Participants from CI6/8810 Curriculum Development: K-12 during the summer of 2009 worked with the Toledo Walleye Hockey Club and hockey experts from the local Toledo area. Our mission was collaboration, teamwork and educational value. Our goal was usability.

The following curriculum workers were instrumental in the development and completion of this project:

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Special thanks goes out to the following individuals whom provided great sources of expertise and experience we could not have completed this project without:

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Nick Vitucci

Any mistakes, misgivings, or miscalculations rest solely in my hands. We did the best we could on the accelerated timeline (2 weeks!). Besides, curriculum is meant to be living and evolving. This guide is no different.

We encourage and look forward to your comments.

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• A hockey puck measures 3 inches in diameter.
• Water freezes at 32°F. The ice for a hockey arena is kept at 12°F.
• The goal is 4 feet tall by 6 feet wide.
• A game lasts 60 minutes. It consists of 3 periods 20 minutes long.
• There are two intermissions in a hockey game.
• Toledo has won the most minor league championships of any other city in North America as of 2009.
• Zamboni is the name of the machine that cleans the ice. Hot water (140°F to 160°F) is poured on the ice as it cleans to replenish the thickness.
• Today’s NHL best shooters can send the puck around 100-105 miles per hour.
• When two average size players collide in mid-ice the impact can produce several thousand pounds of force.
• The Maumee River offers the largest population of migrating Walleye east of the Mississippi River.
• During Spring Run time on the Maumee River, up to 50,000 people or more arrive to participate in a seasonal ritual unparalleled on the Great Lakes.
• The regulation ice thickness in the NHL is \( \frac{3}{4} \)"
• After three concussions, a player may no longer play for any sports team according to regulations.
• The average time on the ice is a 45 second shift.
• Jacques Plant was the inventor of the full-face mask for hockey goaltenders, and the first one to use it during a game in 1959.

http://www.thephysicsofhockey.com/didyouknow.htm
From the Curriculum Committee

This curriculum guide is a roadmap. We've keyed activities to a few things important to education: Content Area Standards; student ability levels (curriculum differentiation); teacher comfort and expertise; creative/imaginative thinking; community connections; health education; and, technology usage.

As teachers ourselves, we know the pressure to be accountable for learning and use of school time. But, we also know the excitement generated by real-life experiences such as field trips. This packet is linked to the Toledo Walleye Hockey Club. Specifically, we anticipate you will take your classes to the Lucas County Arena in Downtown Toledo for a visit; and, perhaps to see a hockey game.

Therefore, we developed this guide to help make connections between your curriculum and the Toledo Walleye Hockey Club. The goal is to provide options for you, the teacher, to choose as you prepare for a visit to the Toledo Walleye home arena.

The Toledo Walleye Hockey Club is putting together an educational opportunity for schools to visit the Arena and have a positive educational experience. More information will be provided on this unique opportunity; but, our charge was to help teachers build connections between their curriculum and the opportunity to bring hockey into the lives of their students.

We want kids to become engaged in learning; finding their interests and exploring these in depth. We want kids to also take responsibility for learning; making decisions and choices about how to learn best suited to their needs and readiness. And, we expect teachers to begin with our work; adapting it to meet specific classroom situations and settings.

We encourage you to browse and choose activities that best match your classroom and kids. Some pieces fit better as pre-visit or post-visit activities. Others work on many fronts. You decide what works best for you and your kids.
Definition of Terms

Integration
Combining any or all of the four core academic content areas (English Language Arts, Mathematics, Science, Social Studies) in an interrelated and natural way. All content areas and several “encore” areas (e.g., music, art, health, physical education, technology) occur holistically during the process of living one’s life (van Manen, 1990). Real-life means real messy but, with a bit of effort, independent perspectives can be identified, explored and related to other curricular content areas.

Differentiation
Work to address the abilities, interests and needs (both perceived and real) of individuals in the practice of education. We define differentiation as a way of providing students with opportunities to come at curriculum from their strengths and ability levels—as varied as these may be.

Enrichment
The antithesis of remediation. We believe all individuals need enrichment to overcome fears and inexperience. In addition, enrichment gives all individuals (teachers too!) the opportunity to connect life outside the school building to areas being studied within the “hallowed halls.”

Extension
Opportunities to add depth and/or breadth to the curriculum based on the interests and abilities of individual learners. This process of invited action requires learners to take risks as active participants. This provides learners the opportunity to gain a sense of what life-long learning entails.
From the Curriculum Committee

You’ll see versions of these terms coming through in the activities that follow. Directly, enrichment and extension are covered in “Slap Shot” and “What’s Next” components of activities. Indirectly, differentiation is built into the “Focus” and “Tip in” sections.

Please note—and we cannot emphasize this enough—core academic content areas are included and embedded within each activity and most every level of each activity. This is integration. Explore it, but most importantly use it; as this intermingling of core and “encore” content is exactly what each one of us experiences beyond the comfortable surroundings of the classroom walls.

This is real-life; and, we do hope you enjoy your “hike” through our guide.

Educational Foundations and Philosophy

The following pages are something different. The aim of the work is to generate an aesthetic awareness and sense of possibility for curriculum.

Work? Yes—definitely. Yet, the word takes on new meaning when curriculum workers include teachers, students and representatives from the community involved in the process of supporting one another.

A sense of possibility provides opportunities for students to take responsibility for and ownership of their learning. They get to make choices and be creative; ultimately, providing the teacher with the essence of their learning. This tilts accountability away from a measurement of student behavior to a celebration of tangible outcomes shared with learners. In effect, focusing on the engaged process of learning rather than checking on ability to regurgitate facts, figures and definitions in the hopes of cementing these into long-term memory. We’re after living experiences instead.
Our perspective is guided by the work of the following curricularists:

- **Ralph Tyler (1949)**, whose foundational work established a very familiar pattern for developing curriculum used by teachers around the world. It is a four-step process summarized as: 1) Determine Goals or Objectives; 2) Determine experiences aimed at attaining these goals/objectives; 3) Organize these experiences; and 4) Measure the outcome of these experiences to see if the goals/objectives were met. You know this process as part of the setting of education.

- **Jim MacDonald** whose discussions about curriculum theory and mythopoetics (1971) challenge the notions of schooling based on social efficiency and assembly line practices.

- **Joseph Schwab’s (1970)** discussion of elements of education including students, teachers, subjects and settings as a means of articulating practical, coherent opportunities for the process of expression and education.

- **Donald Schon**, whose examination of reflective practices (1983) gauges all we, as teachers, strive to fulfill with our students.

- **Decker Walker (1975)** who urged educators not to replace the natural process of curriculum planning for students with artificial processes prepared by organizations or businesses far removed from the classroom.

- **John Dewey**, whose progressive ideals and philosophical (and practical!) articulations about experience and education (1938) continue to provide us with many, many ideas for improvement—both personal and educational.
We see the world from different perspectives; yet, we acknowledge and accept these differences as starting points to meaningful curricular conversation. There are individuals strongly associated with Social Efficiency, where the school’s function is to prepare citizens for their part in society. There are Academic Traditionalists, focusing on core content knowledge and a common set of experiences all should have as literate individuals. Humanists believe the stages of development guide the pedagogy of education and schooling. And, Social Reconstructionists argue schools are required to discuss and address the ills of society, both historically and in the present to change society.

In participatory democracy (Henderson & Hawthorne, 1995), any of these positions can (and do) exist. The work of curriculum becomes one of negotiating the blind spots causing different points of view from coming to common ground and discussing particular concerns. In our vision, disagreements and negotiation are constants. The faces and stakeholders are variables and everything is beyond control.

Our work integrates theory and practice. We realize without theory, practice remains unchallenged. Yet, without practice, theory is little more than fiction.

As teachers, exploring this document involves a state of emancipatory education (Greene, 1988) and curricular wisdom (Henderson & Kesson, 2004); where your assumptions, beliefs and need to avoid chaos and conflict are challenged. This curricular journey requires you to identify and sit with your preconceived notions about teaching and learning; engaging in a learning experience yourself—all the while, encouraging students to take risks and test out their ideas. Heady work indeed!
From the Curriculum Committee

References


Each activity set integrates core content areas (English Language Arts, Mathematics, Science and Social Studies) and “encore” areas (Art, Music, Health, Physical Education and Technology) in a conscious effort to provide teachers with broad ability to apply activities to suit the needs of their students.

Should you be required to address specific content standards to validate the use of these activities in your curriculum, we’ve provided them below. As you glance through the activity sets, you’ll notice the open-ended and creative ways the activities build from basic knowledge to high levels of engagement and judgment on the part of students.

With very little effort and thought, each activity and the varied levels of involvement embedded within can be matched to your appropriate grade level outcomes in all content areas.

We’ve checked the activities against the standards ourselves; but want to give you latitude to freely excerpt ideas and adapt them to your classroom situations and students’ needs. You’ll see that each activity provides just a key to the content areas rather than prescriptive lists of standards addressed.

**English Language Arts**

Ohio’s Academic Content Standards in English language arts are made up of 10 standards.

- Phonemic Awareness, Word Recognition and Fluency Standard
- Acquisition of Vocabulary Standard
- Reading Applications: Informational, Technical and Persuasive Text Standard
- Reading Applications: Literary Text Standard
- Writing Process Standard
- Writing Applications Standard
- Writing Conventions Standard
- Research Standard
- Communication: Oral and Visual Standard
Ohio Content Area Standards

Mathematics

Ohio's academic content standards in mathematics are made up of six standards.

- Number, Number Sense and Operations Standard
- Measurement Standard
- Geometry and Spatial Sense Standard
- Patterns, Functions and Algebra Standard
- Data Analysis and Probability Standard
- Mathematical Process Standard

Science

Ohio's Academic Content Standards in science are made up of six standards.

- Earth and Space Sciences
- Life Sciences
- Physical Sciences
- Science and Technology
- Scientific Inquiry
- Scientific Ways of Knowing

Social Studies

Ohio's Academic Content Standards in social studies are made up of seven standards.

- History
- People in Societies
- Geography
- Economics
- Government
- Citizenship Rights and Responsibilities
- Social Studies Skills and Methods

Technology

Ohio's Academic Content Standards in technology are made up of seven standards:

- Nature of Technology
- Technology and Society Interaction
- Technology for Productivity Applications
- Technology and Communication Applications
- Technology and Information Literacy
- Design
- Designed World
Physical Education

The State Board of Education adopted the following National Association of Sport and Physical Education (NASPE) standards in December 2007 and benchmarks and indicators on June 8, 2009. The standards are:

- Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.
- Standard 3: Participates regularly in physical activity.
- Standard 4: Achieves and maintains a health-enhancing level of physical fitness.
- Standard 5: Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.
- Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
Toledo Hockey Hystery

Focus

Students will explore History of Toledo hockey and summarize their findings via Timeline generation. (History; English Language Arts; Technology; Geography)

Tip In

• Use www.hockeydb.com and search for Toledo (under city). Look at the history of hockey in Toledo. How do you think the names for the teams were developed?

• Make a time line and place each of the Toledo teams on it. How long has hockey been played in Toledo? Are there any times when there wasn’t a team playing? Why do you think this happened?

• Are there any players that played for different Toledo teams? List them.

Wrist Shot

• Compare some other ECHL teams and cities to Toledo. Who has the longest hockey history in the ECHL based on cities? Teams?

• What was it like in the “hey day” of Toledo Hockey when the Goaldiggers won the championship in 1974-1975? Interview relatives who lived through this experience. Compile these stories into a booklet to share what you learned.

• Visit a local rink/arena and take in the experience. Tie up some skates and try your luck during an open skate; find the Zamboni driver and ask him/her about his/her job. Ask what he/she remembers about hockey in Toledo or great memories they have about hockey in Toledo. Write down what you learned. Share it with your classmates.

Slap Shot

• You are the “beat reporter” for your local paper. The Toledo Walleye have just won the Kelly Cup! Write the lead story.

• You are the old Sports Arena and are now passing the torch to the new Lucas County Arena. What important information do you pass along to your replacement to make sure the rich history of hockey isn’t forgotten? What other things would you talk about? Explain.
What’s Next

Trek Around Town….find artifacts from Toledo Professional Hockey at local restaurants, sports arenas, etc. What did you find? Make a map or other visual representation of your findings.

You are 85 years old, and have lived through some great Toledo Walleye championships. Several players made it to the Olympics and NHL from some of these teams. Write a story about some of these experiences. What was your most exciting memory?

Compare the history of Toledo Hockey to Detroit or Chicago. What similarities are there? Differences?

Suggested Resources

www.hockeydb.com
you can search for Toledo (city) and get the historical record, player info and stats

www.toledoblade.com

www.toledowalleye.com
the homepage for your Toledo Walleye Hockey Club

www.echl.com
the league website

www.usahockey.com
direct connection to all things hockey in the USA
Respect the Game!

Focus
Students will explore and evaluate Sportsmanship, Character, Integrity and Respect. (Social Studies)

Tip In
• Brainstorm actions that show good sportsmanship. What does it mean when you have integrity? If you have strong character, what does this mean you act like? What about respect?
• What kinds of sportsmanship, character, integrity or respect might you see during a professional hockey game?
• Watch a hockey game, and keep track of the good sportsmanship, character, integrity or respect acts you see occurring.

Wrist Shot
• In cooperative groups, decide on a definition for “sportsmanship”, “character”, “integrity” or “respect.” Why is it important to be a good sport as an athlete? What about as a fan? Develop a display that includes character words or traits that match the group’s definition for these terms.
• Role-play the shaking of hands at the end of a hockey game. You are one of the winning Club’s players. How do you show sportsmanship? You are one of the losing Club’s players. How do you show sportsmanship? What if your opponent isn’t a good sport? What do you do?

Slap Shot
• How do sportsmanship, character and/or integrity allow an athlete to overcome conflict?
• Discuss conflict resolution strategies; provide conflict resolution training.
• Fighting is a part of the game of hockey based on respect. Why do players fight? How does respect come into play?
• A former Toledo Storm player said, “Each team has an Enforcer who is like a policeman on the roster. Without this player it would be like living in a society without police—people would just go crazy.” Explain what he means by this statement.
• Hold a debate. “The league” has decided to possibly eliminate all fighting in games by fining and suspending players. Is this a good
Respect the Game!

policy change? Why or why not? How will the change effect the game of hockey?

What's Next

Explore the meaning behind “Respect the Game.” What does this mean to players? Fans? Referees?
How does sportsmanship in hockey compare to basketball? Football? Baseball?
How do hockey players learn to “respect the game”? Is this different from other professional athletes? Explain.
Design a school-wide character or sportsmanship day
Identify famous hockey players who are known for good sportsmanship.
Explore how sportsmanship affects game play.

Suggested Resources

www.hockeyplayer.com
you can get answers about hockey and hockey players here

http://www.goodcharacter.com/
character education and information

teacher resources on conflict resolution

the process of conflict resolution available at this site
You Make the Call

Focus
Students will learn about Referee Calls, Penalties and Hockey Rules of Play. (Social Studies; English Language Arts)

Tip In
• See the Appendix for a set of Rule Cards that can be photocopied and provided to students. These are the most common calls made by referees during a hockey game—but the list is not complete!
• Provide each student with a set of cards. (It is best to have the cards pre-cut for student use). Group students and provide them with one of the scenarios from the situation bank (see attached). Each student decides on a rule card to “play” and all place their choice face down on the desk/table. Once all have played, the group turns over all the played cards and discusses the choice(s) made for the call.
• Discuss why choice(s) were made for the rule card played. Explain.
• What other rules or penalties can happen in a hockey game? Have students explore on the Internet for possibilities. Students can build additional cards to add to their Rule Card deck.

Wrist Shot
• You Make The Call is a series of situations where students make the call acting as a referee. Work in groups and have each student make the call by putting down her/his choice for a referee’s call from the set of Rule Cards (see Appendix). Discuss reasons for making the call in the group. Discuss situations where more than one call could be made? Explain.
• Some calls are subjective, meaning the referee has some flexibility in making the call or not. Is this good or bad for the game? What if the referees change the way or time they make calls (like late in a game or series; or, in the playoffs)?

Slap Shot
• Students generate a set of situations (case studies) to add to the bank for the You Make the Call game. From simple to complex, the more the merrier!
• Students make additional Rule Cards for other calls that could be made during a hockey game.
You Make the Call

• Students generate a set of Fantasy Rules that they would like to see added to the Hockey Rules of Play. Debate the proposed additions, vote on the changes.

What’s Next

Contact USA Hockey and get information about Rules of Play and how often they change. Do players have any input in rule changes? How?

How/Why did the referees develop the hand signals for the calls? Where was the game of hockey invented?

Contact the Walleye Club and ask which rules they like, and don’t. Ask why they made their choices. Ask them if they would like to see rules change. Provide your class voted upon rules and send them along. Get feedback on your rules. Are they good ones? Why?

Suggested Resources

www.hockeyplayer.com
you can get answers about hockey and hockey players here

a direct link to USA Hockey Officials and expectations for play

www.usahockey.com
direct connection to all things hockey in the USA
Situation Bank

A player is moving up ice with the puck. He passes to his teammate. An opponent skates from the opposite side of the ice and hits the passer, knocking him into the boards.

A player falls down and accidently trips an opponent while she is trying to get to the puck.

The goalie hits an opponent with his stick causing the player’s stick to break.

A player is on a break-away with the puck. An opponent dives, using his stick to knock the puck away, but misses knocking the break-away player down.

While battling for the puck along the boards, a player’s stick and arm get wrapped around an opponent. This stops the player from being able to play the puck.

A player falls down in front of an opponent while his teammate skates around him with the puck and escapes. Is this a penalty?

Two players are battling along the boards for the puck. Another player comes in hard with her stick on the ice and pushes the puck along the boards, but knocks both the other players to the ice. Is this a penalty?

A player turns from forwards to backwards skating. As he does this, he spins his stick around hitting another player in the neck. Is this a penalty?

A player is hit from behind and falls with an elbow into an opponent. Is this a penalty?

A player jumps up in front of the net while her teammate shoots a high shot. The puck deflects off her stick while she is in the air and goes into the net. Is this a goal?

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You Make The Call.....

Why did you make this call? Could there be more than one call? Explain.
Focus

Students will research the various fish and their habitats in Toledo. (Science, Social Studies, Language Arts)

Tip In

• Research how the Toledo Walleye got their name and discuss if the students believe it was a good choice for the team.
• What is the significance of the walleye to the Toledo area?
• Discuss the various types of fish in the Maumee River
• Research the various characteristics of the fish found in the Maumee River.
• Divide class into groups of 3 or 4; assign each group 2 or 3 fish. Have students research the various physical and environmental characteristics of each fish.
• Students will create trivia cards using 3x5 index cards with different facts about their fish. Be sure to write only 1 fact per card.
• Upon completion of fact cards, each group will shuffle their cards and place them in the center of their group.
• Each member of the group will take turns pulling a card, reading the information given and asking a member of the group to determine what type of fish is being described.
• The card should be given to whoever answers the question correctly. At the end count the cards you have, whoever has the most cards is declared “Maumee River Fish Guru”

Wrist Shot

• Break the class into groups of 2 or 3; assign each group a type of fish that can be found in the Toledo area. (buffalo, white bass, carp, large mouth bass, catfish, perch, bluegill, walleye)
• Have each group do research to acquire information including the life cycles on their assigned fish using various resources (i.e. books in the library, internet, encyclopedia, etc). This may lead to a mini-lesson on how to use such resources.
Sounds Fishy to Me

Slap Shot

- Compare and contrast the life cycle and habits of the walleye to another fish found in this area.
- Allow each group to choose a medium to share their findings with the class. Give them ideas such as designing a poster, making a brochure, writing a report, creating a power point presentation, etc.

What’s Next

- Based on presentations, do you think the Walleye was the best choice for the team name?
- Research how water pollution affects the walleye
- Bring in guest speaker to discuss fishing
- Have groups create a travel brochure persuading people that Toledo is the place to be if they want to do some great fishing.
- Using what you know about the significance of the Toledo Walleye name, research how the Toledo Bullfrogs (arena football) and Toledo Mudhens (Baseball) got their names.

Suggested Resources

www.dnr.state.oh.us
Find out more about the fish in Toledo

www.notjustfishing.com/pickerel/walleye.shtml
Information about fish characteristics

www.ToledoWalleye.com
Information behind the significance of the name walleye
Where Is The Walleye

Focus
Students will track the Toledo Walleye’s travel between cities during the hockey season. (Geography, Mathematics, Language Arts)

Tip In
• Obtain a copy of the Toledo Walleye’s game schedule. (www.toledowalleye.com)
• Post a map, highlighting cities/states the team will travel. Then move a fish marker from each destination as the team travels.
• When the team enters a new city/state, as a class learn an interesting fact about that area. Keep a class list of where the team travels and the game score in each state.

Wrist Shot
• Use a game schedule along with a map of cities/states of the teams travel.
• Each student will keep a journal of the teams travels. As the team enters a new city the students will calculate the total distance (miles) between cities. After the distance is figured out, then find out how long it would take to travel that many miles.
• Discuss the different means of transportation which the team could use to travel to each destination (plane, train, bus, car, and ext.). Investigate each mean of transportation and determine which way would be the fastest, and most economical.

Slap Shot
• As the team enters a new city/state, the class will research that city/state. Then take the information learned about the new city/state and compare/contrast the findings with Toledo, Ohio.
• Have students work in groups or individually and pick a city/state that the class has researched and take that information and create a travel brochure that lists all the highlights of the area to give to the players/fans.
Where Is The Walleye

What’s Next

Send travel brochures to the team and ask that they review and determine which city/state they would like to visit based on brochure information, or inform the class of their favorite destination.

Based on the information the class gained from researching different states determines which city/state would be the most fun to visit.

Suggested Resources

www.toledowalleye.com
you can find and print the game schedule for the current season

www.mapquest.com
provides maps of different cities, and also calculates the total travel distance

www.ECHL.com
provides all the teams in the league and their locations

United States Atlas
Who is Your Hockey Hero?

Focus
Students will explore the lives of past, present, and upcoming players. (Social Studies, Language Arts, Math)

Tip In
• Given the team roster, plot out home locations on a map of the world for each player.
• Map out other ECHL team locations, or that teams' players' home locations.

Wrist Shot
• Research and present the life of a player to the class.
• Design a hockey card for a player that represents their professional hockey life.

Slap Shot
• Explore obstacles that a player has to overcome through their life to keep playing professional hockey.
• Explore cultural differences that might exist between players on the Walleye hockey team.

What's Next
Research the players stats and add it onto the card you made.

What famous players have ties to professional hockey in Toledo?

Who do you think the most influential professional hockey player in Toledo was/is?
Who is Your Hockey Hero?

Suggested Resources

www.espn.com
  Information on team rosters and players
www.hockeydb.com
  Information on rosters and players of previous teams
www.toledowalleye.com
  Information on Walleye players
www.toledoblade.com
  Information on Walleye team and player statistics
Focus

Students will learn about this famous traveling trophy. (Geography, Language Arts)

Tip In

• The Stanley Cup is the only trophy passed from player to player during the summer their team wins. Using information and photographs of the Stanley Cup (www.nhl.com/cup/index.html), create a flat version on construction paper or poster board.

• The Stanley Cup is the only trophy in professional sports that has the names of winning players, coaches, management, and club staff engraved on the silver chalice. Invite students to sign their name on the trophy.

Wrist Shot

• Explore the other trophies in Hockey. Locally, the Kelly Cup goes to the play-off champion of the ECHL. What teams have won this award?

• The Kelly Cup stays with the winning team until the start of play-offs the next year. Pretend the Cup travels. Where would you recommend the cup should travel locally? Create a travel itinerary including all of the must-visit attractions of the local area.

Slap Shot

• Pretend you receive the trophy as a player of a winning season. Take the (Flat) Stanley cup home for a few days, and log your travel experiences. During your time with the trophy, take photographs, draw pictures, collect artifacts, and journal about your experiences with the trophy.

• Keep your experiences in a notebook at school, and have classmates add their own experiences to the notebook as well.
The (Flat) Stanley Cup

What’s Next

Map the travel of this year's Stanley Cup (around the globe!)

Research the winners of previous Stanley Cup championships, and create a graph of your results.

Find out when the Stanley Cup or Kelly Cup was first awarded and who they are named after.

Discover the unique locations (the White House!) and interesting uses (baptism!) players have experienced with the Cup.

Suggested Resources

www.nhl.com/cup/index.html find out the history behind the Stanley Cup

http://www.ECHL.com/awards.shtml learn about the Kelly Cup
You Make The Team!

Focus

Students will use imagination and creativity to create their own Hockey Club and equipment. (Language Arts, Social Studies)

Tip In

• Create your own hockey team- determine your team’s: name, location, colors, logo, mascot, and "sweater"/ jersey designs.

Wrist Shot

• Design an arena where your team would play.
• Research hockey players and choose the players you would want on your team and what position each would play.

Slap Shot

• Examine a variety of programs (from sporting events, plays, concerts, etc.) to identify the various components that make up a quality program.
• Create a program for an upcoming hockey game that would appeal to fans
• In a large group, develop a program for their class or school based on what they learn.

What’s Next

Research the history behind the Goalie Mask and design one for your own team.

Create an advertisement for your hockey team to make people want to come see your games. (Ex-poster, jingle, TV commercial, etc.)

Create a program for a sponsored school event.

How does color, shape, and design of a program effect the reader of a program?
You Make The Team!

Suggested Resources

www.echl.com
Information about teams in the ECHL to use as examples.

www.NHL.com
Information about NHL teams to use as examples.
Focus
Students will summarize the functions of the Zamboni. (History; Science; Mathematics; English Language Arts)

Tip In
• Students should read and listen to “I Wanna Drive a Zamboni” using the following resources:
  Song: www.youtube.com/watch?v=vVkJbvv3pHg

• Upon listening to or reading the song, students should construct their own Zamboni song and perform it for the rest of the class. (You may suggest a familiar tune for the whole class to use as a guide.)
• Have students briefly research the purpose of the Zamboni.

Wrist Shot
• The teacher should pour water into a pan and freeze the water. Students should scratch the surface of the ice to simulate hockey players scratching the ice with their skates. Students should discuss what may happen to the players if the ice were left with scratches. The teacher should spread hot water on the ice with a towel.
• Place the ice back in the freezer, asking for hypotheses from students on what may happen and how it would help the players. The next day, reveal the changes to the ice and allow students to discuss the similarities between the Zamboni machine and the experiment.

Slap Shot
• After seeing a Zamboni at a Walleye game/via the internet, allow students to write “A Day in the Life of a Zamboni,” write and perform a monologue in which the Zamboni describes a typical day at work, or design a skit or short play titled “A Day in the Life of a Zamboni.”
**The Zamboni**

**What’s Next**

Research the history of the Zamboni and create a biography to accompany the other written/performed works. Who was it named for? Why?

Research the mechanical aspects of the Zamboni and create a diagram explaining how the machine resurfaces the ice.

**Suggested Resources**

www.youtube.com/watch?v=vVkJbvv3pHg
The Zamboni song and video

www.zamboni.com/welcome.html
Great background information on the Zamboni

Web site containing the lyrics for the Zamboni song
Focus

Students will explore Nutrition, the Food Pyramid and Energy Needs. (Life Science; Mathematics; Health; Social Studies)

Tip In

• A Professional Hockey Player needs a daily caloric intake (DCI) of 5000 calories in her/his diet. Using the Food Pyramid and a Website that gives you the caloric count of food (www.freedieting.com is an example), develop a menu for a Professional Hockey Player that meets this requirement, and is balanced according to the Food Pyramid.

• How does a Professional Hockey Player’s energy needs compare to yours?

Wrist Shot

• Explore the nutritional value of lunches at your school. How do your school’s lunches balance against the Food Pyramid?

• Interview the cafeteria staff, or have the food service manager visit your classroom. Talk about how decisions are made for school lunch choices. How are meals prepared?

• What is the average caloric count of a school lunch? How does this match to your needs as a growing student?

Slap Shot

• List typical foods that are sold at sporting events. Determine the caloric count of each of these foods.

• Develop a lunch plan for your visit to the Walleye Hockey game. Match your needs as a growing student based on the Food Pyramid, but hey, you want good taste and fun too!

• During your visit, determine the cost of your lunch.
Body Fuel

What’s Next

You are the trainer for the Walleye. Plan a weeklong menu for the players that meets their DCI, but also gives them options in what they eat.

What did you learn about nutrition and cost while attending the Walleye Game? How were you surprised about the costs of food and the nutritional value of available items?

How could you promote good nutrition and a balanced diet for fans at a Walleye Hockey game? What could you do to help fans make better choices about what they eat?

What advice would you give to families planning on going to a Walleye Hockey game that could help them have a nutritious and fun meal at the Arena?

Write to some of the Walleye Players and ask what they like to eat. What do they eat on game day? How do they decide what a good nutrition plan is for their needs?

Suggested Resources

www.hockeyplayer.com
you can get answers about hockey and hockey players here

http://www.mypyramid.gov/
the food pyramid and nutrition are discussed here

http://www.faqs.org/nutrition/Pre-Sma/School-Food-Service.html
provides background information about School Food Service requirements

www.freedieting.com
a calorie counter and nutrition guide for typical foods.
**Hockey Fitness**

**Focus**

Students will perform basic strength training, cardiovascular and agility exercises similar to those performed by professional players (Health; Physical Education)

**Tip In**

- Set up stations in which students will perform the following exercises, which will be repeated continuously for 30 seconds to 1:00 minute per station. This time frame is similar to a shift performed by a hockey player.

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Body weight/weighted squats</td>
<td>Students will place feet shoulder-width apart, bending their knees and sinking their hips as low as they possibly can.</td>
</tr>
<tr>
<td>2. Body weight/weighted lunges</td>
<td>Students will step forward with their right leg and sink their hips as they step. Then, students should return to a standing position and repeat with their left leg.</td>
</tr>
<tr>
<td>3. Twisting/turning exercises</td>
<td>Have students hold a weighted object in front of them with arms extended straight out from their body. Students should twist their torso from one direction to the other while keeping their feet firmly planted on the ground.</td>
</tr>
<tr>
<td>4. Abdominal crunches or full sit-ups</td>
<td>Students should lie on their back with hands behind their head or folded across their chest. With knees slightly bent, student should lift their shoulders off the ground 2-4 inches to perform a crunch, or should sit upright to perform a full sit-up.</td>
</tr>
<tr>
<td>5. Push-ups or some form of bench press</td>
<td>Students should light flat on their stomachs with palms flat on the ground, slightly more than shoulder-width apart. Students should use their arms to push themselves up, keeping their backs flat. This exercise can be performed with knees on the ground, rather than toes.</td>
</tr>
<tr>
<td>6. Squat Jumps</td>
<td>This exercise is exactly like the body-weight squat, except that students will jump as high as they can in the air for each squat.)</td>
</tr>
<tr>
<td>7. Cone drills (students should plant their outside foot and run to the next cone)</td>
<td>You can be creative with this one. Any drill that requires students to quickly change directions will suffice</td>
</tr>
</tbody>
</table>
Hockey Fitness

**Wrist Shot**

- Have students count and record the number of repetitions that are performed at each station for one minute.
- Repeat the exercises on a weekly or bi-weekly basis and allow students to track their progress.

**Slap Shot**

- After the first workout, allow students to evaluate their strengths and weaknesses.
- Then, have students develop their own fitness plan to improve on their weaknesses while they continue to build on their strengths.

**What’s Next**

Have students participate in a small game of floor hockey. When finished, allow students to analyze the physical skills hockey players need to be successful. Students should then brainstorm exercises designed to help improve those physical skills.

Students should use their own experiences and complete internet research to design the fitness plan for a young hockey player with a goal of trying out for the Toledo Walleye.

**Suggested Resources**

http://www.cdc.gov/HealthyYouth/physicalactivity/
Site outlining fitness guidelines for youth, including benefits of exercise

Addresses physical activity guidelines for Americans

http://www.maximumhockey.com
A resource for specific strength, cardiovascular, agility and flexibility exercises for hockey

Descriptions and illustrations of strength movements performed during the lesson
A Day At The Arena

Focus
Students will analyze the cost of a trip to the Lucas County Arena (Mathematics; Economics)

Tip In
• Break students up into a small group of four and have each group estimate how much a night out at a Toledo Walleye game would cost for an individual and family of four.
• Groups should break down costs in the categories of tickets, parking, food, and souvenirs.

Wrist Shot
• While at the game, or using internet-generated pricing lists (obtained through student research if possible), have students gather information regarding the actual cost of tickets, parking, food and souvenirs at a Toledo Walleye game.
• Then, allow students to compare their estimates with actual costs.

Slap Shot
• Before attending a Walleye game or researching actual costs, have the class add up their estimated costs for a family of four. Create a class average for individual and family costs.
• As a class, add up the total costs of tickets, parking, food and souvenirs. Allow students to analyze which was the largest expense, compared with the smallest.

What’s Next
Students could brainstorm and make a list of ways they could save money during trips to athletic/other events.

Allow the groups to construct a persuasive letter or speech convincing Walleye officials to lower ticket prices, or other costs, for the public.
A Day At The Arena

Use the internet to compare the savings of buying a season ticket package compared to purchasing the tickets individually.

Compare the price of attending a Walleye game with a Mudhens or Red Wings game.

**Suggested Resources**

http://www.mudhens.com/food/
A list of concession items available at Fifth Third Field (The Walleye will have similar concession items and prices)

http://www.toledowalleye.com/
Explore ticket, parking, and concession prices here. Also, look for club officials to send the persuasive letters to.

http://redwings.nhl.com/index.html
Explore ticket and other expenses for attending a Detroit Red Wings game.
Show Me The Money

Focus
The students will compare and contrast the salaries of ECHL and NHL hockey players. (Math, language arts, geography, & technology)

Tip In
• As a class, find the team and individual salary caps for the ECHL and NHL. Variations might include the difference in ECHL salaries with regard to their affiliation with an NHL team.

Wrist Shot
• Calculate the yearly, monthly, weekly, hourly, per game, or per minute amounts for a chosen team. Create a chart or table that best displays the information.

Slap Shot
• Choose another professional sport and create a table or chart comparing player salaries, number of games, minutes in play, etc.
• Using the salary information found above, find the amount of money a team loses for every minute a player spends in the penalty box.

What’s Next?
How does an entire ECHL team salary compare to the single salary of the #1 star of the NHL?

Research the top 10 NHL salaries and compare them to the Top 10 salaries of other professional sports.

How many years would your teacher have to work to equal a single-year salary of the NHL’s #1 player?
Show Me The Money

Suggested Resources

www.ECHL.com
Information for the East Coast Hockey League

www.NHL.com
Information for the National Hockey League

www.NFL.com
Information for the National Football League

www.MLB.com
Information for Major League Baseball

www.NBA.com
Information for the National Basketball Association
Cost of Team Travel

Focus
The students will use various resources to create different items for a travel budget. (Math, language arts, geography, & technology)

Tip In
• Assume for team calculations that there are 20 players and 5 coaches.
• Choose an opposing ECHL team and note their home city. Plot Toledo and the chosen city on a map and using the scale at the bottom of the map, calculate the number of miles traveled.
• Make a list of expenses that the Walleye might incur getting from one place to another.

Wrist Shot
• Use Internet resources to find current prices for hotel rooms, meals, ground transportation, etc. in different ECHL cities. Create a chart to display these values and compare with your classmates.
• Use the information found above to calculate the entire cost of the round trip.

Slap Shot
• Imagine that your travel agency has been hired to make the travel arrangements for an away-game trip for any two teams in the ECHL. Use any resources to help you determine what it costs to take a hockey team on the road. Compare results with your classmates to see who can find the best deal. Explain.

What’s Next?
Assume we have team of 20 players, 2 of them goalies, and 5 coaches. Each player/coach may take one suitcase and each goalie may take two suitcases.

Calculate the cost of travel between the two farthest ECHL teams and the two closest ECHL teams. Does it make sense for the ECHL to go from coast to coast? Explain.
Cost of Team Travel

Suggested Resources

www.Hotwire.com
Discount travel arrangements

www.Priceline.com
Discount travel arrangements

www.Travelocity.com
Discount travel arrangements

www.ECHL.com
Home of the East Coast Hockey League
League Rankings

Focus

Students will use win-loss statistics to show league rankings both numerically and graphically. (Math, Technology)

Tip In

• Assign small groups an ECHL team.
• Have each group use the latest win-loss statistics for their team, and give the team 2 points for a win, 1 point for a tie, and 0 points for a loss.
• Groups then create a chart that shows their team’s wins, ties, losses, and ranking.

Wrist Shot

• Using the charts created above, groups can then create a bar graph to display their team’s wins, ties, losses, and ranking.
• Compare graphs between groups. Who will be the toughest or easiest opponent?

Slap Shot

• As a whole group, create a class bar graph showing all ECHL teams used for the above activities and their rankings.
• Interpret the graphs. Who’s in first place? Who’s in last place? In what place are the Walleye?
• How many points do the Walleye need to move into first place? What else must we take into consideration for this to happen?

What’s Next

Create other graphs and discuss their good and bad qualities.

Use the above activities to explore NHL rankings.

At playoff time, how do points and stats determine rankings in different sports (football, baseball, basketball)?

What are the advantages/disadvantages of having a point system?
League Rankings

Suggested Resources

www.echl.com
the home website for the league the Walleye play in

www.toledoblade.com
a local newspaper in Toledo, Ohio

www.espn.com
find sports scores, rankings, and other sports related information here
Focus

Students will show trends in ECHL scoring using a line graph and make predictions based on their findings. (Math, Technology)

Tip In

• Using data from the Toledo Walleye website, create a line graph to show the number of goals scored per game this season. This can be completed as a whole group activity or in small groups.

Wrist Shot

• Using the above graph(s), identify a pattern or make a prediction for the remainder of the season.

• How many points will the Toledo Walleye score at the upcoming game? Make a prediction. After viewing the game, discuss your prediction. Were you close or right on? If not, what happened at the game that affected your prediction?

Slap Shot

• Have the students create line graphs to show points scored per game this season for other ECHL teams. Use the graphs to compare teams and predict scoring patterns for the remainder of the season.

• You may want to make this an ongoing activity, and continue graphing as more games are played.

What’s Next

Discuss whether other graphs would be better or worse for displaying points scored per game. Allow students to create other types that they believe are better.

Compare data from the last five Walleye games to the last five games of an upcoming opponent. Who do you think will win when they play? Make a prediction and tell why.
Suggested Resources

www.toledowalleye.com
the homepage for your Toledo Walleye Hockey Club

www.echl.com
the home website for the league the Walleye play in

www.toledoblade.com
the local newspaper in Toledo, Ohio
Focus

Students will explore and compare newspaper sources, practice reporting skills, and write an article for the Toledo Walleye after viewing a game. (Language Arts, Social Studies)

Tip In

• Teach newspaper skills such as using an index, and familiarize students with the sections in a newspaper (headlines, sports, comics, classifieds, etc.).
• Allow the students time to explore the sports section and discuss what important information and terminology reporters use in their sports stories.
• Compare the same sports story from two different newspapers.

Wrist Shot

• Discuss with the students how newspaper reporters must be sure to cover the facts. One way they do this is by using the 5 Ws (who, what, when, where, why).
• Have the students pretend that they are reporters at recess. Encourage them to observe carefully what is occurring out on the playground, and then to report their findings using the 5 Ws. They may want to specifically report on a game that is being played to gain experience in this area.

Slap Shot

• Tell the students that when they return from the Walleye game, they will be writing newspaper articles on what they observed. You may want to pick specific areas to observe carefully and report back on such as the arena, concessions, players, game happenings, etc.
• When the students return from the game, write an article as a whole group or in small groups. Encourage students to add headings, pictures, captions, and graphs to their article. The Toledo Walleye would love to hear what you report. Send articles to:

The Toledo Walleye
Community Relations
406 Washington St.
Toledo, OH 43604
Hot Off The Press

What’s Next

Develop questions and interview a classmate on their experience at the game.

Design a comic strip for the Toledo Walleye.

Write a weather report for game day.

Pretend you are a television news reporter and videotape yourself reporting on sports in Toledo.

Suggested Resources

www.toledoblade.com
a local area newspaper

www.toledofreepress.com
a local area newspaper
The Centerman plays in this zone

Left Wing Plays Here

Right Wing Plays Here

Left Defenseman in this Zone

Right Defenseman in this Zone

Direction of Attack
Appendix 1: Rule Cards

The following pages can be copied and cut to form Rule Cards for the You Make The Call activity set