

Violence in Hockey: The Road to Success or Failure?

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Violence in Hockey.



KSPN

Knowledge Sports Production Network



Effective Integration of Technology Into K-12 Curriculum

Violence in Hockey: The Road to Success or Failure?

Core Values: Fairness, Respect, & Sportsmanship

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Violence in Hockey.

Grade Levels: 6-12

Curriculum Areas: Literacy, Mathematics, and Technology

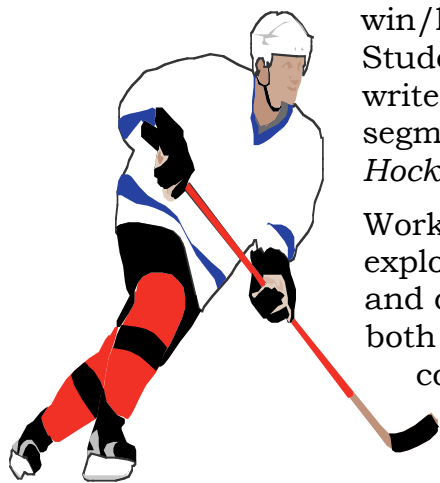
Approximate Time Frame: Approximately 2 – 4 weeks¹

Introduction:

*Violence in ice hockey continues to be a problem that confounds the sport.
For many, it is part of the game.²*

While hockey is considered by many to be one of the more violent team sports, are ice hockey teams that play with more violence more likely to win?

In this learning activity, students will explore this question by providing statistical evidence as to the effect violence has on scoring opportunities and the win/loss records of various professional hockey teams. Students will assume the role of researchers, analysts, writers, producers and editors in order to create a video segment for the new KSPN documentary, *Violence in Hockey: The Road to Success or Failure?*



Working in small, cooperative groups, students will explore concepts of *Fairness, Respect, and Sportsmanship* and determine the importance of these core values in both amateur and professional team sports. Students will collect, analyze, and communicate statistical data to demonstrate the impact of violence on winning or losing.

¹ You may need to adjust this time frame to meet the needs of your students.

² From: http://www.articleworld.org/index.php/Violence_in_ice_hockey.

Standards and Learning for this Activity:

Mathematics: <http://standards.nctm.org/document/chapter7/index.htm>

- **Data Analysis and Probability:** Select and use appropriate statistical methods to analyze data; Develop and evaluate inferences and predictions that are based on data.
- **Problem Solving:** Solve problems that arise in mathematics and in other contexts.
- **Communication:** Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.

English Language Arts: <http://www.ncte.org/about/over/standards>

- **Standard 4:** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- **Standard 7:** Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- **Standard 8:** Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Technology: <http://www.cnets.iste.org>

- **Standard 1 – Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- **Standard 2 – Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Required Materials and Resources:

Student will need access to video-production equipment, such as:

- ✓ Video and still digital cameras
- ✓ Video editing software, such as *Apple iMovie*, *Windows Movie Maker*, or *Adobe Premiere*.
- ✓ Tripod and external microphone (optional)



Activity Procedure:

Introduction and Motivation

There are examples of fighting or violence in almost any sport. What makes hockey stand apart is both the prevalence of violence and the lack of outrage in response. There seems to be an expectation among fans, coaches, and referees that fights *will* break out.

Begin by writing the terms “sportsmanship,” “fairness,” and “respect” on the board. Next, ask students to consider what, if anything, these values have to do with winning and losing.

After students’ share their responses, show the video, *Jonathan Roy Involved in Fight*,³ from the ESPN video website. Play only the first 20 seconds of the video (to the 55 second mark on the countdown timer). This video shows a goalie fight between Patrick Roy and Chris Osgood.

Ask students to respond to the following writing prompts:

- Describe the attitude of the announcers towards what is happening. Explain how they are or are not promoting violent behavior.
- Evaluate whether the announcers portrayal of the event exemplifies the values of sportsmanship, fairness, and respect.

Next, play the remainder of the video. Have students to respond to the following prompts:

- Describe the apparent attitude of the fans about this fight.
- Describe the apparent attitude of Jonathan Roy’s coach, his father, Patrick Roy.
- Explain what role you think NHL (National Hockey League) should take in this type of situation.
- Explain what you think should happen to a player in this type of situation.

After students have responded in their journals, ask them to share their responses. Through this discussion, elicit definitions for each of the following terms: *sportsmanship, fairness, respect*.

“Ice hockey has become the fastest growing sport in many parts of the world. Although European ice hockey has evolved into a highly refined game, based on skill and finesse, the North American version of the sport is still based heavily on violence. Catastrophic and disabling injuries are being reported with increasing frequency. These injuries are in many cases caused by violent player behavior which, the researchers pointed out, may be supported by coaches who cling to the belief that such behavior contributes to winning.”⁴

³ <http://sports.espn.go.com/broadband/video/videopage?videoid=3310153&categoryId=2459791&n8pe6c=2>

⁴ From: http://www.tyc.state.tx.us/archive/Press/051598_hockey.html.

Record responses on chart paper and post prominently in the classroom for reference. Ask students how important they think those core values are to the success of any team, especially a hockey team. Are these values equally important in amateur and professional sports? It is acceptable if students have different opinions about this topic, as long as they are respectful of each other's opinion.

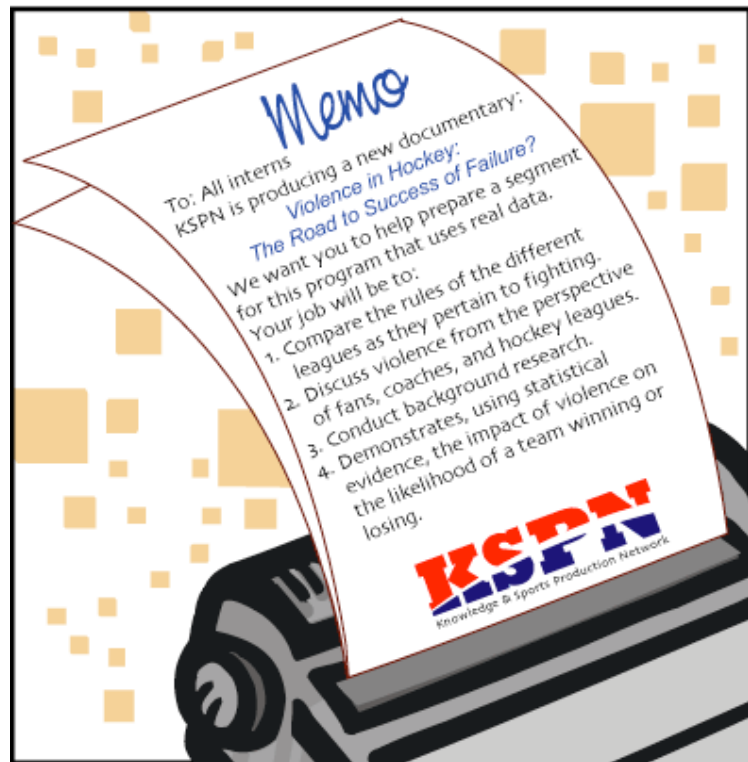
Next, ask students, "Are ice hockey teams that play with more violence more likely to win?" Record students responses and, as a class, discuss what additional data they might need to answer this question.

Tell your students that they have just been hired as interns by KSPN, the *Knowledge & Sports Production Network*. Their job will be to provide content for the special KSPN documentary, *Violence in Hockey: The Road to Success or Failure?* As part of their job, they will explore statistical data as to the effect violence has on scoring opportunities and the win/loss records of various professional hockey teams.

Provide students with a copy of the handout for this activity:

This handout is a memo from the KSPN production team explaining the intern's next task. As a class, review the content of the memo. You do not have to go into much detail, but make sure students understand what they are being asked to do.

Provide students with the rubric that will be used to assess their finished work. A sample rubric is included with this activity; however, you may need to customize this rubric to meet the needs of your students.



Getting the Rules

Students will work in cooperative groups of 3 – 4 students. Tell students that they will research *Fighting and Violence in Ice Hockey*. They will begin by comparing and contrasting the rules and penalties for fighting in the NHL, European professional hockey leagues, the Olympics, and the Division I and III NCAA hockey league.

Create a comparison matrix, like the one below, using chart paper. Divide the leagues so that each group researches a different league. For example, one group may research the NHL, while another group researches the Olympics. Each group should complete the chart by reporting how each league addresses fighting and violence.

	NHL	NCAA (Div I)	Olympics
# of teams			
# of refs on ice			
List rules related to fighting and/or violence			
Penalties for fighting			

Note: The topics in this matrix are suggestions. You and your students should add additional topics (rows) as you research.

Getting the Reaction: Let's go to the videotape.

Students should view several hockey fights (via online video) to ascertain the announcers, coaches, and fans reactions to fighting in hockey. They should assess each group's reaction to the fight viewed to determine whether or not their reaction condones or condemns this kind of behavior. Ask students to discuss whether the reactions align with the rules. Are the rules against violence being applied equally everywhere.

Getting the Facts

Next each group will identify one NHL, one European, one Olympic, and/or one NCAA team to research. Make sure that each group chooses unique teams. Tell students that they are to determine team penalty time in minutes, shots on goal (scoring opportunities), and goals made in for the past season. (*Note: You may want students to research two or more seasons for a more in depth study.*) Using this data, they should look for the impact penalty time has had on the win/loss record of the team.

Next, students should look at the scoring leaders for their team to determine shots on goal, points scored, time on ice, penalties in minutes, and productivity. Student should compare/contrast this data with players who were not scoring leaders.

Ready-to-Air

Each group will present their video segment to a focus group (one or more of the other groups) and the Executive Producer (the teacher). The focus groups will be evaluating the work using the rubric and providing their feedback to the completed interview. Each group will also submit a self-review of their process and their final product. This feedback will assist the Executive Producer in determining which segments will be shown on *Everyday Heroes*.

Internet Resources

- Fighting in ice hockey:
http://en.wikipedia.org/wiki/Fighting_in_ice_hockey#European.2C_Collegiate.2C_and_Olympic
Note: this article has been rated as a "featured article" and has been identified as one of the best articles produced by the Wikipedia community.
- NHL Statistics Glossary (ESPN)
<http://sports.espn.go.com/nhl/news/story?page=statistics/glossary>
- Winning related to penalties: <http://www.ncbi.nlm.nih.gov/sites/entrez>. See also <http://www.tyc.state.tx.us/prevention/hockey.html>
- NHL Team Scoring – Penalty minutes:
<http://sports.espn.go.com/nhl/statistics?stat=teamstatoff&sort=pim&league=nhl&seasontype=2&season=2008&order=true>
- NCAA: <http://www.ncaa.org/wps/ncaa?ContentID=55>
- CBS Sports: http://www.cbc.ca/sports/columns/top10/hockey_lowlights.html#1
- Hockey Fights: <http://www.hockeyfights.com/>
- USA Today: <http://www.usatoday.com/sports/hockey/statistics-index.htm>; see also http://www.usatoday.com/sports/hockey/nhl/2007-04-04-fighting_N.htm
- Hockey Reference: <http://www.hockey-reference.com/?gclid=CNSin6jb55MCFQoFGgod1g3tVQ>
- NHL Rulebook: Fighting <http://www.nhl.com/rules/rule56.html>
- European Hockey Leagues <http://www.hockeynut.com/euro.html>
- IIHF Rules: Fighting http://www.iihf.com/fileadmin/user_upload/PDF/rules_part_two.pdf

Handout: Violence in Hockey

Memo

To: All interns

KSPN is producing a new documentary:

Violence in Hockey: The Road to Success or Failure?

We want you to help prepare a segment for this program that uses real data. Your job will be to:

1. Compare the rules of the different leagues as they pertain to fighting.
2. Discuss violence from the perspective of fans, coaches, and hockey leagues.
3. Conduct background research.
4. Demonstrates, using statistical evidence, the impact of violence on the likelihood of a team winning or losing.

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Rubric for Violence in Hockey

Criteria	Above Standard (4 pts)	Meeting Standard (3 pts)	Getting There (2 pts)	Not Yet (1 pt)
Content	The segment provides an in-depth look at how violence impacts hockey teams. Facts and statistics are introduced with a sense of style that engages the viewer.	The segment provides substantial information about how violence impacts hockey teams. Facts and statistics are accurate and informative.	The segment provides some information about how violence impacts hockey teams. There are few facts or some information is inaccurate.	The segment provides little information about how violence impacts hockey teams. There are no facts or most information is inaccurate.
Integrated Math	The segment includes a range of statistical data that enhances the stated conclusion. This data is mathematically accurate and relevant evidence.	The segment includes sufficient statistical data that supports the stated conclusion. This data is mathematically accurate and relevant.	The segment includes limited statistical data that supports the stated conclusion. Some data may be inaccurate or irrelevant.	The segment includes little or no statistical data to support the stated conclusion or the data may be mostly inaccurate or irrelevant.
Organization	The segment demonstrates a clear and logical story. The organization enhances the viewer's understanding of the topic.	The segment is organized. The viewer has a clear understanding of the topic.	The segment is somewhat unorganized. This may lead to misunderstanding or misinterpretation at times.	There is no clear or logical order to the information, which interferes with understanding.
Production	The segment is perfectly produced with good sound and picture quality. Transitions, titles, and special effects are used tastefully. The length keeps the audience interested.	The segment is fairly well produced with good sound and picture quality. There is appropriate use of transitions, titles, and special effects. The length is appropriate to the subject matter.	The segment has some production problems and/or sound quality issues. Some transitions, titles, or special effects are missing or inappropriate. It is either too long or too short for the topic.	The segment has significant production problems. Transitions, titles, or special effects are missing or interfere with the segment. It is either too long or too short for the topic.
Collaboration and Communication	You work well with others. You assume a clear role and related responsibilities. You motivate others to do their best.	You work well with others. You take part in most decisions, share information, and contribute a fair share to the group.	You work well with others but have difficulty sharing decisions, information, and/or responsibilities. You contributed less than a fair share to the group.	You did not work with others in most situations. You did not share information and/or did not contribute to the group.
Score	18 - 20	13 - 17	8 - 12	5 - 7

