Saskatchewan Senior Fitness Association Changes to the Rule Book – November 8, 2021

1. SSFA Board approved that all events would be "Open" which means there are no restrictions to the number of participants that the Districts can register in each event.

2. SSFA Board approved the changes to the age categories for golf, page 24 of the Rule Book.

3. SSFA Board approved the inclusion of age category 75+ Open for ice curling, page 28 of the Rule book. Team can be a combination of genders.

4. SSFA Board approved the changes to the age categories for pickleball, Page 34 of the Rule Book. There are two age categories, 55+ and 65+ with three competitive levels

5. SSFA Board approved **Photography** as a new event to be included in the 55+ Games. The rules and a Photography Rating Chart have been established for inclusion in the rule book.

6. A Rating Chart has been established for Poetry and Short Story Writing for inclusion in the rule book.

7. Pickle Ball Skill levels have been clarified and page 35 of the rule book will be updated.

   o SKILL LEVELS:

     - Recreation 3.0 (skill level below 3.5)
     - Competitive 3.5 (skill level 3.5 to 3.99)
     - Competitive 4.0+ (skill level 4.0 and above)

Updated Feb. 27, 2024

GOLF

LOW GROSS COMPETITION

Women:	55+	Men:	55+
	60+		60+
	65+		65+
	70+		70+
	75+		75+
	80+		80 +
	85+		85+

LOW NET COMPETITION

Women:	55+	Men:	55+
	60+ To 85+		60+ to 85+

CALLAWAY – MODIFIED COMPETITION

Women:	55+	Men:	55+
	70+		70+

 NOTE: Callaway - Modified or Low Gross Golfers, do not need to submit their index.

TOTAL: Open

NOTE: LOW NET AND LOW GROSS WILL BE COMBINED AS ONE EVENT IN EACH AGE CATEGORY FOR THE CANADA 55+ GAMES WITH THE LIMIT OF REGISTERING 2 PARTICIPANTS.

MEDALS

   28 Gold/ 28 Silver/ 28 Bronze   (Regular Golf)
    4 Gold/   4Silver/   4 Bronze   (Callaway - Modified Golf)

RULES AND PLAYOFF INFORMATION - Low Gross and Low Net Competition

1.   36 hole stroke play with   18 holes per day.

2.   <u>For the low net competition:</u>

a) the golfer's current handicap/index MUST be maintained and available for viewing on the GOLF CANADA website for the Host Committee to verify at the time of registration for the Games, and…

ICE CURLING

AGE CATEGORIES

55+	Women's Team	
55+	Men's Team	
55+	Mixed Team (2 Women & 2 Men)	
65+	Women's Team	
65+	Men's Team	
65+	Mixed Team (2 Women & 2 Men)	

75+ Open (Team can be a combination of genders)

Number of teams per district is unlimited

Total Number of Entries per District at Provincials will be determined by the Provincial Games Committee. Maximum number of entries per age category is 8 teams.

MEDALS

28 Gold/ 28 Silver/ 28 Bronze

RULES AND INFORMATION

1. Canadian Curling Association Rules shall apply. (Website: **www.curling.ca**)

2. All games, including the finals, shall be eight (8) ends.

3. Tie games will be decided by playing an extra end.

4. The exact draw will be determined by the number of teams entered in each event.

5. Sticks may be used for play.

6. If round robin play is used, a draw to the button (shoot-out forms and instructions will be provided) is to take place after each team's first game. This is used in case there is a tie between three teams.

7. If two teams are tied for the last playoff spot, a tiebreaker game will be played. If time does not permit a tiebreaker game, the playoff spot will be awarded to the winner of the round robin game between the two tied teams.

PICKLEBALL

AGE	EVENTS
	Recreation up to 3.0
55+	Women, Men & Mixed (Doubles)
65+	Women, Men & Mixed (Doubles)
	Competitive 3.5
55+	Women, Men & Mixed (Doubles)
65+	Women, Men & Mixed (Doubles)
	Competitive 4.0+
55+	Women, Men & Mixed (Doubles)
65+	Women, Men & Mixed (Doubles)

COMPETITION

The women's and men's doubles form mixed doubles teams or can be a separate mixed doubles entry.

If two players from different age categories join to form a team in doubles, the age of the younger player will determine which age category they will complete in.

If two player's skill level are different, the player with the lower skill level must play up.

The Event Director may combine age groups for the purposes of round robin play due to insufficient numbers and then break them off for their own playoffs.

MEDALS

36 Gold/ 36 Silver/ 36 Bronze

RULES AND PLAYOFF INFORMATION

International Federation of Pickleball (IFP) rules shall apply.

Skills Levels*:
Recreation 3.0   (skill level below 3.5)
Competitive 3.5   (skill level 3.5 to 3.99)
Competitive 4.0+   (skill level 4.0 and above)

*For competitors without an assessed skill level, a self-assessment guide can be found at:
Self-Assessment Pickleball Canada Skill Level Guidelines PDF
https://pickleballcanada.org/wp-content/uploads/2024/02/Pickleball-Canada-Skills-Self-Assessment-Chart.pdf

Tournament directors for non-sanctioned tournaments may be flexible in the use of these guidelines to better fit the skills, ages, and diversity of their players. All officials and players shall be briefed and/or supplied with tournament rules.

GENERAL POLICIES AND PROCEDURES REGARDING THE GAMES PHOTOGRAPHY

AGE CATEGORY

55+ Open to Women and Men

4 Gold/ 4 Silver/ 4 Bronze

Categories: Maximum of 2 categories. Select your entry of either colour and/or Black & White

1. **Saskatchewan Landscape**
2. **Sport**
3. **Flora**

RULES AND PLAYOFF INFORMATION

1. All photos submitted must have been taken by the Competitor.

2. Photos (not digital) must be 8" x 10".

3. Competitor may enter one photo per category with a maximum of two categories and the photo must be a different subject.

4. Colour and black & White photos will be judged separately.

5. Competitor must record the category and the title of the work to ensure proper judging. Competitor must include their name on the back of the photo.

6. Competitors must submit their entries to their district representative in accordance with establish deadlines.

7. In each district, the entries will advance to the Provincial 55+ Games for final judging. Competitors are not required to accompany their entries to the games.

8. Guidelines for taking photos and judging:

   Images can communicate meaning through:
   - technical consideration
   - composition
   - colour/lighting
   - subject/interest
   - originality
   - story/mood

Photography Rating Chart

Competitor's Name: _____ Category: _____ Colour or Blk&Wht:_____

Rating will be based on points in each area:

	* 1 -3	Not normally used
	*4	Extremely poor with very multiple serious faults
	*5	Fair, possibly with major faults
	*6	Average, no significant flaws but does not stir the emotion or tell a story
	*7	Good solid image, good choice in subjects, lighting, dramatic competition, depth of field, emotional impact, tells a story
	*8	Excellent image, above average in technical qualities and impact
	*9	Exceptionally good, very high technical qualities and high impact
	*10	Demonstrates the "WOW" factor, outstanding impact and technical aspects
Basic Techniques:		Is the focus appropriate for the subject and is the depth of field appropriate?
Composition:		Is the image balanced and is there a main center of interest?
		Are there distracting elements in the picture that could be eliminated?
		Are there too many unrelated elements or too few elements?
		Is depth used (or not used) to a good advantage?
Colour/Lighting:		Does it show off the subject well? Is the contrast level appropriate?
Subject/Interest:		Does the subject have interesting connotations or associations?
		Are the colors and patterns effective, interesting textures?
Originality:		Does the image show an original subject or an original approach to a standard subject?
		Does it show a visual signature or convey a personal vision?
Story/Mood:		How well does the photograph capture or illustrate the topic selected?
		Does the image effectively tell a story about the topic selected or convey a mood or value?
Total Points:		

Poetry Rating Chart

Writer's Name:

Points	Rating	Score		Description
MESSAGE				
15 - 20	Excellent			Message is compelling, engaging, and very clear.
10 - 14	Good			Message is engaging and clear.
5 - 9	Fair			Message is somewhat engaging, but lacks focus.
0 - 4	Poor			Message does not capture nor maintain the reader's attention and does not maintain a focus.
USE OF CONVENTION				
15 - 20	Excellent			Free of spelling and punctuation errors. Grammar usage is controlled and error free.
10 - 14	Good			Some spelling and punctuation errors; meaning is not interrupted by these errors. Grammar is somewhat
5 - 9	Fair			Problems with spelling and punctuation causes some interruption in reading. Several grammatical
0 - 4	Poor			Spelling and punctuation errors are frequent and interrupt reading of story. Incorrect use of grammar
FORM				
15 - 20	Excellent			The structure is intentional and elements flow seamlessly together to enhance meaning of message.
10 - 14	Good			The structure is intentional and elements flow together to enhance meaning of message.
5 - 9	Fair			Structure somewhat contributes to meaning.
0 - 4	Poor			Overall poem lacks coherence and message is unclear.
TECHNIQUE				
15 - 20	Excellent			Effectively uses vivid vocabulary, unique details, figurative language, and sensory details to create
10 - 14	Good			Uses vocabulary, figurative language, and sensory details to create tone and meaning.
5 - 9	Fair			Weak use of vocabulary, figurative language, and sensory details to create tone and meaning.
0 - 4	Poor			Lack of vocabulary, figurative language, and sensory details create an overgeneralized or vague poem.
ORIGINALITY				

15 - 20	Excellent			Writer's distinct voice and unique perspective is very evident; a highly creative and innovative approach.
10 - 14	Good			Writer's voice and unique perspective is evident; a creative and innovative approach.
5 - 9	Fair			Writer's unique perspective is somewhat evident. Approach lacks imagination.
0 - 4	Poor			Writer's unique perspective is not evident and approach seems clichéd and/or uninteresting.
	Total/100			

Short Story Rating Chart

Writer's Name:
_____ _

Title:
_____

Rating: _____

Key Traits	20 pts	15 pts	10 pts	5 pts
IDEAS	* The opening lines vividly present the story's main conflict & characters.	* The Opening lines present the story's main conflict and characters.	*The opening lines vaguely present the story's main conflict or characters.	*The Opening lines do not present the story's main conflict or characters.
	* Significant, descriptive details reveal the setting and characters.	*Most details are relevant in revealing the setting and characters.	*More detail and examples are needed.	*Details and examples are irrelevant or are missing.
	*The writer uses strong dialogue to show the characters' personalities.	*The writer often uses dialogue to show the characters' personalities.	*The writer occasionally uses dialogue.	*The writer does not use dialogue.
ORGANIZATION	*The writer sets the scene by introducing the characters, setting or action in a memorable way.	*The writer vaguely presents the characters, setting, or action.	*The writer hints at the characters, setting or action.	*The writer does not set up what the story is about.
	*The ending resolves the conflict satisfactorily.	*The ending resolves the conflict.	*The ending does not bring the conflict to a	*The story begins and ends in a confusing way.

			satisfying conclusion.	
	*The sequence of events is clear and engaging.	*The sequence of events is mostly clear.	*The sequence of events is sometimes confusing.	
	*The story has a clear beginning, middle and ending.	*The story has a beginning, middle, and end, but action is not always easy to follow.	*The story has a beginning, middle, and end, but the action is hard to follow.	
VOICE	*The tone and voice are strongly individual and appropriate for the story.	*The tone and voice are individual and acceptable.	*The tone and voice are not clearly individual and not always appropriate.	*The voice lacks individuality.
	*The point of view is highly consistent.	*The point of view is consistent.	*The point of view is occasionally inconsistent.	*The point of view is inconsistent and confusing.
WORD CHOICE & SENTENCE FLUENCY	*Thoughtful use of sensory language helps create memorable pictures of the setting, characters, and conflict.	*Sensory language is adequate to describe the setting, characters, and conflict.	*A little more sensory language is needed. *Some sentences have a variety of structures.	*Lack of sensory language limits the picture of the setting, characters, and conflict.
	*Sentences have a pleasing variety of structures.	Sentences mostly have a variety of structures.	*Use of fragments and run-on sentences in dialogue is not	*Repetitive sentence structures and lack of dialogue make the writing

			dialogue is not always thoughtful.	difficult to follow.
	*Use of fragments and run-on sentences in dialogue is deliberate and thoughtful.	*Use of fragments and run-on sentences in dialogue is thoughtful.		
CONVENTIONS	*Spelling, capitalization, and punctuation are correct.	*Spelling, capitalization, and punctuation are sometimes incorrect.	*Spelling, capitalization, and punctuation are sometimes incorrect.	*Common words are misspelled and almost all punctuation is missing or incorrect.
	*Grammar and usage are correct.	*Grammar and usage do not distort meaning but are not always correct.	*Grammar and usage errors distract from meaning.	*Grammar and usage mistakes are frequent and distort meaning.
	*Paragraphing tends to be correct.	*Paragraphing is attempted but is not always sound.	*Paragraphing is irregular or too frequent.	*Paragraphing is missing.