work or counselling preferred;
- versed in the unique culture of the school and surrounding community;
- utilization of community resources and mentors;
- requires utilization of resources provided by *H.O.P.E. For Boys Leadership 11* and sharing of locally developed resources with *H.O.P.E. For Boys Leadership 11*;
- requires organizing and/or participating in community outreach and field studies – sometimes as guests of regional or provincially organized *H.O.P.E. For Boys Leadership 11* initiatives;

Course Synopsis:

The *H.O.P.E. For Boys Leadership 11* course considers all aspects, opportunities and challenges of contemporary life and 21st century learning for young Canadian male students today. It also explores the male universe historically, and in the future, as it relates to individuals, relationships, careers, communities, aboriginal and western societies, environment, the global village, and most particularly Canada.

In this course, there is a strong emphasis on the development of the individual (in essence, laying the foundation of H.O.P.E.) through the receiving of intense support in the areas of Hope, Opportunity, Positive mentorship, and Education. Hope is developed through the strong connections these young men will make to positive male influences in their lives. Opportunity is what is provided through the Boys Club Network mentors and the system of networks the organization provides. Positive mentorship comes through interactions with mentors and positive role models who will help guide students in a proactive and productive way. Educational opportunities are increased by helping to keep these young men in school and learning that knowledge is power.

This course promotes a healthy balance of personal well-being and academic success among boys and includes focused consideration, awareness, reflection, and improvement of one's self and others. Learners will start with focusing on "*Who am I and how did I arrive here?*" (consideration of family, ethnicity, social, physical and mental health and well-being, circumstance) leading to "*What do I want to achieve/ want to become?*" (consideration of individual and group values, beliefs, traditions, aspirations, academics) and finally, "*How might I get*

there?" (consideration of ambition, education, mentorship, conflict management, financial literacy, physical and mental health and well-being, field studies)".

Communication, creative and critical thinking, empathy, outreach, and responsibility figure prominently in a cumulative capstone project (that is connected to the Careers Curriculum) that focuses on personal development, well-being and empowerment, and celebrates the unique gifts, goodness, contributions and micro or macro leadership potential of all young men, regardless of race, religion, economy, or identity.

Although this course has been developed in partnership with the Boys Club Network (BCN), this partnership is not required for the implementation of the curriculum of this course. However, the BCN is an accessible organization interested in building connections with youth in or community. The BCN may be a key resource for instructors to help deliver the course content and outcomes. Thomas Haney will continue to connect with Boys who do not enroll in this course through the club format as offered for the past two years at Thomas Haney Secondary.

Goals and Rationale:

1. Develop an understanding of and skills around the tenets of H.O.P.E. (Hope, Opportunity, Positive mentorship, and Education).
2. Develop an understanding of one's identity and ability to contribute both as a citizen and leader in a positive way.
3. Develop an understanding of the role of citizenship in one's community.
4. Develop an understanding of how positive mental health and well-being contributes to positive relationships.

In Maple Ridge, our high schools see many young men who are struggling with personal mental health and well-being issues. They are disconnected from both their schools, their families/friends and their communities. This results in future choices, by many of our young men, that prove to be personally harmful and detrimental to our surrounding community.

- 1) According to our school's most recent improvement plan and in line with student learning survey results, our students do not feel they are being taught how to care for their mental health. Given the increasingly complex world that our hyper-connected students live in, it is important that we address this. We continue to see an increase in the number of students who aren't attending school regularly, especially in our younger students. While multiple strategies are needed to address youth mental health, it is important that we provide instructional time to assist students in accessing resources to manage their mental health.
- 2) Why target boys specifically? Studies show that engagement in most aspects of education decline in boys more so than girls, particularly as the grade level increases. Many boys do not see the value in their current education and they do not tend to make the same amount of positive relationships as girls while at school. Many of these male students do not find connection with a significant male role model who can serve as a mentor. Exacerbating this issue is the fact that we do not have a dedicated course that specifically helps these boys understand who they are, what it means to be a man of distinction, and how they can connect with others.

Studies show that engagement declines, in boys more so than girls, as the grade level increases. Many boys do not see the value in their current education and they do not tend to make the same amount of positive relationships as girls while at school.³ Many of these male students do not find connection with a significant male role model who can serve as a mentor. Exacerbating this issue is the fact that we do not have a dedicated course that specifically helps these boys understand who they are, what it means to be a man of distinction, and how they can connect with others.

The *H.O.P.E. For Boys Leadership 11* course takes into consideration the demographics and needs of the boys at Thomas Haney Secondary School. Counsellors, case managers, administration, teachers, and School Based Team will make recommendations for students to enroll in this course. In addition, boys may self-select and apply directly to the course instructors.

Students taking this course will come from two sample groups: 1) a discrete group identified based on behaviours (an example of this would be the inclusion of behavior designated boys will be a part of this group); and 2) boys who are not identified, but wish to connect with others and, in doing so, will explore who they are and begin to understand and appreciate their behaviour as adolescent males.

Aboriginal Worldviews and Perspectives:

H.O.P.E. for Boys Leadership 11 fosters the following 6 First Peoples Principles of Learning:

1. Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
2. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
3. Learning involves recognizing the consequences of one's actions.
4. Learning is embedded in memory, history, and story. In addition to expressing spiritual and emotional truth (e.g., via symbol and metaphor), story provides a record of literal truth (e.g., regarding events and/or situations). This tradition (both content and process) helps to create the learners' concept of the world. The emphasis on history and story help learners to organize new concepts that develop from their learning.
5. Learning involves patience and time.
6. Learning requires exploration of one's identity. Identity is what connects people to each other, to communities, and to the land. The exploration of one's identity includes developing an understanding of one's place in the world in addition to being able to identify all the factors that contribute to how people see themselves. These factors include people's strengths and their challenges, their innate abilities (gifts) and capacity to learn. In addition to using this understanding to help one grow in life, knowing one's own strengths and challenges is a part of the responsibility a person has to his or her family and community, as a people are considered to have a duty to use them to contribute to others (family, community and land).

BIG IDEAS

H.O.P.E. can have a positive impact on all aspects of one's life

Strength and growth virtues are important to maintaining healthy relationships

Maintaining positive mental health and well-being is important

Money management and entrepreneurial skills can lead to financial stability

Citizenship and leadership skills can lead people to become agents of change, globally and locally

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><i>H.O.P.E., Personal Awareness and Wellness:</i></p> <ul style="list-style-type: none"> Identify, describe, and reflect on the historic and contemporary ideals of what defines a physically and emotionally healthy, self-actualized young man Assess and reflect on how the tenets of H.O.P.E. can help to resolve the issues currently affecting young men impacting young men today Reflect on the key factors that contribute to one's personal identity, virtues, and relationships Critically analyze and explain how mental illness affects male youth Analyze how the development in the male brain impacts decision-making processes using adolescent-based neuroscience Create and implement a personal awareness and wellness plan through the application of the tenets of HOPE to one's personal narrative <p><i>Communication and Conflict Resolution:</i></p> <ul style="list-style-type: none"> Demonstrate the effective use of communication strategies when interacting with others Reflect on the conflicts in ones relationships and identify the root causes of conflict Develop a restorative action plan to resolve conflicts applying appropriate conflict resolution strategies 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> self-actualization physical and emotional health characteristics tenets of H.O.P.E. strength and growth virtues positive and negative relationships growth mindset and personal growth strategies types of youth mental illness/disorders avenues of support for mental illness issues- including the empowerment of asking for help adolescent-based neuroscience and decision-making processes attachment and empathy in the development of healthy relationships coping strategies, including: <ul style="list-style-type: none"> nutrition and weight management strategies conflict resolution and management strategies communication strategies stress management strategies financial literacy terminology personal financial planning strategies key components of a business plan and entrepreneurship citizenship, stewardship, leadership

<p><i>Financial Planning and Entrepreneurship:</i></p> <ul style="list-style-type: none"> • Develop a sound personal financial plan • Develop an effective entrepreneurship plan including relative costs, profits and networks • Demonstrate the skills needed to access the networks of mentors, community members, and organizations in relation to business and entrepreneurship <p><i>Citizenship, Leadership and Service Learning:</i></p> <ul style="list-style-type: none"> • Describe the interdependence of people with each other, the natural environment, community, family and society • Reflect on the significance and connection of Aboriginal worldviews and perspectives in relation to stewardship and citizenship • Interpret what citizenship means on a personal level • Assess the impact of citizenship on individuals, environments, and communities • Model (to comfort level) leadership when sharing ideas, and being a change-agent for global improvement and citizenship • Implement initiative planning steps to develop a service initiative in one's community 	<ul style="list-style-type: none"> • Initiative planning
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Big Ideas – Elaborations

H.O.P.E.- refers to the tenets of **H**ope, **O**pportunity, **P**ositive mentorship, and **E**ducation

Curricular Competencies – Elaborations

- **Create a personal awareness and wellness plan** including awareness of one's personal identity, growth virtues, relationship mapping, aspects of positive mental health, networks of support, nutrition planning, and stress management planning
- **Reflect on the key factors that contribute to one personal identity, virtues, and relationships** including: one's strength and growth virtues, how one's virtues impacts one's decisions, the difference between positive and negative relationships and the impacts on one's moral compass, which personal growth strategies are most relevant to one's personal life
- **Critically analyze and explain how mental illness affects male youth** including how hard-wiring and socialized gender differences may impact a youth's desire to seek appropriate help
- **Develop a personal financial plan**, using sound financial reasoning which effectively costs out a transition plan for life beyond high school including: effectively completing a loan application for a major purchase and determining the personal, familial, and economic costs associated with various careers
- **Develop an entrepreneurship plan** including relative costs, profits and networks and, research methods with respect to the financial, social and environmental assets and policies of companies, mutual fund firms, and banks before engaging with, or investing in, them

Content – Elaborations

Self-actualization- when a person is able to take full advantage of his or her talents while still being mindful of his or her limitations

Tenets of H.O.P.E- hope, opportunity, positive mentorship, education

Strength and growth virtues- A strength virtue you can rely on to keep you strong and purposeful. A growth virtue challenges ones character.

Growth mindset and personal growth strategies- Based on Carol Dweck's work on growth mindset

Avenues of support for mental illness issues- including the empowerment of asking for help

Adolescent-based neuroscience and decision-making processes, including: hard-wiring and socialized, gender differences

Coping strategies, including:

- o nutrition and weight management strategies
- o conflict resolution and management strategies
- o communication strategies
- o stress management strategies

Financial literacy terminology including: good vs. bad debt, core components of lending, interest, and repayment

Personal financial planning strategies including: post-secondary financing, mutual funds as a component of investment and savings plans

Key components of a business plan and entrepreneurship including: networking, micro-economics and macro-economics, Initial Public Offerings (IPOs)

Citizenship, stewardship, leadership including: "Think global, act local"

Recommended Instructional Components:

Some suggested instructional strategies are:

- Individual exploration and research- topics of historic and contemporary ideals, strength and growth virtues, relationships, mental illnesses, neuroscientific research on the brain, mutual funds, budgeting
- Group collaboration- community service initiatives
- Lectures and guest speakers- Elders, mentors from the H.O.P.E. (BCN) network,
- Videos - potential videos: Creed (2015), Into the Wind (2010) Documentary, Unbroken (2014), The Blind Side (2009)
- Field trips- lessons in the locker room with the Canucks, Walk for Syrians, Christmas dinner with the whole boys network (including other districts), downtown east side lunch/dinner service, park and creek clean up, Boys Club Summer Camps
- Large and small group discussions- mental well-being, conflict management and resolution strategies, sharing personal narratives and connections to H.O.P.E.
- Self-reflection activities- connections to the tenets of H.O.P.E., relationships, conflicts, strength and growth virtues,
- Self-directed project- development of a business plan

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

Assessment will be based on students demonstrating what they know through the curricular competencies. Formative assessments will be provided throughout the course to help students hone their skills. Formative feedback will be an essential aspect of this course.

Summative Product/Curricular Competency	Supporting Curricular Competencies	Content	Success Criteria (what fully meeting looks like):
<ul style="list-style-type: none"> • Reflect on the key factors that contribute to one's personal identity, virtues, and relationships • Create and implement a personal awareness and wellness plan through the application of the tenets of HOPE to one's personal narrative 	<ul style="list-style-type: none"> • Reflect on the key factors that contribute to one's personal identity, virtues, and relationships • Analyze how developments in the male brain impact decision-making processes using adolescent-based neuroscience • Demonstrate the effective use of communication strategies when interacting with others • Reflect on the conflicts in one's relationships and identify the root causes of conflict • Develop a restorative action plan to resolve conflicts applying appropriate conflict resolution strategies • Interpret what citizenship means on a personal level 	<ul style="list-style-type: none"> • self-actualization • physical and emotional health characteristics • tenets of H.O.P.E. • strength and growth virtues • positive and negative relationships • growth mindset and personal growth strategies • types of youth mental illness/disorders • adolescent-based neuroscience and decision-making processes • attachment and empathy in the development of healthy relationships • coping strategies, including: <ul style="list-style-type: none"> ○ nutrition and weight management strategies ○ conflict resolution and management strategies ○ communication strategies ○ stress management strategies 	<ul style="list-style-type: none"> • students will give reasonable explanations with supporting examples of the connections between their personal attributes and actions and the tenets of HOPE • Students can realistically identify and apply coping strategies for various situations that occur • Students can accurately identify positive and negative relationships in their lives and give strategies for effectively interacting with others • Students can develop a reasonable restorative action plan that clearly outlines appropriate conflict resolution strategies • students can accurately describe what citizenship means and can make relevant connections to one's choices and actions
<ul style="list-style-type: none"> • Assess and reflect on how the tenets of H.O.P.E. can help to resolve the issues currently affecting young men impacting young men today 	<ul style="list-style-type: none"> • Identify, describe, and reflect on the historic and contemporary ideals of what defines a physically and emotionally healthy, self-actualized young man 	<ul style="list-style-type: none"> • self-actualization • physical and emotional health characteristics • tenets of H.O.P.E. • types of youth mental illness/disorders 	<ul style="list-style-type: none"> • Students can identify key issues affecting young men giving relevant and current examples • Students can intelligibly reflect on how the HOPE tenets can help resolve key

<ul style="list-style-type: none"> Critically analyze and explain how mental illness affects male youth 		<ul style="list-style-type: none"> avenues of support for mental illness issues- including the empowerment of asking for help 	<p>issues affecting young men and give relevant supporting details and examples</p> <ul style="list-style-type: none"> Students can accurately explain how mental illness affect young men Students can make specific connections between the effects of mental illness on young men and the decisions they make Students can identify multiple avenues of support for youth with mental illnesses
<ul style="list-style-type: none"> Develop a sound personal financial plan 		<ul style="list-style-type: none"> financial literacy terminology personal financial planning strategies 	<ul style="list-style-type: none"> Students can create a sound personal financial plan that includes a reasonable understanding of the loan process, post-secondary financing, interest and payback formulas.
<ul style="list-style-type: none"> Develop an effective entrepreneurship plan including relative costs, profits and networks 	<ul style="list-style-type: none"> Demonstrate the skills needed to access the networks of mentors, community members, and organizations in relation to business and entrepreneurship 	<ul style="list-style-type: none"> key components of a business plan and entrepreneurship 	<ul style="list-style-type: none"> Students will develop an effective entrepreneurship plan that accurately accounts for all aspects of consideration when starting a business. Students can identify key people or businesses that could provide beneficial support in the plan and development of an entrepreneurship venture.
<ul style="list-style-type: none"> Model (to comfort level) leadership when sharing ideas, and being a change-agent for global 	<ul style="list-style-type: none"> Describe the interdependence of people with each other, the natural environment, 	<ul style="list-style-type: none"> citizenship, stewardship, leadership Initiative planning 	<ul style="list-style-type: none"> Students can effectively plan a service learning initiative taking into account all aspects of the planning and implementation

improvement and citizenship <ul style="list-style-type: none"> • Implement initiative planning steps to develop a service initiative in one's community 	community, family and society <ul style="list-style-type: none"> • Reflect on the significance and connection of Aboriginal worldviews and perspectives in relation to stewardship and citizenship • Interpret what citizenship means on a personal level • Assess the impact of citizenship on individuals, environments, and communities 		process. <ul style="list-style-type: none"> • Students can effectively model leadership in a variety of settings. • Students can authentically reflect on their initiative and the impacts it had on the community providing relevant supporting details and examples from the experience to support their reflection.
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Summative demonstrations of learning may include:

- Creation of a personal wellness plan including aspects of positive mental health, highlighting networks of support, and good nutrition, including:
 - Reflection and assessment of one's current personal narrative in light of the H.O.P.E. tenets
 - Development of a plan to incorporate the tenets of H.O.P.E. into one's personal life
 - Composition of a relationship map showing the connections between current relationships and one's moral compass
 - Development of a plan to implement and use personal growth strategies in relation to one's relationships and virtues
 - Reflections on the conflicts in one's relationships and identification of the root causes of conflict in these relationships
 - Development of a restorative action plan to resolve conflicts in relationships
- Creation of a financial plan including:
 - Creation of a personal financial plan, using sound financial reasoning
 - Creation of a personal transition plan to life beyond high school
- Development of an entrepreneurship plan including a plan for accessing business networks
- Development and implementation of a positive community service initiative
- Final Demonstration of Learning- presentation of student's growth and learning journey in the course

Learning Resources: Popular

Recommended reading and Viewing – related to curriculum topics:

- **Boys Adrift** (2009) Leonard Sax
- **The Four Agreements** (1997) Don Miguel Ruiz
- **Way of The Peaceful Warrior** (2000) Dan Millman
- **What I Know for Sure** (2014) Oprah Winfrey
- **The Alchemist** (1988) Paulo Coelho
- **The Absolutely True Diary of a Part-Time Indian** (2007) Sherman Alexie
- **Reclaiming Youth at Risk: Our Hope for the Future** (2009) Martin Brokenleg

- **Beyond Body Beyond Mind** (2012) Dr. Sukhi Muker
- **Creed** (2015) Feature Film
- **Into the Wind** (2010) Documentary Film
- **Unbroken** (2014) Feature Film
- **Sext Up Kids** (2013) Documentary
- **Reel Injun** (1999) Documentary Film
- **Peaceful Warrior** (2006) Feature Film
- **The Blind Side** (2009) Feature Film
- **Breaking the Boys' Code of Masculinity** (Bill Pozzobbon, TEDxIsfield)
- **Unmasking Masculinity – Helping Boys Become Connected Men** (Dr. Ryan McKelley, TEDxUWLLaCrosse)
- **The Boy Crisis: A Sobering Look at the State of Our Boys** (Warren Farrell, Ph.D., TEDxMarin)
- **The Mask You Live In** (2015) Documentary Film

Assorted other inspirational films related to adolescent boys and positive outcomes

Learning Resources – Project Based

Climate Leadership Plan – A website dedicated to public consultation for the development of a Climate Leadership Plan
<https://engage.gov.bc.ca/climateleadership/>

Water Sustainability Act – Updating our current water laws in B.C. <https://engage.gov.bc.ca/watersustainabilityact/>

Climate Action Legislation – B.C. legislation aimed at reducing greenhouse gas emissions and preparing for the emerging low-carbon economy
<http://www2.gov.bc.ca/gov/content/environment/climate-change/policy-legislation-programs/legislation-regulations>

Additional Information:

Context for the course at Thomas Haney (Maple Ridge Specific)

At Thomas Haney, when students from grades 8-12 were asked the survey question: "At school, I am learning how to care for my mental health. (for example, anxiety or stress management, anger management, relationship skills)" 66% of participants responded in the negative. It was stated in the 2018-2019 school improvement plan for Thomas Haney that the school will focus on our grade 10 and 12 Student Learning Survey results from the Ministry of Education to better support students with their overall mental health in the future. Many of the students that participated in this survey will be entering into their grade 11 years at the school next year.

Specifically, it is our opinion that most boys lose their way during their formative years in high school because they are disconnected from peers, disengaged during instruction and most importantly do not connect with a significant male role model who can serve as a mentor. Compounding this issue is the fact that we do not have a designated course that specifically helps these boys understand who they are, what it means to be a man of distinction and how they can connect with others and share a life replete with an emotional vocabulary – a way of being that will help them become connected, healthy young men.

H.O.P.E. For Boys Leadership takes into consideration the demographics and needs of the boys in the Thomas Haney catchment area. It is intended for two groups of boys in grade 11, but not exclusive to this grade: 1) a discrete group identified based on behaviours (an example of this would be the inclusion of behavior designated boys will be a part of this group); and 2) boys who are not identified, but wish to

connect with others and, in doing so, will explore who they are and begin to understand and appreciate their behaviour as adolescent males. Counsellors, case managers, administration, teachers, and School Based Team will make recommendations for students to enroll in these courses. In addition, boys may self-select and apply directly to the course instructors.

Westcoast Boys Club Network Foundation

At this particular time and place, there is a unique opportunity to provide specific course-correction for boys adrift, and focused core competency education and direction to all participating teenage boys enrolled in BC Secondary Schools. The Westcoast Boys Club Network Foundation is a private registered Canadian Charity, funded by Canadian business leaders, artists, educators and private individuals who share a common commitment to supporting a sustainable and scalable BAA course for boys, to help them reach their full human potential and become happy, healthy and productive members of Canadian society.

The Network was founded by an administrator at Templeton Secondary School in East Vancouver, and has since grown to 15 Lower Mainland, Vancouver Island and northern BC secondary and middle schools in nine school districts, all taught by school administrators and/or teachers, and/or counsellors.

The Foundation has committed 12 years, tens of thousands of hours, and hundreds of thousands of dollars to creating a secondary school-based, after-school program - known formally as H.O.P.E. for Boys Leadership, and informally as the Boys Club Network. The program is recognized by participating schools, students and their families, as remarkably effective.

The Foundation is long-term funded, willing and able to act as a no-cost, no-obligation resource to BC Secondary Schools, both public and private, and the BC Ministry of Education, in helping to create a flagship BAA curriculum called H.O.P.E. for Boys Leadership, which very closely mirrors the Ministry's new curriculum featuring Core Competencies of communication; creative and critical thinking; and positive personal and cultural identity, personal awareness and responsibility, and social responsibility.

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Note to reader: the following excerpt relates to schools in Ontario, but does, as a symptom of contemporary trends and attitudes, apply in various measure to many North American school districts. Without prejudice, for consideration.

What Can We Do About Boys, January, 2011 ISBN 1201-215: Mark Holmes, professor emeritus at the Ontario Institute for Studies in Education, University of Toronto, former teacher, elementary and secondary principal, director of programs, director of education, researcher, academic, and policy analyst; 'Overall, current educational fashions appeal most to compliant middle or upper class girls who enjoy the learning processes and are happy to ask for help from their teachers and parents, and least to those boys who tend to be task-oriented, unwilling to go beyond the expected minimum, and resistant to supervision' ... 'Pleasant girls are inevitably [naturally] better regarded by male and female teachers than awkward and [seemingly] belligerent boys – even if the boys are actually learning more. In short, the pendulum in schools swung too far to the attitudinal – emphasizing co-operation over competition, docility and obedience over independence and skepticism, effort over achievement, and conciliation over order. Doubtless the emphases were too far in the other direction in 1950, but now is the time for some adjustment'.

Advanced Soccer 11

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Mr. Dennis Schmidt	Date Developed: Dec. 13, 2019
School Name: Westview Secondary School	Principal's Name: Darren Rowell
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Advanced Soccer	Grade Level of Course: 11
Number of Course Credits: 4 Credits	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Advanced Soccer 10

Special Training, Facilities or Equipment Required:

Qualified Teacher: Bachelor of Physical Education: certified coach at minimum Provincial B: actively coaching club soccer. Access to all – weather turf field, gymnasium and fitness facilities is necessary. Essential equipment includes balls, cones, nets, pinnies, portable goals, hurdles, agility sticks, rings, parachutes, rebounders, mini goals and other training equipment.

Course Synopsis:

The intent of the Soccer course is to ignite a desire and passion in a student/athlete to strive for excellence, while reaching and celebrating their true soccer potential. The program has been developed to support and encourage the student/athlete to explore personal abilities in a soccer academy environment. This program is designed to provide the student/athlete the platform to develop useful and interactive skills that promote meaningful interaction of inclusion and teamwork. This course provides students the opportunity to look beyond the field and discover all the elements of a soccer culture that include the history of the game, the science behind athletic training, coaching and game management. Ultimately, the Soccer Course's purpose is to create a setting that the student/athlete can freely become aware of their own athletic, social and academic abilities.

Goals and Rationale:

Cultural trends are challenging students to think independently of others. Therefore, they require the skills and strength to navigate through life that is becoming more complex. These external pressures are unfamiliar to students as culture expects them to make choices without the tools to do so. Therefore, the academy not only provides student/athletes the opportunity to develop individual soccer skills, but more importantly the opportunity to develop, and maintain life skills that crossover into all facets of life.

The competitive stresses associated to soccer allow students to develop their personality and character that will equip them to handle life's unexpected challenges. The fluidity of soccer of soccer challenges athletes to continually process and react to a changing competitive landscape. As in life, perfection is unattainable in sports, yet athletics teaches students to pursue excellence in the midst of failure. Mental and physical strength are components of all living beings and sports is and always will be a vehicle to guiding student/athletes to overcome all the hurdles that stand before them.

In essence, the soccer academy at Westview is an opportunity to develop a sense of self, as student/athletes successfully participate in skill development and conditioning related to soccer. Further, the students participating in the class will become active participants in their soccer communities as players, coaches, mentors and referees. Finally, the extension of participating in the Westview Soccer Academy is for students to actively take on new challenges on and off the field. The greatest compliment for the Academy is to hear that a student has demonstrated the courage to pursue new competitive challenges in soccer and in life.

Aboriginal Worldviews and Perspectives:

Personal Identity: The academy is a perfect setting for self-discovery. Athletes discover their strengths and weakness under varied settings of stress and levels of competition. The soccer field leaves no questions unanswered and only leaves athletes with the opportunity to respond to the challenges that ultimately add to the process of becoming.

Well-Being: Through soccer the athlete develops a positive perspective of self. This births an inner courage, which propels an athlete to become a positive contributor to a larger community of many competitors.

Connectedness: Athletes who find themselves on a team have created the opportunity to relate to others in mild and overly competitive settings. It is this learned behavior of existing and functioning in a team setting that creates a bond between athletes.

Consequences of our Actions: The sport of soccer gives the athlete a perfect picture into the relationship of cause and effect. If I lean back while kicking the ball, it will travel high in the air to my intended target. This life skill is invaluable when thinking of an athlete's life experiences outside of soccer.

Patience and time: The athletic environment in the Soccer Academy requires athletes to work hard and persevere. Consistent training and attention to detail is ultimately what produces good performances.

BIG IDEAS

Understanding our strengths and weaknesses, limitations and personal preferences help us better plan and achieve our soccer goals.

Healthy choices influence, and are influenced by our physical, emotional, soulful and mental well-being

Safely participating in soccer activities and avoiding injury can sustain lifelong physical activity

Learning and Implementing principles of training helps us better develop and improve our soccer IQ

Understanding positive coaching and leadership practices can lead to improving soccer performance on and off the field.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><i>Technical Skill Development</i></p> <ul style="list-style-type: none"> • Apply the principles of mechanics to improve performance in individual skills • Select, plan and participate in activity-specific motor skills on the field • Demonstrate a personal functional level of competence in a selection of activity-specific motor skills • Apply understanding of body mechanics to improve their performance • Apply the principles of mechanics to improve performance in numerous competitive settings <p><i>Fitness, Conditioning, and Nutrition</i></p> <ul style="list-style-type: none"> • Plan, assess and maintain personal fitness, using the principles of training • Demonstrate a commitment to active living as an important part of lifestyle • Set, modify and evaluate goals to develop personal fitness • Demonstrate a personal functional level of physical fitness • Design and implement plans for balanced, healthy living including: nutrition and exercise • Analyze and explain the effects that nutrition, fitness and physical activity have on the body systems before, during and after activity 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Personal sport philosophy and the importance of judgements in sport and team objectives • Different types of diversity in athletes, and sports • Basic musculoskeletal anatomy and physiology as it relates to sport • The signs and symptoms of common sports injuries • The treatment and care of ACL injuries and concussions • Concepts of coaching specific to gender and age group • Physical training specifics • Building Blocks of Training • Principles of Training • Principles of Play • Systems of Play • Coaching Philosophies • Different leadership techniques to encourage inclusion and participation • Cultural History of Soccer • Laws of the Game • John Wooden's Pyramid of Success • Goal setting and Time Management • Application of Sport Psychology in Sports • Application of Nutritional and Dietary practices

- Design and implement a training program for a specific age group

Community Coaching/Volunteer

- Demonstrate knowledge of growth and development of young soccer players
- Demonstrate knowledge and understanding of morality and ethics in the realm of competition, performance and coaching
- Plan, modify and evaluate a session that would incorporate skill development for young and old players
- Design and implement coaching plans for training sessions that apply the principles of training and play
- Design, Develop and Modify a seasonal training program/plan

Psycho-Social

- Implement social interest strategies to appropriately behave with others
- Apply leadership skills related to soccer activities
- Apply etiquette and fair play in a variety of settings and roles
- Construct a Personal Athletic Profile

- Collection and Interpretation of Game Analysis Data
- Five Stages Model of Development
- Connections between sport and culture
- Basic First Aid
- Communication methods and when to apply different forms effectively
- Game Science, Performance Science

Big Ideas – Elaborations

- Intelligence (IQ): Understanding the development and evolution of soccer in regard to History and Health Science (training, nutrition and psycho-social) aspects of the game
- Academy Philosophy: To create, develop, maintain and foster an environment/setting that provides an athlete an opportunity to achieve their potential
- Positive Coaching/Leadership: Adaptable, self-aware and relatable
- Leadership: qualities can be learned and are skill based; leaders seek to provide players with maximum opportunities to achieve success.

Curricular Competencies – Elaborations

Mechanics: ability to apply movements to perform an action successfully in multiple settings with varied level of game like stresses.

Activity Specific: ability to Identify, Process and Act appropriately in numerous competitive settings.

Social Interest: moving together towards a common goal, while balancing the needs of the individual with the needs of the group

Personal Fitness: the ability to perform an anaerobic and/or aerobic activity successfully for a duration of time.

Ethical Decisions: weighing out the wrongs and rights/pluses and minuses of any given decision.

Etiquette: Properly learned behaviors for many given circumstances.

Principles of Training: acronym “FITT” stands for Frequency, Intensity, Time

Principles of Training: Specificity, Overload, Recovery, Variation, Progression

Content – Elaborations

Concepts of coaching: coaching styles, coaching character, holistic and child centered approach, communication, pre, during, and postgame approaches, skills and team tactics

Anatomy and physiology: major bones, muscles, connective tissue, joints, and the basic functions of these features.

Physical training basics: energy fitness, muscular fitness, periodization, fatigue, and seasonal training.

Culture: traditions and customs that have been and are still embraced and acted upon by people of similar heritage.

Leadership: ability to lead, guide and serve others, while developing, creating and sustaining values that lead to a strong and healthy community

Principles of Play: attack (penetration, support, width, mobility, improvisation), Defense (delay, depth, concentration, balance, discipline)

Systems of Play: 4-4-2, 3-5-2, 4-3-3, 4-4-2 Diamond, 3-2-3-2, 5-3-2, 4-5-1

Communication: discover the effective way to express oneself to motivate, encourage and bring similar minded people together for the sole reason of achieving a common goal.

Connection: Recognize and identify the reality of how soccer brings life to many cultures around the world.

Content – Elaborations

Diversity: recognizing the differences and qualities of each other, to better understand and prepare for competition.

Pyramid of Success: foundational pillars to be successful in life. Ex. Industrious, poise, integrity, competitive greatness.

Goal Setting: developing a vision and list that motivates athletes to pursue and achieve success.

Game Analysis: reviewing a game to identify strengths and/or weaknesses of a particular team performance.

Sport Psychology: Visualization techniques; imagery - relive your best performances; stress reduction techniques.

Personal Sport Philosophies: How and why do I participate and compete in sport?

Coaching Philosophies: How and why do coaches choose to lead and teach athletes with a particular goal in mind. Process or Outcome based learning.

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Modeling
- Game simulations/scrimmages
- Unopposed/Opposed activities
- Small sided games

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

- Fitness/Conditioning Evaluation (20-40 yard dash, 12 min. run; Illinois Agility test; Nike Beep Test; resistance/strength movements)
- Performance on the Field/Skills (field observations, rubrics/criteria used to assess performance)
- Performance in the Classroom/Theory (written and oral tests: presentations, assignments)
- Citizenship/Participation (self-reflection/journal)

Learning Resources:

- Jay Martin (Ed.) Soccer Coaching Excellence, National Soccer Coaches Association of America
- Joh Wooden Pyramid of Success – Wooden on Leadership: <http://www.coachwooden.com>
- Stephen R. Roghoobarsingh, M.A., The New Game Plan – Using Sports to Raise Happy, Healthy, and Successful Kids
- Laws of the Game 2019-20 – Canadian Soccer Association: <https://www.canadasoccer.com/fifa-laws-of-the-game-s15089>
- National Soccer Coaches Association of America: <http://www2.nscaa.com>
- www.all-soccer-info.com
- www.soccer-training-info.com
- www.bcsoccer.net
- National Soccer Coaches Association of America – Soccer Coaching Curriculum for 12-18 year old players Volume 1&2

Additional Information:



ITEM 6

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **SUPERINTENDENT'S UPDATE**

Date: February 12, 2020
(Public Board Meeting)

Information

RECOMMENDATION:

THAT the Board receive the Superintendent's Verbal Update, for information.



ITEM 7

To: **Board of Education**

From: Education Advisory Committee

Re: **RECEIVE MINUTES OF MEETING**

Date: February 12, 2020
(Public Board Meeting)

Information

RECOMMENDATION:

THAT the Board receive the January 22, 2020 Minutes of the Education Advisory Committee, for information.

Attachment

SD42 Education Advisory Committee

January 22, 2020 Minutes



IN ATTENDANCE:

Pascale Shaw (Trustee), Elaine Yamamoto (Trustee), Tracy Hewgill (Ridge Meadows Association for Community Living), Susan Carr (Ridge Meadows Child Development Centre), Mike Scarcella (District Principal), Rhonda Jones (District Vice Principal), Sylvia Russell (Superintendent), Karen Delong (Inclusion BC), Eugene Javier (District Parent Advisory Council), Jason Franklin (Canadian Union of Public Employees), Harry Dhillon (Deputy Superintendent, Committee Chairperson).

AGENDA:

- 1. Review Terms of Reference**
- 2. Review Feedback to Draft #2 SD42 Inclusive Schools Policy**
- 3. Review Board Authority/Authorized Courses**

1. Review Terms of Reference

The Deputy Superintendent reviewed the Terms of Reference.

2. Review Feedback to Draft #2 SD42 Inclusive Schools Policy

Discussion focused on email feedback from two individuals in relation to Draft #2 of revisions to the current Inclusive Schools Policy. Minor revisions were made to Draft #2 to form Draft #3.

The Education Advisory Committee recommends that final Draft Policy #3 be submitted to the Board Policy Development Committee for review and continuation with the public consultation process.

Tracey Hewgill (Ridge Meadows Association for Community Living), Susan Carr (Ridge Meadows Child Development Centre), Mike Scarcella (District Principal), Rhonda Jones (District Vice Principal), Sylvia Russell (Superintendent), and Karen Delong (Inclusion BC) exited the meeting.

3. Review Board Authority/Authorized Courses

The committee reviewed and is recommending that the Board of Education approve the following Board Authority/Authorized Courses effective for the 2020/21 school year:

- Softball Skills 10
- Softball Skills 11
- Softball Skills 12
- Advanced Basketball 10
- Advanced Basketball 11
- Advanced Soccer 11
- HOPE for Boys Leadership 11

**ITEM 8**

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **DRAFT MOTION TO THE BC SCHOOL
TRUSTEES ASSOCIATION: FUNDING
FOR TRADES**

Date: February 12, 2020
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

April 2014, government released the BC Skills for Jobs Blueprint, which set out a strategy for reengineering education to provide education and training needed by high-demand occupations. The key K-12 pillar was the provision of more hands-on learning experiences earlier and well as the building of key partnerships between school districts and industry.

School districts around the province have supported this government initiative by diversifying the trades programs offered and encouraging students to pursue a career in trades.

Back in 2014, it was identified that lack of funding after graduation was a barrier to students completing the trades program that they started in a secondary school. School districts were encouraged to enroll trades students in Grade 13 and funding for Youth Apprentices was provided by the Ministry of Education.

Recently, the Industry Training Authority (ITA) changed the definition of Youth Apprentice, resulting in graduated students under 19 years of age no longer being eligible to receive funding from the Ministry of Education to complete the trades program that they started before graduation.

- 2014 Definition: The ITA defines "Youth Apprentices" as apprentices between the ages of 15 – 19 years of age. Active Youth Apprentices are converted to adult apprenticeship status on their 20th birthday, or on their graduation date plus 150 days, whichever occurs first.
- 2019 Definition: The ITA defines "Youth Apprentices" as apprentices who are school-age (i.e., up to completion of the school year in which the student turns 19) for the purposes of receiving Ministry of Education funding.

RECOMMENDATION:

THAT the Board approve the submission of the following motion to the BC School Trustees Association for consideration:

"THAT BCSTA advocate for the Ministry of Education and the Ministry of Advanced Education to provide funding for all graduated under 19 students that will allow them to complete the trades program in which they enrolled prior to graduation. "

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **DRAFT MOTION TO THE BC SCHOOL
TRUSTEES ASSOCIATION:
PROVINCIAL FUNDING TO IMPROVE
ACCESS TO EDUCATIONAL
PROGRAMMING IN CORRECTIONAL
FACILITIES**

Date: February 12, 2020
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

Low literacy can be a key contributor to the root causes of crime. BC Corrections works with local school districts and literacy organizations to help people under supervision make a new start by teaching them to read, write and learn the skills they need to live independently.

The programs help them to:

- Obtain their high school or high school equivalency diplomas.
- Earn certificates and accreditation to aid in their future job searches.
- Prepare for college.

There are two correctional facilities in the Maple Ridge community; Alouette Correctional Centre for Women and Fraser Regional Correctional Centre. The voluntary educational program at Fraser Regional Correctional Centre serves students who are waiting for their court date and are at the correctional facility anywhere from between 38 days to 18 months and runs from September to June.

In school districts where a correctional facility is located, access to a provincial resource program is required to improve the current levels of educational programming to all detainees regardless of time spent in the facility.

RECOMMENDATION:

THAT the Board approve the submission of the following motion to the BC School Trustees Association for consideration:

“THAT BCSTA request that the provincial government allocate special purpose funding to school districts that provide educational services in correctional facilities based on the level of service required in each community.”



RECORD

Pursuant to provisions of 72 (1) of the *School Act*, the following report is a general statement of: (a) matters discussed; and (b) the general nature of decisions resolved at the following meetings from which persons other than Trustees or officers of the Board, or both were excluded:

December 11 ,2019 Special Closed

Call to Order	Meeting called to order at 1:46 p.m.
Motion of Exclusion	Approved
Approval of Agenda	Approved as circulated
Decision Item	Approved as circulated
Adjournment	Meeting adjourned at 2:51 p.m.

December 11, 2019 Closed

Call to Order	Meeting called to order at 3:00 p.m.
Motion of Exclusion	Approved
Correspondence	Received
Approval of Agenda	Approved as amended
Approval of Minutes	Approved as circulated
Superintendent Decision Item	Approved as circulated
Secretary Treasurer Decision Item	Approved as circulated
Superintendent Information Items	Received
Secretary Treasurer Information Item	Received
Trustee Reports	Received
Adjournment	Meeting adjourned at 4:30 p.m.