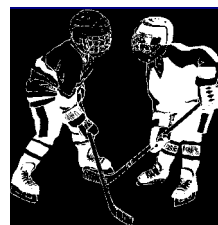


H E A R



Hockey Education Adult Resource (8/04)

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Introduction

Adults who have their children in the sport of ice hockey want the ability to make decisions based on facts. Currently, there is information available on every facet of hockey. Accessing that information and understanding the content is a continuing problem. This course is intended to consolidate existing information in a format that is educational, understandable, and self-evaluating.

Hockey is a complex sport that requires an informed consumer. The parents of many of our participants have never played the game of ice hockey and have a limited knowledge of the sport. They have developed misconceptions about youth hockey based upon exposure to professional levels of play and from others, who give well intentioned, but inaccurate information. Informed parents will be able to make decisions about their child's involvement in hockey based on an understanding of the sport and their child's individual needs.

Problems with spectator behavior are occurring in all sports including hockey. This trend can be reversed by knowledge. Mandating behavioral standards without providing appropriate role models and conflict resolution skills will only correct symptoms temporarily. Education will create a permanent cure to the problem. As educated spectators, behavior will be tempered by knowledge gained about the complexities of the game, its skills, its rules, and its inherent appeal.

70% of children drop out of organized sports by age 13, and hockey is no exception. Players are "burned-out." What is the cause and can something be done to solve this problem? Is this a problem that needs to be solved? Information in this program will provide adults with the answers to these questions that will make the sport of hockey a more enjoyable experience for their youngsters.

The Centers for Disease Control (CDC) reports that each year over 1 million athletes between the ages of 10 and 17 suffer a serious injury. As guardians of our children's welfare, we need to know why this is occurring, and what can be done to decrease the number of injuries. Materials will be presented that will assist adults in reducing the injury potential for their children that is inherent in all sports.

General Information

To facilitate the use of this study guide, please read this information in its entirety.

The Course of Study is divided into fourteen Sections. Each Section is designed to address a topic of interest. Each Section is divided into *Objectives, Key Concepts, Content, Points of Discussion, Evaluation, After Further Review, and Resources*. Each part within a Section serves a specific purpose and should be considered in the order that they appear.

Objective: A list of informational items and/or concepts that should be understood as a result of completing this section.

Key Concepts: Those topics vital to an understanding of the Section. These Key Concepts will be a guide to what you can expect to find in the content.

Content: Information that will help you understand the objectives of the Section. The content will follow the Key Concepts.

Points of Discussion: Open-ended questions that will encourage and stimulate discussion with other adults. In some sections, the questions are also designed to give the reader a better understanding of the dilemmas that coaches, officials, and administrators face.

Evaluation: This part of each Section allows the readers to test themselves and determine if they have an understanding of the items covered in the Points of Emphasis. This will also give the reader an opportunity to decide whether they need to go back and reread parts of the section.

After Further Review: A series of challenging questions that were not covered in the content. It is hoped that this will stimulate the reader to explore additional materials listed under Resources.

Resources: A list of multimedia materials available for reference on each Section.

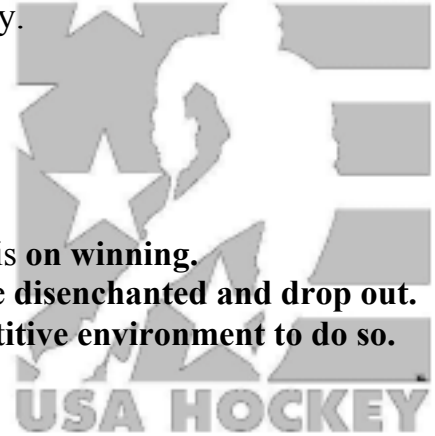
USA Hockey Philosophy

The USA Hockey mission statement for its Youth Programs is as follows:

To provide an improved grassroots foundation for the growth and development of USA Hockey, designing programs aimed at increased participation, improved skills and a responsible environment for the conduct of youth hockey.

USA Hockey Model Program Recommended Guidelines:

- A safe and healthy environment for all.
- An opportunity for all new players who wish to play hockey.
- Fair and equal opportunity for all to participate in our sport.
- An opportunity to learn the basic skills without an over-emphasis **on winning.**
- A philosophy which attempts to reduce the number who become **disenchanted and drop out.**
- An opportunity for those who wish to advance in a more **competitive environment to do so.**
- Qualified adult leadership.



USA Hockey Recommends:

- Scoring records should be de-emphasized at the age of 11 and under.
- Awards should be inexpensive and based on significant achievement. The most gratifying award any player can receive is the joy that comes from skill development that contributes to team success.
- The recruitment of players on a widespread geographic basis for the establishment of Youth Division "Select Teams" may be pursued under the guidelines established by USA Hockey's Model Program.
- It is recommended that adult volunteers place a primary emphasis on the formal education of players and a de-emphasis on excessive competition and a win-at-all-costs attitude in the youth age classifications.
- Sportsmanship, at all times, should be emphasized.

USA Hockey has created four distinct categories within its structure to help meet the needs of the youth player:

- 1) Initiation - This program is designed to meet the needs of the beginning player. Basic skills will be taught equally in a non-competitive environment. Fun, physical development, and a sociable environment are stressed.
- 2) Recreational - The backbone of youth hockey, recreational hockey encourages internal or "house league" play. This program is designed to provide opportunities to play for enjoyment, fitness, relaxation, and fellowship. Skill development and team concepts are stressed, rather than winning.
- 3) Competitive - Well-qualified coaches teach higher-level skill development for players within local associations who have the desire and ability for a competitive experience. Balance of winning and sportsmanship is stressed, and travel for competition should be reasonable. Team objectives include local, league, state and national championships.
- 4) Select - A high-level national program that draws from the very best players in programs across the country, and then prepares them to play for the United States in international competitions.

Becoming a member of USA Hockey

To become a member of USA Hockey as a Player or Coach, you must be properly registered through a Team/Program that is a member of good standing in their USA Hockey Affiliate organization. Individual membership as a Player or Coach direct to USA Hockey is not allowed by the rules of the organization.

For USA Hockey purposes, the country is divided into eleven Districts (although part of the Pacific District, Alaska, maintains a separate administrative staff). Within those Districts are thirty-four Affiliate organizations that are members of USA Hockey. Affiliates are divided by geographic boundaries – most are states or groups of states. A complete list of all Affiliates is attached.

When a group of participants want to start a hockey Team or Program, they must contact the Affiliate organization for their area and apply for membership. When membership requirements have been met, the Affiliate will then provide the new Team/Program with all materials necessary for registration to the Affiliate and USA Hockey. It is the Team/Program's responsibility to process the individual registrations for all Players and Coaches and to process a Team Application form for each team. It is also the Team/Program's responsibility to complete any additional paperwork as required by USA Hockey and the Affiliate.

Each of the thirty-four Affiliate members of USA Hockey has the right and responsibility to govern hockey within their geographic boundary. They are bound to abide by all USA Hockey rules and regulations. The Affiliates also have the right to establish additional rules and regulations within their Affiliate and to charge a reasonable team and/or individual fee for members in addition to the USA Hockey fee.

The USA Hockey season runs from September 1 through August 31. A player or coach need only pay the individual USA Hockey registration fee one time no matter how many teams or programs they participate with.

USA Hockey provides Registration Software to all member Teams/Programs at no charge. This desktop software allows for individual registration, team registration, and produces all necessary forms and official documents for USA Hockey. The software provides many additional functions that can be used by the Team/Program if desired. These include reports, mailing labels, game sheet labels, financial information, invoices, etc.

District Registrars

Alaska -CONNIE HARDWICK, (907) 332-7825 H/W/F, clhardwick@yahoo.com

Atlantic-ANTHONY MONTAGNA, (215) 322-4320 H, tony.montagna@verizon.net

Central- NORM SPIEGEL, (847) 676-2922 H, (847) 301-2600, jacole@ix.netcom.com

Massachusetts- RON DiFILIPPO, SR., (978) 774-2813 H, (978) 750-6107 F, ronsr@attbi.com

Michigan- RALPH BAMMERT, (906) 337-2370 H/F, bammert2@chartermi.net

Mid-American- KEITH KENITZER, (502) 239-0370, kenitzer@bellsouth.net

Minnkota- GERRY BROWN, (952) 929-5565 H/F, gerry.brown@minnkotahockey.com

New England- WAYNE LETOURNEAU, (802) 863-8009 H/F, wletournea@aol.com

New York- TOM BRANDEN, (716) 685-2171 H/F, tcbrand130@aol.com

Pacific- DAN ROGNESS, (907) 278-1924 H, danrog@alaska.net

Rocky Mountain- BRUCE KARINEN, (801) 278-8865, rmdbk@aol.com

Southeastern- MARK BODNER, (703) 323-1957 H, bodsgt@earthlink.net

Junior Registrar- JOHN COWLEY, (712) 255-5532 H, jrhockey@pionet.net

USA Hockey: A Place for All to Play

Who Can Play?

There is a program within USA Hockey that allows everyone an opportunity to play ice hockey. Whether you are an able-bodied athlete, a disabled athlete, a boy, girl, man, woman, young or old, no matter what your socioeconomic status, color, race, or religion, there is an opportunity for you to participate.

US Hockey Skill Development Program

This is an entry level for all new players - athletes who are just learning to skate and want to become involved in the greatest sport on ice.

Most beginner, or Learn-to-Skate, participants are introduced to the game through the USA Hockey Skill Development Program. Here they learn skills and have fun playing in a more age-appropriate sized area than the standard NHL sized rink. Usually the USA Hockey Skill Development Program and cross-ice divide the rink into three sections. These sessions include an emphasis on individual skills and scrimmages where fun is stressed, not winning.

Youth Hockey

All youth hockey for male and female athletes is broken down according to age level designated by birth year.

The Youth levels are 8 & under (Mites), 10 & under (Squirts), 12 & under (PeeWee), 14 & under (Bantam), 16 & under (Midget Minor) and 18 & under (Midget Major). For female players, the Levels are Girls/Women's 10 & under, 12 & under, 14 & under, 16 & under and 19 & under.

Within each age division, there is a further breakdown into ability levels such as House Recreation, Tier I and Tier 2. No-check levels have also recently been added for 14, 16 and 18 & under age groups.

USA Hockey breaks down each age level even further into Tier II (intended to be community based travel teams) and Tier I (open try-outs with no geographic boundaries). There is an annual national championship opportunity at both Tiers for 12 & under, 14 & under, 16 & under and 17 & under players. At the Girls/Women's national level, there are no Tiers, but there are annual national championships at 12 & under, 14 & under, 16 & under and 19 & under.

USA Hockey National Player Development Festivals and Camps

Each summer USA Hockey conducts National Player Development Festivals and Camps for young male athletes 14 years old through 17 years old and for Girls/Women 14 through 18 years old from throughout the country. The athletes are chosen from tryouts conducted within USA Hockey Districts. The goal is to attract the best players in their specific age group to this national program.

The purpose of the Player Development Festivals and Camps is to identify, train, educate, and evaluate our best athletes. Individuals are selected by Districts to compete in these weeklong events. During this week our National Team Development scouting program, junior, college, and professional scouts evaluate our players. The competition gives each player the opportunity to measure themselves against others their age, gain knowledge about their development and to be exposed to outstanding coaches. At times, teams will be chosen from certain Festivals for international competition.

The format of these programs creates a very competitive atmosphere. This is to provide a setting that allows athletes to compete at their highest level. It is not a tournament, but rather a grueling week of training and competition meant to showcase our players.

Winning is not the top priority. The top priority is that players experience a week of development and outstanding competition.

High School//Prep School

In some areas of the country, this level involves formal high school and prep school teams or non-varsity teams consisting of full-time students attending high school/prep school.

College

In some areas of the country, this level involves teams representing colleges and universities.

Junior Hockey

Junior Hockey is available to all athletes under the age of 20 as of December 31. Junior Hockey is an alternative for exceptional athletes who demand a greater challenge than that provided by midget, prep school, or high school teams. The purpose of Junior Hockey is to develop and prepare the exceptional athlete for career advancement either in collegiate programs and/or through professional opportunities.

USA Hockey has four different classifications for Junior Hockey: Tier I, and Tier II "A", "B" and "C." These classifications are different from the traditional youth classifications. Attaining a Junior classification means having to follow strict criteria. At Tier I and Tier II "A", programs operate as "fan-driven" programs. These teams cover the cost of their players' tuition, and players are recruited on a national basis. Tier II "B" and "C" programs are more localized and require player tuition for funding the team.

National Player Development Program

This USA Hockey National Team Development program is the pinnacle of skill development programs offered by USA Hockey and the ultimate challenge for players wishing to test themselves and still retain their amateur status. The National Team Player Development Program enables the best players who can obtain a United States passport an opportunity to be part of a national team at the 16 & under and 17 & under levels. These players are the best of the best in the United States. Players are chosen to participate on these national teams through an intensive scouting and tryout process. These teams are based currently in Ann Arbor, Michigan, where the players live with local families and attend local schools. Players are under strict supervision and travel extensively for league play and international competition. Approximately 44 players are involved yearly with this program, with the coaching and support staffs being full-time employees of USA Hockey.

Adult Hockey

Adult Hockey enables male and female athletes to continue to play the game of ice hockey as a lifetime sport. Leagues exist for adults in a variety of levels. USA Hockey offers two exciting types of adult competition: LaBatt USA Adult Hockey Classics and the Adult National Championships. Classics are open to registered teams.

Disabled Hockey

Disabled hockey gives the athletes who are disabled an opportunity to meet their peers and form a lasting relationship with their teammates and other players from around the country. It also provides physical challenges while doing something they enjoy, which helps them in all aspects of life.

Sled Hockey

Sled hockey is a sport for the disabled athlete who cannot stand erect. It is an exciting sport that uses the same basic rules as ice hockey. However, instead of skating, the players sit on a specially designed sled and use two short hockey sticks with ice picks on the handle end to propel themselves across the ice. Legal body contact and raised puck shooting is as much a part of sled hockey as they are in traditional hockey.

The wonderful thing about sled hockey is that anyone can play. Both males and females play this sport. It is a sport that totally integrates players with mobility limitations such as spina bifida, amputees and cerebral palsy. For youth players, the age group is 17 & under, and there are adult teams for those who are older.

Sled hockey participants discover that piloting a sled is fun and a great form of exercise. It increases strength and coordination and also conditions the upper body.

Special Hockey

Special hockey serves athletes (regardless of ability, age, gender, or race) who have developmental disabilities and any other special needs that preclude them from participating in a normal ice hockey program.

Each athlete receives hands-on instruction from volunteers who are trained to handle the special needs of athletes who can stand erect; the athletes receive hockey instruction at their own levels. Some athletes require a one-to-one instructor to teach them how to skate, while others with more experience are able to learn more advanced skills in larger groups. Special Hockey exists for the enrichment of the athlete with a developmental disability. In addition to physical hockey skills, the program emphasizes the development of desirable individual characteristics such as dependability, self-reliance, concentration, willingness to share, and personal accountability. The game of hockey is used by Special Hockey to develop within each player the characteristics that will help the player to be more successful both inside and outside a hockey environment.

Amputee Hockey

Amputee Hockey is identical to amateur ice hockey with the exception that the athletes are missing one or more of their upper or lower extremities. Competing with other amputees allows participation in a fast-paced exciting sport on a "level playing field," the hockey rink.

There are other programs around the country that give opportunities for the athlete who is disabled to participate in hockey: Hockey for the Blind and Hearing Impaired Hockey are some of the other available programs for athletes who are disabled.

All disabled athletes are represented in USA Hockey through the Disabled Hockey Section.

Diversity

“The Diversity Hockey Program introduces hockey to children of diverse, economically disadvantaged backgrounds. These are children who normally would not be afforded the opportunity to experience hockey. Through hockey, we strive to develop their life skills, such as self-esteem, responsibility and teamwork, all in a fun-filled, disciplined environment. The goal is to help the children learn to play hockey, to understand hockey.”*

NHL Diversity, founded in 1995 in conjunction with USA Hockey, provides support and unique programming to not-for-profit youth hockey organizations across North America that are committed to offering economically-disadvantaged boys and girls of all ages the opportunity to play hockey. There are 30 NHL Diversity programs in North America that receive support from the NHL.

The National Hockey League, in conjunction with USA Hockey, has created the NHL Diversity Hockey Scholarship Program. The scholarship is designed to provide economically-disadvantaged boys and girls from United States-based NHL Diversity programs the opportunity to attend the annual USA Hockey Summer Camp in Ann Arbor, Mich., as well as local hockey schools.

For more information on USA Hockey programs, contact the USA Hockey National Office at (719) 576-8724 or on line at www.usahockey.com .

*www.ahiha.org

USA Hockey Age Classifications

2004-2005 Youth Age Classification

<u>Birthdate</u>	<u>Age</u>	<u>Division</u>
1986	18	Midget 18 & Under
1987	17	Midget 18 & Under
1988	16	Midget 16 & Under
1989	15	Midget 16 & Under
1990	14	Bantam 14 & Under
1991	13	Bantam 14 & Under
1992	12	Peewee 12 & Under
1993	11	Peewee 12 & Under
1994	10	Squirt 10 & Under
1995	9	Squirt 10 & Under
1996 & younger	8 & under	Mite 8 & Under

2004-2005 Girls/Women Age Classification

<u>Birthdate</u>	<u>Age</u>	<u>Division</u>
1984 & Earlier	20 & Over	Adult Women
1985	19	19 or Under
1986	18	19 or Under
1987	17	19 or Under
1988	16	16 or Under
1989	15	16 or Under
1990	14	14 or Under
1991	13	14 or Under
1992	12	12 or Under
1993	11	12 or Under
1994 & Younger	10 & under	10 or Under

Section 1

Benefits of USA Hockey Membership

Objectives

- Understand the role of USA Hockey, and its relationships with the US Olympic Committee and the International Ice Hockey Federation
- Understand the direct benefits of membership in USA Hockey
- Acquire knowledge of the indirect benefits of membership in USA Hockey

Key Points

- USA Hockey is the National Governing Body (NGB) for the sport of ice hockey in the United States.
- USA Hockey represents more than 590,000 registered ice and inline hockey participants.
- USA Hockey provides services to all sectors of the hockey community- players, coaches, officials, parents, administrators and volunteers.
- USA Hockey, through its Districts and Affiliates, provides representation for each team within its legislative structure.

Content

USA Hockey is the National Governing Body (NGB) for the sport of ice hockey. This means that the United States Olympic Committee (USOC) has selected USA Hockey to be responsible for the growth and development of hockey in the United States. As the NGB for ice hockey, USA Hockey is the representative to the International Ice Hockey Federation (IIHF). As the NGB and IIHF representative, USA Hockey is responsible for organizing and training teams to represent the United States in international competition, including the IIHF World Championships and the Olympic Winter Games. This benefits our participants by providing a path for development, national and international credibility and a sense of pride that comes from being part of an organization that represents the United States to the rest of the world.

USA Hockey represents more than 590,000 registered participants. These participants are players, coaches, officials, volunteers and administrators. The players range in age from three to seventy-plus and come from every walk of life. Our women's program has been the fastest growing division for the past four years. Our coaches, volunteers, officials and administrators are equally diverse and are at the heart of what makes USA Hockey such an effective NGB. This benefits our members by offering each person a place to participate in the sport of ice hockey. The diversity of our membership develops social tolerance, commitment to a set of values, and a sense of community service. Being part of a larger organization facilitates agendas that benefit our sport.

USA Hockey provides a system of registration of all players, teams, coaches, and officials. The registration software is provided free of charge to all member programs.

When developing players for any sport it is essential to provide a skills development progression. USA Hockey provides instructional materials and programs for each player, regardless of age or ability level. Basic skills development can occur through the Initiation Program, Cross-Ice Program, and age-specific practice plan manuals. The intermediate and advanced players are provided opportunities for development through camps and festival team programs held locally and nationally.

Players receive the benefit of finding their place in the developmental pyramid. Options are available for players to participate at the recreational level, the national team level, and all levels in between.

In order to ensure the quality and safety of player development, USA Hockey provides a comprehensive training and mandatory certification programs for coaches. The Coaching Education Program requires its coaches to attend clinics to achieve certification. Coaches are certified at different levels that determine which age level they may coach. Instructional manuals are supplied to all coaches, and a national curriculum is provided to the clinic instructors that helps to ensure consistency across the country. USA Hockey also conducts a national camp for coaches.

As with coaches, the on-ice officials have a comprehensive training program and mandatory certification through the Officiating Education Program. All officials must renew their certification every season and are certified at different levels. Instructional manuals are supplied to all officials and a national curriculum is provided that helps to ensure consistency across the country. Officiating Seminar Instructors are trained at special national Instructor Training Programs. USA Hockey also conducts regional and national officiating camps to identify those officials who will be recommended for advancement to upper levels of competition, including international play and professional hockey.

Educational resource materials, including instructional manuals, handbooks, and videotapes, are provided to all segments of the USA Hockey family. A complete list of those resources is provided in the reference section of this guide.

USA Hockey produces Playing Rules and promotes uniformity in interpretation of those rules. These rules are reviewed every two years. For example, the rules have been modified to help prevent injuries (as with the checking from behind rule). Any member of USA Hockey can make a rule change proposal.

District and National Championship tournaments for youth, girls/women, and adults are held each year. There is a national standard for participation.

USA Hockey provides National Player Development Festivals. These events provide an opportunity for players from across the United States to be challenged by playing against the best competition. Potential college and international team players are identified at these programs.

The National Risk Management Program works for the benefit of the membership by identifying and reducing the risk that is an inherent part of the sport of ice hockey. This Program provides information, rink inspections, identification of potential hazards, and analysis of insurance claims to insure the continued safe conduct of the sport of ice hockey across the United States.

With any sport there is the risk of injury. USA Hockey has an extensive insurance program that provides its members protection in several areas.

Excess accident insurance is designed to provide reimbursement for medical expenses that the injured person's primary insurance does not cover. This is first dollar coverage for medical expenses when the injured person has primary insurance. When the injured person does not have primary coverage there is a \$1,000 deductible before the excess medical policy covers expenses. For a more detailed explanation of policy limits and exclusions, ask your team manager for an insurance brochure.

Primary catastrophic insurance coverage covers medical expenses in excess of \$25,000. For more information about this coverage, ask your team manager for an insurance brochure.

Liability insurance coverage is also provided to all USA Hockey members. This coverage insures our players, coaches, officials, volunteers and administrators. For more information about the coverage and exclusions of this policy, ask your team manager for an insurance brochure.

USA Hockey makes Directors and Officers (D & O) Insurance and Crime Insurance available to its member organizations for an additional fee.

It is important to know that all insurance coverage applies only while participating in a USA Hockey-sanctioned activity or event. If you are not sure if your event is a sanctioned event, consult your Risk Manager.

Each participant also receives a subscription to USA Hockey's official publication, *USA Hockey Magazine*, the world's largest hockey publication. This magazine is a resource for all participants. Articles cover all aspects of the game. There are sections intended for the younger reader. As an informational pipeline, the magazine fills a vital role in communications between USA Hockey National Office in Colorado Springs and its membership.

The most recent addition to USA Hockey is our official website <www.usahockey.com> which offers up-to-the minute coverage of hockey news and events. All member programs are offered the use of a free website on the <www.usahockey.com> internet network, using an online-based publishing tool which can provide season statistics and tournament capabilities.

Members receive special USA Hockey discounts and services through USA Hockey Marketing Partners such as National Rental Cars. They also have access to custom merchandise, apparel and gifts through USA Hockey's Merchandise Program.

Points of Discussion

Should professional hockey players represent USA Hockey at the Winter Olympics?

What can USA Hockey do to assist in lowering the cost to play hockey, making it available to all athletes?

Evaluation

Where does USA Hockey derive its authority to act as the NGB from?

What are the three types of insurance coverage provided by USA Hockey to its members?

Which members of USA Hockey have the opportunity for advanced training?

After Further Review

What organization is the IIHF responsible to?

What organization controls Paralympic competition?

What is a USA Hockey sanctioned event?

What percentage of players registered in USA Hockey are Adult Players?

What is the player vs. player exclusion in the USA Hockey liability policy?

Resources

USA Hockey Annual Guide

www.usahockey.com

www.olympic-usa.org

www.olympic.org

www.usparalympics.org

www.paralympic.org

Section 2

Physical, Social and Emotional Development

USA Hockey wants your family to have a positive experience while involved in our program. Emphasis on skill development, teamwork, and sportsmanship in an age-appropriate environment provides the framework for a challenging and enjoyable experience for everyone. The information included in this section is designed to provide an overview of the developmental factors that influence your child's and your own attitudes when participating in the USA Hockey Program. The focus of this document is to help ensure the enjoyment, safety, and skill development of your child.

Objectives

- Recognize the developmental physical changes that occur as your child moves from youth through adulthood
- Understand the social and emotional development of your child and know how to recognize problems that may arise related to this development
- Identify and apply ethical conduct in sports by maintaining emotional control with your child and demonstrating respect for athletes, officials, and coaches
- Understand that individual differences such as gender, age, race, socio-economic and socio-cultural factors require that parents develop a variety of strategies to help create positive interactions with other children
- Understand the importance of responsible personal and social behavior in practice and game situations

Key Concepts

- Each age group represents a distinct and unique stage of physical, social and emotional development.
- A wide range of individual differences in physical, social and emotional maturation occurs in each athlete.
- Parents have a powerful influence on the development and behavior of their child.
- Specific strategies should be developed that will promote positive interaction between coaches, parents, and children.
- USA Hockey engages the whole person.
 - Physically through learning new skills
 - Emotionally through the confidence that comes from enjoying established skills
 - Socially through cooperating, competing and respecting others

Content

Physical Development

Developmental physical changes occur as athletes move from youth through adulthood. These changes influence the learning and performance of motor skills. Parents need to recognize that his or her child demonstrates unique developmental characteristics. Level of maturity, coordination, ice hockey experience, and conditioning are just some of the factors that can influence physical performance. Parents and athletes also need to be aware of inherent risks associated with participating in this sport. Safe playing conditions in training and competing are a major focus of USA Hockey.

Social Development

Social interaction with peers, parents and coaches should be a growing experience. The development of teamwork, cooperation and sportsmanship will contribute to the athlete's ability to interact with others in a variety of situations. Learning how to interact effectively with others in small group, large group, and team situations in a positive environment will provide many opportunities for social growth. Developmental

differences that may exist can contribute to interaction problems. Factors such as low self esteem, peer pressure, maturity level, and learning disabilities will increase susceptibility to social interaction issues. Recognizing and addressing these challenges in a constructive approach will assist the parent, athlete, and coach.

Emotional Growth

Providing an environment that addresses the emotional growth of your child is very important. Each athlete should be treated as an individual while recognizing the dynamic relationship of personality and other variables such as gender, race, socio-cultural, and socio-economic differences. Recognizing factors that cause distress and frustration is very important. Parents and coaches should avoid situations that embarrass, ridicule, or humiliate participants. Recognizing the importance of self-confidence and self-esteem to your child's development is a critical factor.

Age Group Characteristics 6-12 Year Old Athlete

Physical:

- Basic motor skills develop
- Activity patterns are in short bursts of low to moderate intensity
- Growth is fairly steady
- Wide range of physical abilities
- Learn skills quickly

Social

- Enjoy working with others toward common goal
- Peer interactions become increasingly important with increased age
- Tend to have short attention span
- Small group challenges conducted with more success

Emotional

- Identify with strong role model
- Self-worth relates to mastery of skill
- Athletes want to please parents and coaches
- Respond to positive reinforcement

Strategies:

- Focus on skill achievements
- Praise high energy
- Focus on the physical requirements of the sport
- Teach fairness
- Be sensitive to your child's concerns
- Be positive!

Remember

Parents should remember that their child will respond to their input. Encouragement and involvement have a tremendous influence on your child's success and enjoyment.

13- 15 Year Old Athlete

Physical:

- A period of rapid physical development marked by increases in height, weight, and muscular strength
- Hormonal changes occur
- Wide difference in skill, strength and size with girls advancing two years sooner than boys
- The greatest increase in cardio-respiratory endurance occurs
- The greatest fluctuations in basal metabolism may cause athletes to be restless

Social:

- Move away from parental control but still dependent on parent values
- More interested in peer approval
- Image is very important
- Often insensitive to individuals outside their peer group

Emotional:

- Changes in attitude
- Moodiness increases
- Insecurities run high
- Often feel alienated and self-conscious

Strategies:

- Reinforce skill acquisition
- Encourage participation in sport camps
- Don't criticize too frequently or too harshly
- Don't push too hard
- Praise participation and effort
- Be *positive*

Remember

Be sensitive to athletes needs.

Don't embarrass your children in the presence of their peers

Choose appropriate moments for constructive criticism.

16 to 20 Year Old Athlete

Physical:

- Skeletal maturity occurs
- Strength and endurance continue to develop

Social:

- Initiate independent and responsible behavior
- Conflicts with parents decrease
- Social identification with teammates
- Sets personal goals

Emotional:

- Develops increased sensitivity to diverse skills and backgrounds
- Understands that participation provides the opportunity for enjoyment, challenge and self-expression.
- Concerns for the future
- Motivations to stay in the sport become solidified

Strategies:

- Discuss reasons why your child participates in sports
- Encourage athlete to identify reasons for participation (enjoyment, success, challenge, social interaction etc.)
- Discuss future plans of participation and be willing to provide support
- Your role should be to support, encourage, and provide freedom

Remember

This is a critical time that will determine if the child will remain in the sport.

Your role should be to support, encourage and provide freedom.

A sense of control over their lives is critical to self-esteem.

Summary

- **Understand that development is sequential.**
- **Do not criticize or draw attention to awkwardness.**
- **Never pressure a child to perform beyond their ability.**
- **Criticize constructively and at the right time.**
- **Focus first on strengths and identify realistic ways to deal with weaknesses.**
- **Accept that each player develops physically, socially and emotionally at different rates.**

REMEMBER

Young players need to focus on development of skills.

Once mastered, skills can be refined and interest in competitive play emerges.

Children want to succeed and need a chance to do so.

You are the most important and influential role model for your child.

Points of Discussion

- What do you feel are the major reasons your child wants to participate in USA Hockey?
- Many parents are said to be “living through their children.” What effects does this have on a child-athlete?
- What do you feel are the major reasons for player “burn-out?”
- How can adults assist the athlete in balancing obligations to home, school and athletics?
- What basic values should children learn by participating in ice hockey?
- When should you, as a parent, step in to assist your child in mediating difficulties with the coach and/or other players?

Evaluations

1. What five components comprise Physical Development?
2. What defines Social Development?
3. What defines Emotional Development?
4. When helping the 6-12 year old set goals, what is the most important consideration?
5. Who has the most influence on the 6-12 year old athlete?
6. What developmental tasks should be emphasized in the 6-12 year old athlete?
7. What is the major social difference between the 6-12 year old athlete and the 13-15 year old athlete?

After Further Review

1. What are the most significant developmental differences between the male and female athletes?
2. At what age should an athlete start to train with weights?
3. As parents, how can you teach your child to cope with peer pressures?

Resources

Rediscovering Youth Sportsmanship, Saint Barnabas Health Care Systems

Youth Sports Institute, Michigan State University

<http://education.indiana.edu/cas/adol/development.html>

<http://www.who.int/child-adolescent-health/dev.htm>

<http://www.northwestern.edu/ipr/research/adolescent.html>

Section 3

Sportsmanship

Objectives

- Identify behaviors related to good sportsmanship and poor sportsmanship
- Understand the parents' role in teaching good sportsmanship to their children
- Identify the specific sportsmanship behaviors parents must model for their children
- Understand the relationship between good sportsmanship and the “win-at-all-cost” attitude
- Identify the challenges related to sportsmanship in today's competitive sports world

Key Concepts

- Sportsmanship involves qualities and behaviors supported the USA Hockey program.
- Parents serve as critical role models in the sportsmanship learning process.
- Learning about sportsmanship must begin as soon as the child starts playing sports.
- In order to learn good sportsmanship, appropriate behavior (playing by the rules, etc.) must be rewarded, and inappropriate behavior (trash talking, etc.) must be reprimanded.
- In today's competitive sports world, the traditional value of sportsmanship is being seriously challenged.

Content

What is Sportsmanship?

Sportsmanship is a commitment to playing by the rules, respecting yourself, teammates, opponents, coaches, and officials, and graciously accepting the outcomes of all games. It takes courage and integrity to play by the rules and not cheat in order to win the game. Respect involves showing high regard for others while playing. Talking politely before, during and after games, congratulating opponents, listening to coaches and respecting the calls of officials are behaviors related to good sportsmanship. Winners should acknowledge victories without humiliating their opponents and losers should accept the outcome without complaint or making excuses.

Sportsmanship Education

In order for children to learn good sportsmanship, parents need to serve as role models. Parents need to exhibit self-control and not put too much emphasis on “winning-at-all-costs.” Be positive, courteous, and considerate when dealing with your child's teammates, coaches, opponents, and game officials. Know the rules of ice hockey, and teach your child to play by the rules. Emphasize working hard and showing up for all practices. Stay “cool” when the going gets tough. Remember, it is just a game, and your child is playing because it is fun! Applaud good plays made by both your child's team AND the opposing team. Avoid using inappropriate language or physical violence to settle disputes. When an official makes a call (even a “questionable” call), accept the decision and move on. Finally, after the game, congratulate both teams and refrain from making excuses when your child's team loses. Also remember to avoid taunting the parents of the losing team. Be a gracious winner and loser!

Sportsmanship Checklist for Athletes

The following are behaviors related to good sportsmanship. Ask your child to check the ones that he/she demonstrates on a regular basis.

- ___ I know the rules of ice hockey and I play by the rules.
- ___ I talk politely to my teammates and opponents.
- ___ I listen to my coaches and do what they tell me.
- ___ I work hard to help my team.
- ___ I have fun while playing; it is just a game.
- ___ I cheer my teammates when they make good plays.
- ___ I encourage my teammates when they make mistakes.
- ___ I try not to start arguments with my teammates or opponents.
- ___ I accept the calls of the officials without getting angry.
- ___ I do not make excuses when my team loses.
- ___ I do not tease my opponents when my team wins.

Challenges to Good Sportsmanship

In today's sports world, there are serious challenges to good sportsmanship. It seems that athletes at all levels, from youth to professional, have become obsessed with the "win-at-all-costs" attitude. "Anything goes" is often the motto of athletes who focus solely on winning and ignore good sportsmanship.

Unfortunately, behaviors such as trash talking, cussing out officials, deliberate attempts to injure an opponent, and refusing to shake opponents' hands after a game are becoming more common in competitive sports.

How do young athletes learn these inappropriate behaviors? These behaviors are learned by watching adults including professional athletes, coaches and PARENTS. If parents act like poor sports, children get the message that this behavior is acceptable or even valued when playing sports. Young athletes need to be rewarded for good sportsmanship and reprimanded for poor sportsmanship. Parents must recommit themselves to teaching their children about the traditional values of good sportsmanship. This teaching should begin the moment a child starts playing sports. If we don't emphasize playing by the rules and showing respect at a young age, it is almost guaranteed that children will fall prey to the "win-at-all-costs" attitude.

The significant decline in sportsmanship has caused several major national sport organizations to refocus attention on this critical issue. USA Hockey and other sport organizations including the American Sport Education Program, the Citizenship Through Sports Alliance, and the National Youth Sport Coaches Association have developed standards related to fair play that parents should follow when involved in competitive sports. In addition, a National Sportsmanship Day is held annually on the first Tuesday in March.

National Sportsmanship Day, sponsored by the Institute for International Sport, serves as a forum for administrators, coaches, athletes, parents, and fans to discuss the issues of ethics, fair play, and sportsmanship.

Points of Discussion

1. What can be done about the lack of emphasis on sportsmanship in today's sports?
2. Why are professional athletes rewarded for humiliating their opponents rather than for respecting their opponents?
3. How can a coach balance wanting to win and expecting players to play by the rules?
4. Should professional athletes be held to a higher standard of behavior because they serve as important role models for young athletes?
5. Should youth sports competitions below a certain age (i.e. under age 13) be held without keeping score?
6. What type of "character" are we really teaching our young athletes in today's sport world?

Evaluation

1. Describe three specific behaviors that are related to good sportsmanship.
2. Describe three specific behaviors that are related to poor sportsmanship.
3. Discuss three ways parents can model good sportsmanship behavior for their children.
4. Identify at what age parents should begin to teach the ideals of sportsmanship to their children.
5. Describe the process for learning behaviors related to good sportsmanship.
6. Discuss the relationship between sportsmanship and the "win-at-all-costs" attitude.
7. Discuss the status of sportsmanship in today's competitive sports world.

After Further Review

1. Approximately how many national sports organizations have developed and implemented a sportsmanship code of conduct for athletes, coaches and parents?
2. Have any states implemented laws specifically targeting criminal behavior (i.e. assaulting officials, etc.) at youth sports events?
3. Is there any research demonstrating that athletes have higher academic achievement in school (i.e. grade point averages) than non-athletes?

Resources

Engl, F. (2002). *Why Johnny hates sports: Putting the fun back in sports for boys and girls*. Garden City Park, NY: Square One Publishers.

Lancaster, S. (2002). *Fair play: Making organized sports a great experience for your kids*. New York: Prentice Hall Press.

Metzl, J. (2002). *The young athlete: A sports doctor's complete guide for parents*. Boston: Little, Brown, and Company.

Small, E. (2002). *Kids and sports*. New York: Market Press.

www.sportsmanship.org (The Citizenship Through Sports Alliance)

www.internationalsport.com (Institute for International Sport)

www.asep.com (American Sport Education Program)

www.nays.org (National Alliance for Youth Sport Coaches)

www.wcpss.net/athletics/sportsmanship (WCPSS Sportsmanship Education Brochure)

Section 4

Spectator Behavior

The game of ice hockey should be about learning, development, being active, camaraderie, and the thrill of play. Spectator behavior in the stands is drawing more attention than the action of the game on the ice. There needs to be a change: a rebirth of civility.

Objectives

- To build awareness of the negative effects of inappropriate spectator behavior on the game of ice hockey
- To build awareness of the negative effects of inappropriate spectator behavior on young athletes
- Develop off-ice strategies that will encourage physical, social and emotional growth of the young athlete
- To offer adults behavioral strategies that will enable them to maintain appropriate spectator behavior – win or lose
- Understand the laws and sanctions that have been enacted to stem the rise of inappropriate spectator behavior

Key Concepts

- Inappropriate spectator behavior has had an adverse effect on the game of ice hockey.
- Children are affected by parents/adults on and off the ice.
- Each participant in the game has a role to play.
- The impact of what is happening on the ice needs to be tempered by a set of developed controls.
- Inappropriate behaviors can affect other spectators, and dealing with these behaviors requires the development conflict resolution skills.
- Sanctions and laws are being enacted across the country to enforce appropriate spectator behavior.

Content

Image of the Game

An individual is displaying unacceptable behavior if they are verbally or physically harassing and/or abusing a game participant (player, coach, spectator, or official).

The newspapers and airwaves are filled with reports of the violence that is occurring before and after games.

- Out-of-control parent beats coach to death
- Officials get mauled by unruly crowds
- Coaches and parents brawling

There are many more stories we don't hear, though. These are "minor" incidents that occur every weekend, in virtually every sport in America. These are the situations with the potential to erupt into deadly violence, given the right circumstances and characters.

In a recent poll *

55 % of parents said they have seen parents engage in verbal disputes at youth sporting events.

21 % of parents said they have witnessed a physical altercation between other parents at a youth sporting event.

73 % believe that parents who become physically or verbally abusive during games should be banned from youth sports.

* Michael J. Pallerino, Parental Advisory: Explicit Behavior, Sporting Kids, January/February 2003

In some sporting events, fear of uncivil and even violent spectator behavior has turned people away from attending. A parent whose child might want to play the sport of ice hockey may decide that the sport is too violent after seeing the behavior of adults in the stands.

Young Athletes Turned Off

The statistics on the number of young athletes leaving sports or being injured while playing sports can often be directly or indirectly related to the adults and the actions they take with those young athletes.

70% of children drop out of organized sports by age 13.*

1 million young athletes between the ages of 10 and 17 suffer serious injuries annually.**

45.3% of young athletes have been called names, yelled at, or insulted while participating in sports.***

17.5% of young athletes say they have been hit, kicked or slapped while participating in sports.***

21% of young athletes say they were pressured to play with an injury.**

8.2% of young athletes report that they were pressured to intentionally harm others while playing sports.***

15% of parents at youth sports events display obnoxious, unruly, or unsportsmanlike behavior.****

19,000 members of the National Association of Officials are now offered assault insurance.

33% of USA Hockey Officials do not re-register annually.

* *The Institute for the Study of Youth Sports of Michigan University*

** *Centers for Disease Control*

*** *Minnesota Amateur Sports Commission*

**** *National Alliance for Youth Sports*

These figures mean:

- Of the 25 million young athletes currently playing organized sports, only 7.5 million will still be playing by the time they reach age 13.
- Every young athlete stands a 1 in 25 chance of suffering serious injury.
- Of 26,000 USA Hockey on-ice officials, about 8,500 will not renew their referee certification.

Legislation has now been passed in many states to protect the coaches and officials, but who is protecting our children? Is it any wonder that they are leaving sports at an alarming rate?

Basically it comes down to the value that society places on winning and how we, as parents, get caught up in our children's activities in a way that is unhealthy for them and for us. The ideals about what youth sports are supposed to offer children have been corrupted. The outcome presents itself in many forms:

- Too much pressure on children by parents and other adults.
- Adults who cannot let kids be kids.
- "Win at all cost" mentality has become commonplace.

Accepting Your Role

Parents:

- Understand the physical, social and emotional growth and development of children (contained in Section 1).
- Develop strategies that will foster development and avoid conflicts (contained in Section 1).
- Understand that skill progressions exist as a guide for development of young athletes (contained in Section 6)
- Be aware that pushing children beyond their capacity can cause serious injuries.
- Provide positive support during games and practice.
- Criticisms of coaches, officials, players, and other spectators should be voiced through appropriate channels in a civil manner. (Administrators will pay heed to comments given in a civilized tone.)
- Monitor how your child is being treated and take appropriate actions to ensure their safety and positive development.
- Enjoy the hockey experience!

Spectators

- Provide positive support for your team.
- Recognize and applaud good plays by both teams.
- Have a basic knowledge of the rules of the game (contained in Section 7).
- Respect coaches and officials.
- Have fun!

Coaches

- Be knowledgeable about the game of ice hockey.
- Supply positive reinforcement to all players on and off the ice.
- Respect the officials.
- Respect the players.
- Be prepared.
- Enjoy your time with the player in practice as well as games.

Officials

- Conduct the games in accordance with the rules.
- Judge the game impartially.
- Respect the players and coaches.

Administrators

- Secure coaches and officials who are certified by USA Hockey.
- Conduct the affairs of your organization with the best interests of the young athlete in mind.
- Respect the rights of the parents to have a voice in affairs that concern their children.
- Provide a positive role model for spectator behavior.
- Develop program that encourage the positive development of players and coaches.
- Keep parent and players “in the loop.”
- Require attendance at Parent/Spectator Behavior Programs.

Conflict Resolution

Conflict is part of everyday life. It is not good or bad. What makes conflict good or bad is our response to it. Despite the many variations of conflict we all experience in daily life, the underlying emotion of all conflict is anger. Addressing conflict at sporting events is a difficult issue. We have all been in situations that we label as uncomfortable and not within bounds of good sportsmanship. We have all gotten angry about something as it relates to our child’s participation in sports. Maybe it was another parent’s reaction to the game, your child’s performance, the referee’s calls, the coach’s decision, or another player’s behavior or performance.

No matter the situation in which we find ourselves, how we deal with these feelings of anger is key to choosing the response to a conflict situation and preventing it from escalating into something harmful to you and your child and interfering with the fun of the game.

There are three main responses to conflict:

- Avoidance
- Confrontation
- Communication

How you respond to conflict really depends on your skills in handling conflict and your basic beliefs about resolving conflict.

If you are an avoider, you will give in, retreat, or walk away.

A person who is more confrontational will use his or her power to win. They will respond by using their anger, making threats, and acting aggressively with potentially violent behavior. The healthiest way to resolve conflict is through communication. Our goal as parents is to use our communication skills to **control our angry responses and to recognize that we can control our negative reactions by first communicating with ourselves.**

Diffusing Your Anger

When you notice yourself getting angry, use of these steps can be a helpful way to identify the real reason for your anger and assist you in remaining in control.

(Think of when you see your child get unfairly boarded or tripped, and it isn't called. You may get angry about it.)

You diffuse your anger through:

- Perception- Do you perceive all the information?
- Assessment- What are you getting upset about?
- Evaluation- What are the available options in dealing with the situation?
- Decide- What would be in the best interests of my child?

De-escalating the Anger in Others – CALM

C “Calm yourself first” means:

- Don't get defensive.
- Suspend all judgments.
- Commit yourself to calming the other person.

A “Acknowledge” means:

- Listen to what the other party is saying.
- Ask them to tell you more about the situation.
- Show your concern for his/her needs.

L “Listen actively” means:

- Let the other person vent.
- Listen for information being shared.
- Do not interrupt.

M “Make sure you understand” means:

- Demonstrate your desire to understand the angry person by restating what was said.
(Parents should role-play situations that will give them the opportunity to apply the CALM approach. Conflict resolution skills, like other skills, need to be practiced)

Not every situation can be diffused by you or other parents. That is the reason that laws and sanctions may be necessary to keep youth sports a good experience for everyone involved.

When All Else Fails

Despite all the efforts of youth organizations to educate spectators about appropriate behavior, there are individuals who will continue to behave in an unruly manner. In such cases, many states, district, leagues, and individual youth organization have created sanctions for these individuals.

Many states have enacted or are in the process of enacting legislation to combat spectator violence. In New Jersey “...adults who get into altercations at school or youth sporting events could land themselves in jail, under a bill signed into law by Gov. James E. McGreevey. “...Any altercation that takes place at sporting events where children under the age of 16 are present would be considered an aggravated assault, punishable by up to 18 months in prison and a \$10,000 fine. These include clashes that would otherwise be considered simple assaults and do not generally bring jail time. Another related bill pending would allow school and

community officials to set codes of conduct at youth sporting events. Anyone who violates the code would have to attend an anger management seminar before returning.”*

Districts, leagues and individual organizations have imposed penalties on spectators for inappropriate behavior. Suspension from games and practices, attendance at an anger management clinics, fines, and community service are some of the penalties that are currently being imposed on offenders. One creative organization gives all their parents lollipops- when a spectator gets unruly the parents give them lollipops to keep their mouths shut and display without malice the mentality of the offender's actions.

No matter how many penalties are imposed there cannot be change without education. Without educating spectators and giving them an appropriate role model, the sanctions will only treat the symptoms but not heal the disease.

Points of Discussion

Who should be responsible for spectator behavior?

What additional efforts can be made to correct spectator behavior?

Is it appropriate for state officials to enact laws to control spectator behavior?

Evaluation

What actions are individual organizations taking correct spectator behavior?

What is the role of the parent?

What are the three ways that people handle anger?

What does CALM mean?

What percentage of children drop out of sports by the age of 13?

After Further Review

Explain how spectator behavior is related to a general loss of civility in society.

Have children's sports become over-organized and micromanaged?

Explain the recent inability of individuals to resolve conflicts.

Resources

Rediscovering Youth Sportsmanship, Saint Barnabas Health Care System, Livingston, NJ

Fair Play – Respect Initiative, Parent Awareness Committee, Massachusetts Hockey, Massachusetts

National Sports Alliance for Youth Sports at www.nays.org

Michael J. Pallerino, Parental Advisory: Explicit Behavior, Sporting Kids, January/February 2003

www.sportingkid.com

*SUSAN K. LIVIO, ***Rowdy adult fans now face jail time***, Star-Ledger, Newark, NJ Tuesday, August 6, 2002

Section 5

Hockey Equipment

Objectives:

- Identify which pieces of safety equipment are required or recommended for each level
- Select proper-fitting equipment for your child
- Make appropriate choices of equipment, considering proper and effective protective quality
- Understand and explain to your child that proper equipment care and maintenance procedures

Key Concepts:

- In order to ensure player safety it is critical that proper equipment be used
- Player safety may be jeopardized if equipment does not fit properly
- When considering purchases of equipment, issues of cost versus proper protection need to be weighed
- In order for equipment to remain safe and in good condition, it must be cared for and maintained regularly

Content:

Hockey players must have good protective hockey equipment to ensure effective performance and appropriate protection. Each piece of equipment can be assessed using the following three basic principles:

- **Proper Fitting**
Equipment must fit properly and protect the areas it is designed to protect. If it does not fit correctly, it will not protect properly and may inhibit performance. There are specific shoulder pads and hockey pants for female athletes.
- **Protective Quality**
All equipment should be of sufficient protective quality so that it protects effectively and absorbs impact.
- **Maintenance:**
All equipment should be properly maintained to provide the necessary protective quality. Equipment must be hung to dry at room temperature after every session. Equipment should never be placed over an open heat source.

Paying attention to these details will make the hockey playing experience more enjoyable.

Required/Recommended/Optional Equipment

The following list of equipment is required or recommended by USA Hockey. Other optional equipment is available. The equipment is to be worn at all practices and games.

- *Required* - HECC-approved helmet with HECC-approved face shield. Visors that cover only half of the face are not allowed except at the Junior Level when the player has reached the age of consent. Junior players wearing a half-shield must sign a waiver.
- *Required* – A colored internal mouthpiece must be worn by players in the 12 and under through 18 & under Levels and in Girls'/Women's 10 and under through 19 and under Levels. This mouthpiece must cover all remaining teeth of one jaw. It is recommended, in all classifications, that the mouthpiece be form-fitted by a dentist
- *Required* - Hockey jerseys
- *Required* – Hockey skates

- *Required* - Hockey stick of appropriate length. A good gauge is to have the player stand up in his/her skates, holding the stick upright. The end of the shaft should come between the chin and the nose. A

taped knob on the end of the shaft keeps the hand from slipping off. First-time players may like to try a straight blade.

- *Recommended* - For goaltenders: special catching glove, blocking glove, body protector, and leg guards
- *Recommended* - Throat/neck protector for goalies, a rigid device attached to the helmet or face guard
- *Recommended* - Shoulder pads
- *Recommended* – Padded hockey pants or hockey girdle
- *Recommended* - Elbow pads
- *Recommended* - Hockey gloves
- *Recommended* - Athletic supporter (jock for boys and jill for girls)
- *Recommended* - Garter belt (usually supplied with athletic supporter)
- *Recommended* - Hockey socks
- *Recommended* - Shin guards
- *Optional* - Hockey suspenders
- *Optional* - Athletic tape for the blade and butt end of the stick
- *Optional* - Clear plastic tape or velcro straps to wrap around hockey socks and shin pads
- *Optional* - Extra helmet screws; small screwdriver and shoelaces are always handy
- *Optional*- Throat/neck protector for players (may be required by some organizations)
- *Optional* - Face cloth or towel to wipe off the skates after the ice time
- *Optional* - Long underwear, undershirt and athletic socks (or whatever makes the player comfortable)
- *Optional* - A plastic water bottle to allow drinking water through the mask
- *Optional* - A hockey bag

The equipment does not have to be new, but whatever the child wears should fit properly and be in good condition. It is especially important that skates are the right size and are sharpened regularly during the season (every four to six hours of ice time).

Undergarments

Choose an undergarment arrangement that will be cool and comfortable under your equipment. This will avoid irritation of the skin from the equipment. Underwear will absorb moisture from your skin.

What players wear under the equipment is a personal choice. A number of material combinations exist for underwear from 100% cotton to cotton/polyester and other blends of material.

Always wear a single pair of socks in your skates. As with underwear, a variety of material blends are available. Choose a blend that offers you comfort, warmth and moisture-absorbing abilities. For all underwear and socks, 50/50 cotton/polyester blends provide maximum ventilation and comfort.

Helpful Hints

Always ensure underwear and socks are dry and clean to avoid chafing from your equipment and to maintain hygiene.

Avoid wrinkles in your socks when tightening skates.

Athletic Supporters

Two types of athletic supporters are available; a jock/jill strap or boxer short style. Each type incorporates a plastic (or metal for goalies) protective cup.

The jock strap (for males), jill strap (for females) and boxers are fitted according to the individual player's waist size. It is important that a player chooses an appropriately-sized protective cup and strap or boxer for effective shock absorption.

Protective Quality

If the Jock or Jill strap tears in any way it should be repaired or replaced. One common area of breakdown is where the two straps meet the protective cup. Should these straps detach, the protective cup can be pushed out of position.

Maintenance

The strap and protective cup should be hung up to dry after each session. The strap should be machine washed regularly. Be sure to remove the plastic protective cup before washing. If the plastic protective cup cracks, it must be replaced immediately.

Helpful Hints

The Jill/Jock strap should fit like a pair of briefs: not too loose so that the protective cup moves around and not too tight to restrict movement or cause chafing and discomfort. The boxer short style must fit snugly, but not be restrictive, to ensure the protective cup does not move out of place.

Shin Pads

Shin pads are generally measured in junior (8 to 13 inches - 20 to 33 cm.) or senior sizing (14 to 16 inches - 36 to 41 cm.). Ensure that the cap of the shin pad is centered on the kneecap. The calf padding should wrap around the lower leg to offer maximum protection to this area of the leg. The protective padding above the plastic kneecap should overlap approximately 2 inches (5 cm.) with the bottom of the hockey pants. With the skate open, the player should ensure that the shin pad rests 1 inch (2.5 cm.) above the foot when the foot is fully flexed up and does not inhibit movement of the foot in any way. It is also recommended that the skate tongue can be positioned behind the shin pad for added protection.

Protective Quality

A shin pad that is too short can leave exposed areas between the top of the skates and the bottom of the shin pad. A shin pad that is too long may cause discomfort and restrict movement in the ankle and knee areas.

The flexible position of the shin pad (the padded portion between the plastic knee and plastic shin guard) should allow maximum movement. However, since this is the least protected area on the shin pad, ensure that it properly covers the knee and the shin. Cracked shin pads must be replaced immediately.

Maintenance

Proper drying by hanging of equipment after each session is essential. Remember, air dry only. To clean, simply mix a little laundry soap with water and use a soft scrub brush on the padding.

Helpful Hints

Buying Velcro straps to fasten the shin pads to the legs is much less expensive in the long run than using tape. Remember to check the length of the straps with the shin pads on to ensure a proper fit.

Hockey Pants

Hockey pants are generally sized either according to waist size or in group sizing (S, M, L, XL, XXL). Measure the waist to get the required pant size.

Pants should be fitted with shin pads in place to ensure the length of the pant leg reaches the top of the kneecap and covers approximately 2 inches (5 cm.) of the shin pad's top flair padding.

For female players, fit the hips first then check the position of the leg and kidney pads to ensure they cover these areas adequately.

The correct positioning of rib, hip, thigh and kidney padding is important to ensure protection of these areas. The padding around the waist of the pants should cover the kidney area (halfway between the hips and underarm). The padding on the rear of the pants should extend far enough to completely cover the bottom end of the tailbone. Thigh padding (plastic shell) and hip padding must fit over the appropriate areas to offer maximum protection.

If the pants have a belt, the belt should be positioned just above the hip bone with the pants on and allow for a snug adjustment without falling off the player's hips.

Protective Quality

The traditional hockey pant is the most common pant available, which features padding built into the pants. Purchase pants with as much padding as possible. Ensure all necessary padding is in place and protecting the appropriate areas in a full range of motion for the player. If any pads, such as the thigh pad,

crack, they should be replaced immediately as they are no longer effective. Tearing that occurs in the outer shell of the pants should be repaired immediately as this can affect the protective quality. The inside of the pants should also be inspected for tearing and repairs made as necessary.

Maintenance

Proper drying after all sessions is essential. Pants should be hung in a well-ventilated area to air dry. Several times each season, all removable padding should be washed with a mild detergent and air-dried.

Helpful Hints

Players should have a good range of motion while wearing pants. A good measure is to have the player fully squat wearing pants (and shin pads). If the player can comfortably squat and the padding remains in position, then the pants fit properly.

Hockey Skates

Skates usually fit a half size smaller than street shoes. When fitting skates wear the same socks to be worn when skating. Ensure that there are no wrinkles in the sock when placing the foot into the boot.

Loosen the laces so that the foot can easily slip into the boot and then slide the foot forward to press the ends of the toes against the front of the skate. With the foot in position, you should be able to place one finger between the boot and the heel of the foot. Prior to lacing up the skates, kick the heel into the boot's heel by banging the skate against the floor. Lace the boot with the first 3 eyelets snug, the next 3-4 eyelets loose, to prevent constriction of this area, and the last 2-4 eyelets very snug to maximize energy transfer to the boot.

Once the skates are laced up, there should be approximately 1.5 to 2 inches (3 to 5 cm.) between the eyelets. If they are further apart, a narrower boot is necessary. If the eyelets are closer, then a wider boot is required. Different skate brands are designed for either narrow or wide feet. A variety of widths are available. Next, walk in both skates for 10 to 15 minutes to ensure a comfortable fit. Remove the skates and check the feet for red areas or pressure points, which are signs of an improperly fitted skate. Note that all skates will generally require a break-in period. Any irregularities of the feet, such as bone spurs, may also affect the fit of the boot.

Protective Quality

Never wrap laces around the ankles as this can inhibit flexibility and circulation and irritate the Achilles tendon. If the hard shell in the toes becomes cracked, the skates should not be worn as this could result in serious injury. Skates should be replaced if this occurs.

Maintenance

Always dry skates by opening boots wide and pulling out removable liners after every session. Regularly check the blades for sharpness, bending of the blades, loose rivets and cracked blade holders or blades.

If you are on the ice more than three times a week, skates should be sharpened weekly. Skates should also be sharpened if there is a noticeable reduction in the player's ability to stop or turn. If the blades squeak when stopping, check for bending. Also, regularly check the skate boots, laces and eyelets. Repair or replace as needed.

Skate blades should be wiped dry after each use. Skate guards should be placed on the skate blades to avoid damage during transport or when walking on non-ice surfaces.

Helpful Hints

Never buy skates too big just so player can grow into them, as this can seriously inhibit proper skating development.

Shoulder Pads

It is important that the shoulder pads completely cover the shoulders, upper back, chest and upper arms to just above the elbows. The protective caps should be positioned on the top of the shoulders and the arm pads should extend to meet the elbow pads. It is recommended that the back of the shoulder pads should

overlap slightly with the pants. The upper arm pads should fit securely around the bicep and triceps muscle areas. Female athletes can also get shoulder pads with female-specific chest protection.

Protective Quality

The plastic cups are designed to protect the shoulder and disperse any force over a large area through the full range of motion. Check all the straps and Velcro fasteners around the arms and the mid body to ensure they are intact and do not cause discomfort. Adjust length as necessary.

Maintenance

Ensure that there are no cracks or tears in any parts of the pads. Repair and replace as necessary. Check and replace any missing fasteners or rivets. Always hang dry after every session.

Helpful Hints

A player should have good range of motion while wearing shoulder pads. To test the range of motion, have the player lift arms slightly above shoulder height. In this position, ensure that the pads do not dig into the neck area.

Elbow Pads

Most introductory and intermediate quality elbow pads can be used on either elbow. Note that some elbow pads are made specifically for left and right arms. Ensure pads are on the appropriate arms. Place the donut inside the elbow pad on the point of the elbow. Snuggly fasten all the straps of the elbow pad so that it does not slide when the arm is fully extended. The top of the elbow pad should meet the bottom of the shoulder pad's arm pad and extend down the forearm to where the top of the glove starts. The forearm padding should wrap around the entire forearm to offer maximum protection.

The elbow pad should not restrict movement of the elbow. With the elbow pads on, test the range of motion by bending the arm at the elbow and watching for any constriction or restriction of movement. If the player wears short-cuff gloves, ensure that the elbow pads are long enough to meet the cuff of the glove.

Protective Quality

Ensure that the elbow pad contains a donut pad or pocket where the point of the elbow rests. The elbow pad should have a plastic cup, which protects the elbow point. Several models may have this plastic shell on the exterior of the pad or it may form an integral part of the pad. Generally, this cup is not removable. Slash guards are rigid plastic pads which protect the forearm area. The slash guard should be on the outside of the elbow pad.

Maintenance

Occasionally check the straps to ensure that they provide comfortable attachment to the arms. Tape should not be substituted for these straps as this may cause loss of circulation, discomfort and decreased protection. Proper drying in well-ventilated area will help keep the donut pad from breaking down prematurely. Elbow pads may be washed in the same manner as shin pads.

Helpful Hints

Frequently test the donut pad by pressing down with the fingers. If any cracks appear or if the padding is hard or brittle, the pad must be replaced to avoid potential injury.

Gloves

Ideal gloves are lightweight, flexible and offer maximum movement. Gloves are made from a variety of materials including leather and Kevlar. While leather gloves are more durable, they take longer to dry and are heavier to wear. Gloves should fit like loose winter gloves over the fingers. The top of the glove should extend up the forearm to the bottom of the elbow pad to ensure full protection of the forearm area.

Protective Quality

Ensure that the padding on the back of the glove and the hard shell components are of sufficient quality to protect the hand and the wrist area, which can be tested by pressing the back of the glove with the

fingers. The compression should not be felt inside the glove. If the glove has laces in the cuffs, leave them in and tie them up loosely. Never remove laces. Laces prevent tearing of the side gussets of the glove.

Maintenance

Ensure proper air-drying after ice sessions. Remember: never dry gloves over an open heat source. Gloves which have lost finger pads or roll pads should be repaired or discarded. Ensure the palms of the gloves are soft and in good shape through proper drying. Replace worn out palms at a leather or shoe repair shop immediately to avoid injury. Watering palms can cause them to become brittle and break down.

Helpful Hints

Whenever testing a pair of gloves, use a hockey stick to stick-handle on the spot for a few minutes. The gloves should offer freedom of movement in a variety of positions without chafing or restricting movement.

Mouthguards

Mouthguards come in three types. Type 1 - “one size fits all mouthguards” – actually do not fit everyone. It usually causes players to alter the mouthguard by cutting it because it pinches the gums and prevents players from speaking and breathing freely. Type 2 mouthguards allow players to form them by “boiling and biting,” but they are commonly made in one size and they can be too big for the mouth. Type 3 mouthguards are form-fitted, are the easiest to talk and breathe with and provide the most protection.

Protective Quality

Mouthguards help to protect the teeth from chipping and breaking, and also protect the gums and jaw. Some doctors also feel that mouthguards can reduce the chances of getting a concussion.

Maintenance

Mouthguards need to be kept clean by placing them in a special container, and by brushing them with toothpaste. Keep the mouthguards away from heat. Players should avoid chewing on their mouthguards.

Helpful Hints

Colored mouthguards are easier to locate in choking incidents, and they are easier to find if they are dislodged from the mouth. Mouthguards should be attached to the helmets.

Helmets

Helmets must be HECC-approved. All HECC-approved hockey helmets will have a sticker indicating this approval. These stickers must remain on the equipment and be visible during play.

Helmets are generally measured in junior or senior sizing and may be found in head sizes 6.5 to 7.75 inches (16.5 to 20 cm.). They may also be found in group sizes (S, M, L, XL). Choose a size that fits snugly on the head, yet allows room for adjustment for final fitting. Using the adjusting mechanisms, which differ from model to model, the helmet can be adjusted to fit so that when the head is shaken from side to side and back and forth, the helmet does not move and does not cause discomfort. The front of the helmet should fall just above the eyebrows. Select a size of helmet that provides these elements for a good fit. Adjust the chinstrap so that it is snug to the chin in order to provide proper protection. The chinstrap is not properly fastened if it hangs down. If the chinstrap is too loose it could cause the helmet to move or fall off on impact.

Protective Quality

Ear guards, which are required at all levels (except Adult), are a standard component of most helmets. The ear guards protect the ears from impact injuries. When the helmet is purchased with ear guards, they must be left on to maintain HECC certification. Any helmet with a break or crack in the outer shell must be replaced.

Maintenance

Regularly check the helmet to ensure screws are in place and secure. Only use manufacturer's approved replacement parts on helmets. Helmets should never be painted nor have stickers affixed to them as this may weaken the structure and void the HECC certification. Alterations such as drilling extra holes, removing side straps, clamps or chin cup, etc. will void the HECC certification.

Always air-dry the helmet after all on-ice sessions.

Helpful Hint

Occasionally, check the inside padding of the helmet by pressing the thumb into the padding. If the padding retains its original shape, the helmet maintains its protective quality. If the padding breaks or cracks, then it is time to replace the helmet.

Facial Protectors

USA Hockey requires all youth and all female players to wear HECC-approved full facial protection, properly attached to HECC-approved hockey helmets. Full facial protectors come in two varieties: wire cage or high impact polycarbonate shield (commonly known as a visor). The facial shield or cage must be compatible with the helmet. Not all masks fit every helmet. The facial protector should fit to allow one finger to be placed snugly between the bottom of the chin and the chin cup of the protector.

Protective Quality

Any facial protector with a break or crack should be replaced immediately. Wire masks should never be cut or altered, because the structure may weaken and the HECC certification would be voided. Removal of the chin cup also voids the HECC certification and exposes the chin area to undue risk of injury.

Maintenance

The adjusting screws on the helmet and the screws that attach the facial shield to the helmet should be checked periodically and tightened or adjusted as required. Any helmet with a clear visor should be protected between uses with the shield bag the generally accompanies the product. A visor that is scratched decreases the player's vision.

Throat/neck protectors

The throat/neck protector should be snug but not uncomfortably tight. Bib style protectors are worn beneath the shoulder pads and offer increased protection. The throat/neck protector should completely cover the throat, and the bib styles should cover the upper chest area.

Protective Quality

There are two types of throat/neck protectors: bib style or collar type. The bib style provides more protection to the chest area. Each protector is generally made of ballistic nylon or similar material. Throat/neck protectors are designed to protect the throat area from lacerations and cuts. They are not designed to protect against spinal injuries to the neck region.

Maintenance

Dry the protector after each session in a well-ventilated area. The throat/neck protector should be washed regularly in cold water and hung to dry, away from direct heat sources.

Helpful Hints

Keep all Velcro fasteners in good shape and replace if necessary.

Jerseys and Socks

A hockey jersey should be large enough to fit over all the upper body equipment and provide the player with a good range of motion. The length of the jersey should be sufficient to allow it to go over the pants and not ride up when the player is skating. The arms of the jersey should extend to the wrists. Ensure that the neckline of the jersey does not compress the back of the neck. This may result in chafing and/or injury.

Socks hold the shin pads in position. They should extend from the top of the foot to the top of the leg. Socks are tucked inside the back of the skates and inside the hockey pants. They are held up with either a hockey garter belt system or Velcro fasteners or clips attached to the Jock/Jill strap.

Maintenance

Jerseys and socks should be washed after each ice session in cool water to avoid shrinking, and then air-dried.

Helpful Hints

A clothes rack, which can be stored and set up easily, can be used to air-dry equipment. Never use a direct heat source to dry the equipment because of the potential breakdown of the fibers and the padding.

Hockey Sticks

A properly-chosen stick is essential to developing effective puck control and shooting skills. There are several key points to remember when selecting a stick:

1. Junior or Senior Sizing

Junior sticks are made with narrower shafts and smaller blades for better control. It is strongly recommended that junior sticks be chosen with a straight blade.

Senior-sized sticks are for intermediate and older players who have the ability to comfortably control a larger stick.

2. Length

As a rule of thumb, while wearing skates the butt end of the stick should reach between the chin and nose of the player with the toe (forward part of the blade) of the stick on the ground. The maximum stick length is 63 inches (160 cm.).

3. Blade Lie

This is the angle of the blade in relation to the shaft of the stick and affects the angle at which the stick rises from the ice. In a “ready stance”, with stick's blade flat on the ice, there should be no gap between the ice and the bottom edge of the blade. If there is a gap, select a different lie to remove this gap.

4. Hockey Stick Shaft Material

Wooden shafts provide varying degrees of flexibility. Generally, the less flexible stick, the greater amount of strength required to use it effectively. Younger players should use sticks with greater flexibility than sticks used by adult players.

5. Aluminum or Composite Sticks

Aluminum or composite sticks offer a great consistency in flex ranges and flex points.

6. Curve

The maximum curve of the blade is inch. (1.27 cm.).

7. Butt end

The butt end of a hollow stick must be covered with tape or a commercially available butt end to prevent injuries. All aluminum/composite sticks should come with a wooden plug that must be inserted into the top of the stick and then taped

Maintenance

Do not store sticks near any direct heat source because they will dry out more quickly. The taping of the blade of a stick is a personal preference. The tape is meant to act as a surface that provides an increased degree of friction to aid in puck handling. Tape the blade of a stick from the heel to the toe, covering the entire blade.

Sticks with splintered blades or visible breaks must be removed from the ice immediately to avoid injury to players.

Helpful Hints

At practice, try other players' sticks. Experiment with different lengths, lies and flexibilities to determine which stick best suits you. With aluminum sticks, do not interchange the different brands of blades and shafts.

Goaltender Sticks

Goaltenders should select a stick that allows them to comfortably assume the crouch (ready) position with the blade of the stick flat on the ice. Be aware of different lies, which is the angle at which the shaft rises from the ice, and the length of the paddle (blade).

Goaltender Pads

Always fit goal pads while wearing skates. Kneel down into each pad making sure the kneecap is in the middle of the knee roll. The large vertical roll should be on the outside of each leg. After doing up all the straps, the pad should extend from the toe of the skate to 4 inches (10 cm.) above the knee. Kneepads add additional protection when the goalie is in a position where the pads do not protect a certain area of the knee.

The leg pads should have padding at the back of the leg, which fits under the straps. The top of the pads should extend approximately 3 inches (7.5 cm.) above the bottom of the pants. A proper fit is essential for good protective quality and comfort.

Maintenance

Always store pads standing to prevent flattening of the padding. Air dry pads to prevent mildew as the pads dry out. Do not dry over an open heat source. Straps should be checked regularly and replaced if needed. Any cuts in the leather should be repaired immediately. Gently rub a leather conditioner over all leather areas to prevent premature breakdown.

Goaltender Catcher and Blocker Gloves

For proper protection and fitting, gloves should feel like loose winter gloves over the fingers. With the catcher and blocker on the hands, lower the hands to the side; the gloves should not fall off. The maximum circumference of a catching glove is 48 inches (121.9 cm). The maximum dimensions of a blocker glove are 16 inches (40.6 cm) by 8 inches (20.3 cm). They should be of the proper size to ensure comfort, easy gripping and control of the stick.

Protective Quality

The catching glove must have a heavily padded cuff that overlaps the arm pad top to offer maximum protection. Routinely test the padding on the catcher glove by pressing the fingers into the padding. If the padding is lumpy or spongy, then it has broken down and requires replacement.

The bottom of the back pad on the blocker should never be warped, as this exposes the ends of the fingers to possible injury.

Maintenance

Use a leather conditioner on all leather components of your gloves monthly.

Goaltender Upper Body Protection

The upper body protection padding for a goaltender is designed to protect the collarbone, entire chest and abdominal areas and down the arms to the wrists. Ensure that all straps are utilized and fastened properly. Elbow padding must be properly positioned over the elbow. Arm padding should extend down to the wrist. The body pad should tuck into the pants about 2 inches (5 cm.) below the navel. The arm pads should overlap slightly with the gloves while allowing movement of the wrists and hands.

Maintenance

Proper air-drying after every session is essential to prolong the life and quality of the padding. Any damaged straps or padding should be repaired at a leather or shoe repair shop. Do not utilize tape in place of straps as this may restrict movement and blood flow.

Goaltender Pants and Jock and Jill Goalie-Specific Protectors

Goaltenders wear a specially designed Jock and Jill protector and cup that has extra padding and protection. The athletic supporter should be fitted with the same principles as a regular player's equipment, but it is specifically designed for a goaltender.

As with regular pants, the goaltender pants are designed to absorb and disperse impact from pucks. Padding is positioned to protect hips, waist, lower back (kidney area), tailbone, thighs and the groin area. The same principles apply for fitting, protective quality and maintenance with goaltender pants as for player's pants except that the goaltender's pants are loose enough around the waist to allow the belly pad to tuck into the pants. The goaltenders pants have several additional protective pieces. Padding is heavier than regular pants and may require suspenders to help the pants from falling out of position.

Points of Discussion:

1. Young players can outgrow their equipment in one season. Purchasing new hockey equipment every year may not be a part of the family budget. What can parents do to ensure that their children are properly equipped without breaking the piggy bank?
2. A player comes to practice without all of the required pieces of protective equipment. Should the coach allow the player to participate in the practice if the parents give him/her permission? Why or why not?
3. A player has chosen to alter a piece of their equipment because they don't like the fit. Who is ultimately responsible for ensuring that this player is properly equipped: the player and their parent, the coach or the referee? Why?
4. A goalie is not wearing goalie skates. Should the goalie be required to wear them? Why or why not?
5. Should local hockey organizations provide beginning players with equipment? What would be the pros and cons?

Evaluation:

1. Name the 3 basic principles used to assess hockey equipment.
2. Name the organization responsible for certifying helmets and facemasks.
3. Is a half shield legal for youth hockey age classifications?
4. What is the difference between throat protection for a player and a goaltender?
5. What is a general rule of thumb for measuring the proper length of a hockey stick?
6. How many pairs of socks should a player wear in their skates?
7. How should skate size compare to street shoe size?
8. What method of maintenance is recommended for almost every piece of equipment?

After Further Review

1. If facemasks are important pieces of safety equipment, why don't all professional players wear them?
2. Which is more economical to purchase – 10 wooden-shaft hockey sticks, or an aluminum shaft with 10 replacement blades?
3. What can a parent of a new player expect to pay for a full set of required and recommended equipment for play?
4. Form-fitted mouthguards are available from many dentists. What added protections (if any) do these mouthguards provide, and is the extra protection worth the money?
5. Are there situations where it would be appropriate for players to wear less than the required equipment listed in this section?
6. Are there size limits on player and/or goalie protective equipment? If so, where can they be found?

Resources:

Mouthguards: Understanding the Facts, USA Hockey

Official Rules of Ice Hockey, USA Hockey

www.usahockey.com

www.wmha.pair.com/hockey_safety_equipment.htm

www.canadianhockey.ca/e/develop/safety/downloads/equip_e.pdf

www.plcom.net/ocmha/documents/LIST%20OF%20REQUIRED%20EQUIPMENT.doc

www.HECC.net

Section 6

Recommended Skill Progression by Age & Gender

Objectives

- Help individuals understand the scope of skills that are appropriate for their children's age classification
- Understand that progressive skill development is necessary for children to play and enjoy the game of ice hockey
- Understand that USA Hockey-recommended skill progressions encourage an environment in which young players can learn basic skills, master these skills and have FUN while developing a life-long interest in hockey
- Encourage a sense of commitment to learning hockey's fundamental skills:
Better skills. = Better hockey
- Realize that sportsmanship, enjoyment, recreation and competition are the major focus of the skill progressions for youth hockey
- Understand that skill progressions allow each player the opportunity to develop according to their own ability and maturation level
- Employ skill progressions as a guide rather than an absolute standard for development
- Realize that setting long-range goals and training plans will gradually develop the basic technical, tactical, physical and mental skills required for playing hockey
- A healthy and positive environment is necessary for players to learn

Key Concepts

- Young players should have the opportunity to try playing all the positions on the team and avoid specialization at an early age (12 and younger)
- Young players need to develop proficiency in the basic skills of skating, passing and shooting
- Games and practices should be adjusted and modified in order to facilitate the developmental process
- Players should be challenged to reach beyond their comfort zone, gradually increasing the degree of difficulty as the players become older and more proficient
- Each age classification should observe the USA Hockey-recommended practice-to-game ratios
- Each age classification should observe the USA Hockey-recommended guidelines for number of games played in a season
- Skill development should take place in a creative and fun environment
- Hockey is a GAME - Not a race!

Content

SKILL DEVELOPMENT PROGRAM

- modifies the playing environment to meet the needs of this specific age group
- emphasizes participation, FUN and skill development
- increases the practice-to-game ratio to a minimum of 3 practices to each game
- provides a positive learning environment for the development of the fundamental skills of hockey
- improves the utilization of ice time

Skill Progressions:

Skating

stance	stopping --two foot, T stop, snow-plow stop, hockey stop,
basic stance	front foot stop, two-foot backward stop,
C-cuts (swizzles)	backward snowplow stop
T-push	backward stop (one foot), forward stop
glide	front starts (acceleration)
glide turn	pivots --forward -backward
tight turns	--backward-forward
backward stance	crossover starts forward
lateral steps	forward crossover start
crossover pumping	backward crossovers start
forward crossover	reverse pivots
edge control /balance	control turn (right and left)
forward stride/rhythmic movement	pivots
backward stride	coordination (e.g. one leg, juggling ball, jumps, catches, obstacle course, etc.)

Puck Control

grip	stationary puck handling
stance	stopping with the puck
open-ice carry	puck handling on forehand and backhand
head up	use of feet to control the puck
turning with the puck	faking
wrist movement	split vision
carrying the puck	basic dribbling skills (lateral, front-back, diagonal)

Passing and Receiving

pass the puck	pass receiving in skates
receiving pass forehand (static)	backhand reception and pass stationary
backhand sweep pass	partner passing while moving
sweep-pass forehand (static)	stationary saucer pass
	lead pass to moving target from stationary position

Shooting

basic mechanics	flip shot
snap shot	sweep shot forehand
slap shot	wrist (sweep) shot while moving
backhand flip shot	forehand and backhand sweep shot

Games

wide variety of FUN games and activities in every lesson
cross ice games, tag, relays, slalom relays, follow the leader, races

MITE BOYS AND GIRLS SKILL PROGRESSIONS

Skating

basic position (well-bent knees)	control stops (both directions, both feet)
balance (weight shifts, push offs)	backward skating
forward starts	backward stops
forward strides	forward crossovers
glide turns	pivots (forward-backward & backward-forward)

Puck Control

side-to-side dribble	fakes
lateral dribble	body
diagonal dribble	pass
protect the puck	change of pace to forehand and backhand side

Passing and Receiving

forehand	weight transfer during the pass
backhand	rolling the wrists
upper/lower hand relationship	receiving (stick position)
eye contact	

Shooting

forehand sweep/wrist	shooting off strong support leg
backhand sweep/wrist	follow through with stick
weight transfer	

Stick Checking

- using the stick to recover the puck
- mirroring drills
- stick press
- stick lifts

Body Contact

- body contact confidence
- angling

Goalkeeping

basic stance	work on saves	
skating movements	high shots	reading the play
parallel shuffle	low shots	poke check
lateral t-glide	glove saves	playing angles
forward and backward	stick saves	
combined movements	skate saves	
positioning	pad saves	

Team Play

- offensive play
 - width on the play
 - depth on the play
 - get open on the play
- defensive play
 - recover the puck
 - establish defensive line (stay between opponent and your own goal)

Encourage players to try playing different positions on the team.

Fun games

cross ice	races/tag
small area games	relays
groups of varying number	modified equipment (smaller nets, lighter pucks, ball, boards)
soccer	

Off-ice training

motor skill development	climbing
fun games	gymnastic exercises
relays	somersaults
tag	jumping exercises
races	obstacle courses
coordination exercises	throwing, catching and juggling a ball
agility activities	floor hockey/street hockey
balance drills	other sports/games

Games

- no more than 15 games per season
- starting time for games and practices no later than 7 PM.
- limit travel from home community
- cross ice games should be emphasized
- practice-to-game ratio- 3 practices for each game

SQUIRT BOYS AND GIRLS SKILL PROGRESSION

Skating

- balance
- basic stance
- forward starts (left & right)
- forward stride
- control turns (left and right)
- backward skating
- control stop (left & right) two foot, one foot
- forward cross-under (crossover)
- backward stop (two foot)
- backward cross-under (crossover)
- pivots
- lateral steps (side steps)

Puck Control

- lateral dribble
- diagonal dribble
- puck protection
- fakes
- forehand shift
- change of pace
- pass
- combining fakes
- forward-backward dribble
- split vision
- handle the puck as much as possible
- backhand shift
- give and take
- attack the triangle
- slide the lower hand up and down the shaft to change the reach with the puck

Passing and Receiving

- forehand pass
- rotate the puck heel to toe
- receive on forehand and backhand
- wrist and arms give on pass
- stick on ice in position
- look at the puck
- backhand pass
- aim the stick blade at the target
- receive with skates
- indirect pass (board pass)
- introduce flip pass

Shooting

- wrist shot
- shift weight
- follow through
- backhand shot
- shoot while moving
- go for rebounds

Stick Checking

- poke
- hook the stick
- lift the stick
- recover the puck

Body Contact

- body contact confidence (bodies do collide)
- body positioning- angling
- defensive line- stay between opponent and one's own goal
- take away passing lanes- stick on the ice

Goalkeeping

- basic stance
- parallel shuffle
- lateral t-glide
- forward/backward movements
- combined movements
- positioning
- rebounds
- saves
- stick save
- body save
- glove save
- leg pads
- skate
- stack pads
- "V" drop

Team Play

offensive play
width and depth on the play
get open/ free on the play
develop creativity

defensive play
stick checking
recover the puck
angling
defensive line
incidental body contact

Encourage the player to try playing different positions on the team.

Off-ice Training

general physical development
speed
agility
flexibility
coordination
balance

stretching
fun games
jump rope activities
shoot a ball (street hockey)
gymnastics
jumping activities
other sports

mobility exercises
relay races
stickhandle a wooden/ plastic ball
eye-hand-foot coordination exercises
quick starts and changes of direction drills
floor hockey/ street hockey

Games

house league- 20 games per season
travel team- 30 games per season
practice-to-game ratio- 2-3 practices per game

PEE WEE BOYS AND GIRLS SKILL PROGRESSION

Skating

balance (control center-of-gravity)
basic stance
forward starts (left and right)
forward strides (weight shifts)
forward stops
one foot
two foot
glide turns (left and right)

scotting
forward crossovers
lateral (steps) skating
backward
backward crossovers
backward stops (two and one skate)
pivots –stepouts (right and left side)
Mohawk turns

Puck Control

split vision (wide field of vision)
feel the puck
basic patterns
increase speed with fake
puck protection
backward control
puck off boards

body fakes
passing fakes
skating fakes – spin, crossover, cut back, slip through,
change of pace
stick handling fakes - forehand shift , backhand shift
slip across, give and take
combination fakes

Passing and Receiving

forehand
snap
one-touch
camouflaged
receiving
 stick (forehand and backhand)
 skates
 hand
 body
tactical passing
 drop
 crossing
 give and go
 give and follow
 second wave

backhand
flip (saucer/ aerial) on forehand/ backhand
board (indirect)
breakout pass
eye contact
face the puck
timing and touch

Shooting

wrist
snap
slap
rebounds
one-timers
break-aways
 shoot
 deke

backhand
flip
fake shot
deflections/tips
shoot in stride (don't stop skating)
funnel to the net
shoot to score

Stick Checking

stick check
 poke
 hook
 stick press
 stick lift
blocking shots
 standing
 kneeling
receiving a check***

Body Contact/Body Checking

marking/covering
angling/steering
gap control
defensive line/body positioning
body checking***
 shoulder
 hip
 body blocking
 offensive checking
 battling on boards

*** **Body checking is not part of girls or women's hockey!**

Goalkeeping

basic stance	saves	
movements	glove	stacking pads
parallel shuffle	leg pads	“V” drop
lateral t-glide	skate	stick
forward-backward		
combined		
positioning		
angles		
rebounds		
situations		

Team Play

- offensive play
 - create space and time
 - everybody joins in the attack (puck support)
 - stay in motion- get open
 - create goal scoring plays
 - quick transitions
 - offensive principles:
 - width and depth
 - triangulation
 - screening
 - cycling
 - drive to the net
 - headman the puck
 - create the odd man rush (numerical superiority)
 - face-offs
 - offensive zone entries
 - power play
 - offensive situations (e.g. 1-on-1, 2-on-1, 2-on-2, 3-on-2, 3-on-3)- solutions
 - offensive roles
 - with the puck
 - without the puck
- defensive play
 - reduce time and space
 - forechecking
 - backchecking
 - defensive zone coverage
 - penalty killing
 - transition
 - defensive side positioning
 - face-offs
 - close the gap
 - defensive support
 - read the rushes (e.g. 1-on-1, 2-on-1, 2-on-2, 3-on-2, 3-on-3, 1-on-2)
 - slot coverage in the defensive zone
 - defensive play along the boards
 - covering the points in the defensive zone
 - defend in order to attack!!** (quick counter-attacks)
 - defensive roles

on the puck-carrier
on the player without the puck

Encourage the players to try playing different positions on the team.

Fun Games

small area games
defensive games
offensive games
transition games
finishing off (scoring) games

Off-ice Training

stretching	balance activities
agility drills	coordination exercises
speed and quickness activities	team games
short sprints/ direction changes	relays
obstacle courses	puck control with wooden or plastic ball
shooting ranges	passing with street hockey ball
floor hockey	rope jumping
other sports/ games	
strength training using one's own body weight (e.g. pushups, chin-ups, dips, jumps)	
partner exercises (partner of same size) (e.g. wheelbarrow, piggy back carry)	

Games

house league- 20 games per season
travel team- 30 games per season
practice-to-game ratio- 2-3 practices for each game

BANTAM BOYS AND GIRLS SKILL PROGRESSIONS

Players should continue to master all the previous skills listed at the lower levels.

Skating

review basic skating skills	
develop:	
balance	quickness and speed- overspeed training
agility	high speed tight turns
power	direction changes at high speed
tempo changes	transition skating
pivoting confidence	

Puck Control

basic stickhandling patterns
develop quick, "soft" hands
split vision
wide dribbling- extend the puck's reach
change of pace with the puck
puck protection (one hand or two hands on the stick)
puck control while moving in various directions (forward, backward, laterally, pivoting)
puck control with agility skating (e.g. kneeling, jumping, spinning, puck through legs, behind the back)

control puck with one hand on the stick

fakes/dekes

slip through

slip around

fake pass

spin around

give and take

individual dekes

(eg. Gretzky, Lemieux,
Jagr, Sundin, Federov)

slip across

fake shot and drive around

stop and go

toe drag

multi-shift combinations

Passing and Receiving

review basic passing and receiving skills

indirect pass (boards)

skate (kick) pass

one-touch pass

drop

flip/ aerial pass

camouflaged pass (in middle of fake, shot or look off)

breakout pass

longitudinal pass (long, hard pass up ice)

wrap around

tactical passing

passing while skating backward

receiving with:

hands

skates

body

stick

camouflaged

while skating backward

get open to receive a pass (stay out of the passing shadow)

support

timing

touch

Shooting

wrist

backhand

angle shots

snap

flip

tip (deflect)

slap

one-timer

funnel to the net

rebound

close in shots

break-aways

quick release

camouflaged release

shoot

accuracy

while under pressure

deke

use opponent as screen

shooting in stride (feet moving)

shooting off different support legs

Checking

covering (marking)

gap control

angling- steering- deflecting

backchecking

defensive side positioning

physical contact

stick checking

point coverage in defensive zone

body checking***

blocking shots

shoulder check***

standing

hip check*** kneeling
 rolling check*** sliding
 blocking check***
 receiving/ avoiding a check***
 along the boards/ pinning***
 in front of one's own goal--boxing out***
 finishing checks***

*** **Body checking is not part of girls' or women's hockey!**

Goalkeeping

saves

skate glove "V" drop paddle stacking pads
 stick blocker paddle

positioning

angles
 rebounds
 situations

lateral pass close in play
 wrap around deflections
 screens break-in from an angle
 break-aways tactical situations (e.g. 1-on-1, 2-on-1, 3-on-1, 3-on-2)
 passing the puck stopping puck behind the net/ up on the rink
 poke checking leaving the puck for forward or defenseman

reaction training

responsibility

never give up

Team Play

offensive play

defensive zone- breakouts, transition, face-offs
 neutral zone- entries, quick counters, transition, face-offs, interchange lanes,
 screens, overloads, stretching the play
 offensive zone--principles:

width and depth funneling to the net
 triangulation support the puck carrier
 cycling second attack wave
 scissors cross and drop
 quiet zones give and go
 walk outs screening
 pass outs create space
 cutbacks area overload (numerical superiority)
 face-offs special situation with goalie out

power play

play with and without the puck

habits and concepts

defensive play

forecheck (offensive and neutral zone- one or two man forecheck)

backcheck

- close the gap
- defensive zone coverage
 - down low (corners, behind the net, half boards, in front of goal, face-offs)
 - point coverage
- penalty killing (3 zones)
- face-offs
- play on the puck carrier (contain/ pressure)
- play on the players without the puck (zone/ man-to-man coverage)
- limit time and space
- recover the puck- transition- Attack!

Allot special skill development time (individual practice) for the defensemen, goalies and forwards.

Off-ice Training

- flexibility exercises
- coordination drills
- speed/ quickness training
- agility activities
- simple conditioning activities (cycling, roller-blading, swimming, slide board, etc.
- strength training using:
 - one's own body weight as resistance
 - partner exercise
 - medicine ball exercises
 - light dumbbells- follow instructor's directions
- puck handling with wooden or plastic ball
- shooting range
- other sports and games

Fun Games

- relays
- obstacle course on the ice
- competitive sprints
- team building challenges
- small area games to develop specific technical and tactical skills

Games

- recreational level- 30 games per season
- practice-to-game ratio- 1 practice for each game
- developmental level- 40 games per season
- practice-to-game ratio- 2 or 3 practices for each game

MIDGET BOYS AND GIRLS SKILL PROGRESSIONS

Players should continue to master all the skills listed for the previous levels.

Skating

- speed and quickness
- power/conditioning
- agility- direction changes at high speed
- step outs (pivot and step out)
- special skating for defensemen and forwards

Puck Control

- fake shots
- skating backward, laterally and while pivoting
- Bobby Orr spins
- double shifts

hesitation step
tempo changes
puck protection
high speed fakes- in both directions
camouflaged fakes (provide false information to defender)
read the gap
creative maneuvers
while under pressure in tight areas
using the feet for control and fakes
dekes on the goalie
rolling away from pressure (tight turns, cutbacks)

Passing and Receiving

surround the puck
snap pass
one-touch/ direct pass
saucer/ lift pass
timing
eye contact/ stick on the ice (communication)
look off pass (look one way and pass the other way)
chip pass on boards/ bump the puck
trailer pass
redirect pass
area pass
deep longitudinal pass (stretch pass)
ability to collect "bad" passes on the move
getting out of the passing shadow- moving to open seams

Shooting

one-timers	roof the puck
drive shots	shoot in the middle of a fake
off either support leg	in traffic
skating backward	on curls/ arcs
in stride	quick release (unannounced)
develop accuracy	while under pressure
get the rebounds	stick in position for deflections

Checking

review of prior progression	covering/shadowing
taking a check	body checking***
angling	body positioning
gap control	backchecking
pinning	shot blocking
contain/ delay	

*****Body checking is not part of girls or women's hockey!**

Goalkeeping

playing angles	various situations
moving behind the net	stopping the puck by the boards/ on rink
poke checking	positioning
face-offs	deflections and screens
play at the post	clearing/ passing
dump-ins	break-aways
cooperation with teammates	mental preparation
physical preparation	penalty killing

special situations

Team Play

offensive play

defensive zone
offensive zone
power play system
puck support
cycling / scissors
attacking the net
pulling the goalie
habit and concepts

Neutral zone
face-off plays

transition/ quick counters
dump-ins and rims
offensive zone entries
play with and without the puck
offensive situations (e.g. 1-on-1, 2-on-1, etc.)

defensive play

forechecking systems
defensive zone coverage
pressure
contain
man-to-man coverage
tight gap control
double team
special situations

backchecking
penalty killing
delay
zone coverage
combined coverage
support
defensive situations

Fun Games

small area games
team building challenges

Special practice for the forwards, defensemen and the goalies.

Off-ice Training

conditioning training (endurance/ recovery)
aerobic
anaerobic
strength training (under the direction of a qualified physical trainer)
flexibility training
speed/ quickness activities
speed-strength (power) training (under direction of qualified physical trainer)
agility training
develop athleticism
balance and coordination training
follow yearly training phases in the annual training cycle

Games

recreational level-	35 games per season
Practice-to-Game ratio-	1 practice for each game
developmental level-	45 games per season
practice-to-game ratio-	2 or 3 practices for each game

Points of Discussion

- How does each component of the skill progressions areas fit into the development process?
- Why should youngsters participate in other sports and activities?
- Explain the benefits that young players gain from playing all the positions on the team.
- What are some of the disadvantages of youngsters playing all the positions on the team?
- Do you feel co-ed participation in hockey should be encouraged? Explain.
- Should co-ed participation be limited to particular age groups? What ages would you limit it to? Why?

- Why does skill development have to be adapted to the age and ability level of the players?
- Discuss how off-ice training maybe an effective method for young players to improve upon their skill development.
- Explain the importance of establishing appropriate practice-to-game ratios for the different levels of youth hockey.
- What are your opinions regarding “cross-ice”(practicing or playing across the ice in one zone versus playing or practicing on a full sheet of ice) for young hockey players?

Evaluation

1. Explain why skill development progressions are a key part in the development of sound hockey players.
2. Why is the learning of fundamental hockey skills at an early age so important to the future success and enjoyment within the game of hockey?
3. How does FUN fit into the skill development progressions?
4. Why should we allow children to progress at their own development pace?
5. What constitutes effective skill development for the players at each age level?
6. How will practices provide the player with more skill development time than games?
7. Why is long-term skill development more important than short-term victories in games?
8. What modifications have to be made in youth hockey skill development training so that the young players are successful and have fun with the learning process?

After Further Review

1. At what age do you feel male hockey players should begin body contact and body checking? Explain.
2. What is the difference between body contact and checking?
3. Should Girls/Women hockey include body checking in their game? Explain.
4. At what age should athletes specialize in only one sport? Why?
5. Do you agree with USA Hockey’s stated limits for the number of games per season for each age group? Support your answer.
6. What determines whether the hockey experience is a good one for the child?
7. Should young children (11 years and younger) get involved in off-season hockey training?
8. Is there too much adult domination in youth hockey? Explain.
9. Explain how children grow and develop athletically.

Resources

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Youth Hockey 1 (13-16 yr.) Youth Hockey 2 (16-20 yr.)
Magnus Havelid, Swedish Ice Hockey Federation, 2001
Kids Hockey--The Parents' Guide, Gary Abraham, M.D., 2000
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Janet LeBlanc & Louisa Dickson, Coaching Association of Canada, 1997
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Section 7

Hockey Rules “Simplified”

You just watched your child’s USA Hockey game and now you are watching an NHL game on TV. A play occurs in the NHL game exactly as it occurred in your child’s game, yet the resulting call by the officials is very different. Why? In this section we will explore the rules of USA Hockey and how they differ in intent and enforcement from other levels of hockey.

Objectives

- Understand that USA Hockey, the National Governing Body (NGB) for the sport of ice hockey in the United States, produces the playing rules used in youth hockey games
- Work toward a general understanding of USA Hockey rules
- Be aware that these rules are specifically designed for youth hockey players
- Be aware that some of these rules are different from the rules used in High School, Junior A and B, College and Pro hockey
- Understand that the USA Hockey rules differ in focus and intent from the rules used at these other levels of hockey

Key Concepts

- Youth hockey games played under the auspices of USA Hockey use USA Hockey rules
- Some of these rules are different from those used in other levels of hockey
- There is equipment available on the market that does not conform to USAH rule standards
- There is a difference between body contact and body checking
- Some of the general USAH rules can be modified for different levels of youth hockey

Content

RULES OF THE GAME

The rules governing youth hockey are written by and may be altered every other year by USA Hockey’s Board of Directors. These rules and their enforcement coincide with the USA Hockey’s philosophy of youth hockey. Therefore, these rules are different in intent and implementation from those used in High School, Juniors, College and in the National Hockey League. The USA Hockey Rule Book is divided into six parts. Here is a *brief summary* of each part of the rules for youth games.

PART ONE: THE RINK

The standard size rink is 200 feet long and 85 feet wide (commonly referred to as NHL-size rink). Rinks can be as wide as 100 feet (commonly referred to as Olympic-size rink). Although these are the two standard sizes, rink dimensions may vary.

The net is placed on the goal line, a red line that is between 12 to 15 feet from the end boards (ideally 13 feet from the end boards). The net itself is 4 feet high and six feet wide. The goal crease is a semicircle that has a radius of 6 feet using the center of the goal line.

At the middle of the ice is the center ice Red Line, which divides the ice surface in half. At a distance of 60 feet from each goal line are the two Blue Lines. The spaces between each Blue Line and end boards determine a team’s Defending Zone (where that team’s goalie guards their net) and a team’s Attacking Zone (where that team shoots at the other net). The space between the Blue Lines is called the Neutral Zone. There are red Face-off Dots in each zone.

PART TWO: TEAMS

A team can have as many as 20 players, and the highest number of non-goalies they can have is 18. Each team must designate a Head Coach, who is “in control of and responsible for the actions of all team personnel.” Each team can have one Captain and up to two Alternate Captains; a goalie cannot serve as a Captain or Assistant Captain. All players of each team shall be dressed uniformly.

PART THREE: EQUIPMENT

Sticks: no longer than 63 inches (160 cm) from the heel to the end of the shaft; the blade can be no more than 3 inches (7.6 cm) wide; the curve from the base of the heel to the base of the toe can be no more than inch (1.3 cm). A minor penalty occurs if a player uses an illegal stick.

Skates: must be true hockey skates of a design approved by the Rules Committee. (A player cannot wear goalie skates, speed skates, etc.)

Goalie equipment: Blocker-hand glove = no more than 8 inches (20.3 cm) wide and no more than 16 inches (40.6 cm) in length. Catching glove = cuff no more than 8 inches (21.6 cm) wide and circumference no more than 48 inches (121.9 cm). Leg guards: no more than 12 inches (30.5 cm) in width. A minor penalty occurs if a goalie uses illegal equipment.

Protective Equipment: For all players this *MUST* include: HECC-approved helmet with the chinstrap securely fastened; HECC-certified full face mask; for Pee Wee and above, a colored internal mouthpiece is required (USA Hockey recommends that it be form-fitted by a dentist).

Protective Equipment Should also include: hockey gloves, shin pads, shoulder pads, hip pads, protective cup and tendon pads. A misconduct penalty occurs when a player does not properly use a mouthpiece, or when a player does not wear protective equipment in the manner for which it was designed.

Puck: the standard puck is made of black vulcanized rubber, is 3 inches in diameter and 1 inch thick; it weighs between 5 and 6 ounces. For the 8-or-under classifications, it is mandatory to use a blue puck weighing between 4 and 4 ounces.

PART FOUR: PENALTIES

There are 5 classes of penalties: Minor/Bench Minor, Major, Misconduct/Game Misconduct, Match and Penalty Shot.

Minor/Bench Minor Penalty: The player who committed the infraction (other than the goalie) sits in the Penalty Box for two minutes* and that team will play “short-handed.” For a Bench Minor penalty, a player of the penalized team (not a goalie) who was on the ice at the time of the infraction must serve the penalty. If the opposing team scores a goal while a team is short-handed because of one or more Minor/Bench Minor penalties, one of the penalties will end. When there are coincident Minor penalties to players of both teams, those players go immediately to the Penalty Box and cannot leave until the first stoppage after their penalty time expires; however, neither team plays “short-handed” in this situation.

Major Penalty: The player who committed the infraction (other than the goalie) sits in the Penalty Box for five minutes* and that team will play short-handed. Even if the opposing team scores a goal(s), this penalty does not end until the full time has expired.

Misconduct Penalty: The player who committed the infraction (other than the goalie) sits in the Penalty Box for ten minutes* but the team will not play “short-handed.” The penalized player cannot return until the first stoppage after the penalty expires.

Game Misconduct: The player who committed the infraction is prohibited from further play in that game and is automatically suspended for the next game. The team will not play “short-handed” in this situation. If a Team Official (Coach, Manager, etc.) receives a Game Misconduct, they must leave the Players’ Bench immediately (except for a violation of the fifteen penalties/game rule), may not direct play of the team and will be suspended for the next game.

Match Penalty: The player who committed the infraction is prohibited from further play in the game. Another player (not a goalie) sits in the Penalty Box for five minutes* under the same conditions as in a Major Penalty. The player who committed the infraction will be suspended from all USA Hockey games and practices until the case has been handled by the Proper Authorities (as determined by the Affiliate). If a Team

Official (Coach, Manager, etc.) receives a Match Penalty, they must leave the Players' Bench immediately, may not direct the play of the team and will be subject to the same disciplinary action.

Penalty Shot: A player will have an opportunity to skate in one-on-one against the opposing goalie with no other players involved. The offended team has the option to choose a Minor Penalty instead of a Penalty Shot.

**Note:* In some games with shorter playing times, the length of a penalty may be reduced accordingly.

PART FIVE – OFFICIALS

USA Hockey games are officiated with two basic systems: the 2-Official System and the 3-Official System. In the *2-Official System* both Officials are authorized to call penalties; they must also call Off-Sides and Icing. In the *3-Official System*, the Referee (the Official wearing the red/orange arm bands) is basically authorized to call all penalties and the two *Linesmen* handle Off-Sides and Icing.

PART SIX – PLAYING RULES

MINOR PENALTIES: For these infractions a player remains in the penalty box for a maximum of two minutes and that team may be short-handed for two minutes.

- Unsportsmanlike conduct
- Shooting puck after whistle
- Instigator of fisticuffs (any physical interaction between players that results in a penalty or penalties being assessed)
- Players not going to Players Bench after altercation during altercation
- Holding
- Interference (impeding the progress of an opponent who is not in possession of the puck)
- Leaving Players' Bench or Penalty Bench during an altercation
- Stick contact with goalie
- Clipping (leaving feet and contacting an opponent, thereby causing the opponent to fall)
- Player or goalie deliberately shooting puck outside of playing surface
- Goalie shoots the puck directly outside the playing surface, except if the puck inadvertently location where there is no glass or screen.
- Freezing puck along boards
- Falling on puck
- Picking up puck from ice
- Goalie wearing illegal equipment
- Thrown stick during penalty shot
- Goalie leaving crease during altercation
- Goalie participating in play across center red line
- Playing with an illegal stick
- Equipment not worn properly under uniform

MINOR or DOUBLE MINOR: For double minor penalties the player remains in the penalty box for a maximum of four minutes and the team may be shorthanded.

***Penalty Criteria-* Double minor penalties count as two separate penalties toward a player's maximum of five/game and toward the Head Coach's maximum of fifteen/game.**

- Unnecessary roughness

MINOR OR MAJOR OR MAJOR + GAME MISCONDUCT (IF INJURY OCCURS): For major penalties, the player remains in the penalty box for a maximum of five minutes. If a Major + Game Misconduct penalty is assessed, the player incurring the penalty is prohibited from further play in that game and is automatically suspended for the next game. A teammate (not a goalie) must immediately serve the Major penalty in the Penalty Box. The team remains short-handed even if the opposing team scores a power-play goal(s).

Penalty Criteria- A Major + Game Misconduct counts as two separate penalties toward a player's maximum of five/game and toward a Head Coach's maximum of fifteen/game.

- Boarding
- Charging
- Cross-Checking
- Elbowing/Kneeling
- High Sticking
- Hooking
- Slashing
- Tripping/Leg checking
- Body-checking in a no-check game
- Avoidable check
- Checking opponent after whistle
- Head Contact (intentionally or recklessly contacting an opponent in the head)

Major plus Game Misconduct required if injury results.

MAJOR + GAME MISCONDUCT: Same penalty criteria as above.

- Head-butting
- Grabbing facemask
- Leaving Players' Bench or Penalty Bench during altercation
- Spearing (poking an opponent with tip of the stick blade while holding the stick with one or both hands, whether contact is made or not)

MAJOR + GAME MISCONDUCT or MINOR or DOUBLE MINOR: Same penalty criteria as above.

- Fisticuffs

MINOR + MISCONDUCT: Penalty criteria- A Minor + Misconduct counts as two separate penalties toward a player's maximum of five/game and toward a Head Coach's maximum of fifteen/game. A teammate (not a goalie) must immediately serve the Minor penalty in the Penalty Box.

- Not surrendering stick for measurement

MINOR + GAME MISCONDUCT: Same penalty criteria as above.

The player incurring this penalty is prohibited from further play in that game and is automatically suspended from the next game. A teammate (not a goalie) must immediately serve the Minor penalty in the Penalty Box.

- Drop glove(s) and/or stick and instigate altercation.

BENCH MINOR or GAME MISCONDUCT or BENCH MINOR+ GAME MISCONDUCT: Same penalty criteria as above.

- Team Official on ice without permission

MINOR + MISCONDUCT or MAJOR + GAME MISCONDUCT:

Same penalty criteria as above.

- Checking from behind

MATCH: The player who committed the infraction is prohibited from further play in the game.

Another player (not a goalie) sits in the Penalty Box for five minutes* under the same conditions as in a Major Penalty. The player who committed the infraction will be suspended from all games and practices until the case has been handled by the Proper Authorities (as determined by the Affiliate). If a Team Official (Coach, Manager, etc.) receives a Match Penalty, they must leave the Players' Bench immediately, may not direct the play of the team and are subject to the same disciplinary action.

- Injury or attempt to injure Game Official
- Injury or attempt to injure opponent
- Detrimental behavior

- Injury or attempt to injure non-player
- Cutting opponent with taped hand

MATCH OR MAJOR + GAME MISCONDUCT: Same penalty criteria as above.

- Kicking opponent

MISCONDUCT: *Penalty criteria-* Player receiving a Misconduct Penalty must sit in the Penalty Box for ten minutes. The team does not play short-handed.

- Helmet/facemask not worn on bench
- Mouthpiece violation (after one Team warning)
- Protective equipment violation
- Distraction during penalty shot
- Persisting in unsportsmanlike conduct
- Player using obscene, profane, abusive language
- Throwing equipment out of rink
- Not proceeding directly to penalty bench or dressing room
- Player in Referee's Crease
- Nonphysical interference with any Game Official

GAME MISCONDUCT: A player receiving a Game Misconduct is prohibited from further play in that game and automatically suspended for the next game. When a Team Official (Coach, Manager, etc.) receives a Game Misconduct, they must leave the Players' Bench immediately (except for a violation of the fifteen penalties/game rule), may not direct the play of the team and will be automatically suspended for the next game.

- Second major penalty in same game
- Five penalties to same player in same game
- Player persisting in unsportsmanlike conduct after receiving a Misconduct penalty
- Obscene gesture
- Racial/ethnic slur
- Team official persisting in poor conduct after receiving a Bench Minor
- Team official physically interferes with a on-ice or off-ice official
- First player to intervene in altercation

MISCONDUCT *or* GAME MISCONDUCT: Same penalty criteria as above.

- Touching or holding Game Official
- Continuing altercation after warning
- Player banging boards or glass with stick
- Throwing stick out of playing area

GAME MISCONDUCT *or* MATCH PENALTY: Same penalty criteria as above.

- Swinging stick at opponent during altercation

PENALTY SHOT

- Deliberate illegal substitution
- Goalie deliberately displaces goal net (not during breakaway)
- Deliberately removing helmet/facemask during breakaway
- Thrown stick during breakaway
- Illegal entry with breakaway

PENALTY SHOT *or* AWARDED GOAL

- Deliberately displacing goal net with scoring opportunity
- Player falling on puck in crease
- Stick thrown at puck in Defending Zone
- Fouled from behind on breakaway

AWARDED GOAL

- Deliberate displacing of goal net preventing a goal
- Goalie's stick left in front of goal net, preventing goal

NOTE: Individual Leagues and Organizations have the right to modify these rules to make them more strict than the USA Hockey standards. However, these groups cannot modify these rules to make them less stringent than the USA Hockey standards.

Once scoring information and penalties are entered on the Official Score Sheet and the Sheet is signed by Coaches and Officials no additions, deletions and/or changes are permitted.

ICING:

When a player of a team at equal or superior numerical strength to the opposing team shoots the puck from his/her own half of the ice (behind the Red Line) and it goes beyond the goal line of the opposing team it is an icing violation, unless a player of the opposing team (other than the goalie) was able to play the puck before it passed the goal line; no “touch-up” by the defending team is required. As a result of icing, a face-off will occur at an end zone face-off dot of the offending team.

OFF-SIDES

When a player of the attacking team precedes the puck across the Blue Line into the attacking zone, Off-Sides occurs. On all Off-Sides, the whistle will be blown immediately; there is no Delayed Off-sides. As a result of an Off-Sides, a face-off (usually in the Neutral Zone) will occur. There is no Off-Sides pass at the Red Line.

FACE-OFFS

Face-offs are only conducted along imaginary lines connecting the face-off dots marked on the ice. USA Hockey uses the “fast face-off” procedure (Note: this is different from the “fast line-change” procedure used at other levels of hockey).

BODY CONTACT vs. BODY CHECKING

Body contact is contact that occurs between opponents during the normal process of playing the puck, provided there has been no overt hip, shoulder or arm contact to physically force the opponent off the puck.

Body checking occurs when a player checks an opponent who is in possession of the puck by using hip or body from the front, diagonally from the front or straight from the side and does not take more than two fast steps in executing the check. Legitimate body checking must be done only with the trunk of the body (hips and shoulders) and must be above the opponent’s knees and below the neck. If body checking is unnecessarily rough, it must be penalized.

EQUIPMENT SELECTION

Although this is covered in more detail in another area of this study guide, those who are purchasing equipment should be aware of the fact that “off-the-rack” equipment is not always legal for use under USA Hockey rules. Manufacturers are selling to the general public, not specifically to USA Hockey players. The best example of this is the stick. Sticks can be purchased “off-the-rack” with curves that are illegal under USA Hockey rules.

ENTERTAINMENT vs. FOLLOWING vs. DEVELOPMENT

USA Hockey rules differ from the NHL and College because each of these levels of play serves a different purpose.

The NHL is designed to entertain the fans, increase attendance and viewership - it is a business! The penalty criteria are structured to keep the players on the ice while still allowing officials to maintain control over game play. The officials call the game differently because they are given guidelines to call the game that are different from those used by USA Hockey.

College rules also differ from USA Hockey because the focus of college hockey is not the same as in USA Hockey. While development is an important aspect of college hockey, following and fan base (especially at Division I) are a factor in the formation of these rules.

USA Hockey rules are designed to keep the players safe and to facilitate player development. Although there is a parent following, it is not predicated upon the game style or on winning. While the family may enjoy going out to watch the children play, there are no contracts or TV timeouts to worry about. The rules are modified or interpreted to encourage player development and safe play.

MODIFIED GAMES

Some teams use “cross-ice,” which enables multiple teams to use a single sheet of ice for practices and games. Teams skate sideboards to sideboards with a protective barrier in between. Smaller nets, a lighter puck and a reduced number of players in “cross-ice” are examples of modifications in the playing environment that meet the needs of specific age groups.

As previously noted, games played with shorter time periods may have the length of some penalties shortened accordingly.

There is no body checking permitted at youth 10-and-under or younger or at all Girls/Women’s levels. Even at these levels, some body contact does occur.

There are no slap shots permitted at youth 10-and-under and Girls/Women 10-and-under and younger levels.

Sled Hockey is played with modified rules that allow the athlete to play from a seated position.

Points of Discussion

- Discuss the reasons why these USA Hockey rules are different from rules used in other levels of hockey:
 - In the Olympics, the ice surface is 200 by 100. In USA Hockey, it is 200 by 85.
 - In the NHL, the maximum number of goalies is 2; in USA Hockey it can be any number.
 - There are no slap shots in youth 10 and under or Girls 10 and under.
- Should checking be allowed in youth 10 and under; in Girls/Women’s hockey?
- Should all high sticking penalties carry an automatic 10-minute misconduct penalty?
- If periods are shortened at a given level, discuss the reason(s) why the penalty times can be reduced?

Evaluation

- Why should USA Hockey rules be different from NHL rules?
- Who is “in control of and responsible for the actions of all team personnel?” Why?
- What is the area between the Blue Lines called?
- What is the maximum number of players permitted per team? What is the maximum number of goalies per team?
- How many Captains can a team have? How many Alternate Captains can a team have? Can any team member serve as a Captain or Alternate? If no, which player(s) cannot?
- Players at what level(s) must wear mouthpieces?
- Name five infractions that result in Minor Penalties.
- Name three infractions that result in Major Penalties.
- What is the alternate option on a Penalty Shot?
- Besides mouthpieces, name all the other pieces of equipment that players must or should wear.

After Further Review

These questions can only be answered by referring to some of the other resources listed at the end of this section.

1. What are the types of penalties that should always be called?
2. In the 2-Official system, why does the Official outside the zone often call penalties in the area in front of the goal-net when the other Official is closer to the play?
3. In the 3-Official system, why should the Referee not always be close to the play?
4. What is the sequence of penalties to be assessed to a player who continues to verbally abuse an official?
5. Should the officials call all games with the same standard?
6. Should the standard that officials use to call games change during a game, depending on factors such as score?
7. What is the difference between body contact and body checking? What is the purpose of each?

Resources

The Official Rules of Ice Hockey – USA Hockey

Playing Rules Handbook – USA Hockey

Basic Officials Manual – USA Hockey

Intermediate Officials Manual – USA Hockey

Advanced Officials Manual – USA Hockey

“Body Contact for Non-Check Hockey – video - 2001

“USA Hockey Penalty Guidelines” – video – 1998

“Heads Up Hockey” – video – 1996

District Referee-in-Chiefs

ALASKA	Chris Milles	907-456-6858	millesric@ak.net
ATLANTIC	Tony Mariconda	973-823-8116	tonyrefx3@aol.com
CENTRAL	Dave LaBuda	773-792-1361	ricdlabuda@offserv.com
MASSACHUSETTS	Owen Thompson	978-363-1932	massric@comcast.net
NEW YORK	Mike Shapey	516-933-3463	MSCPAONICE@aol.com
MICHIGAN	Roy Finger	313-383-2399	royfinger@aol.com
MID-AMERICAN	Mark Wilkins	260-625-6021	mwilkins24@comcast.net
MINNKOTA	Bill Leslie	651-429-1637	MKRef1@aol.com
NEW ENGLAND	Lyman Dimond	860-529-6080	NEDRIC@nedistrictric.org
PACIFIC	Greg Lucker	TBA	dropzpuck@hotmail.com
ROCKY MOUNTAIN	Bob McMann	801-294-5886	bobmcrmr@msn.com
SOUTHEASTERN	Jim Dewhirst	423-334-9172	ricse@bellsouth.net
NATIONAL REFEREE-IN-CHIEF	Bob Hayden	734-242-6262	usahnric@aol.com
DIRECTOR OFFICIATING	Matt Leaf	719-576-8724	MattL@usahockey.org

Section 8

Keeping Our Players Safe

Since its establishment, USA Hockey's number one concern has been to make the sport safe. Injuries can occur in any sport; minimizing those injuries and creating a safe playing environment are of paramount importance to USA Hockey.

Objectives

- Understand that USA Hockey is committed to safety in the sport of ice hockey
- Be aware that safety is an ongoing concern
- Understand that many changes made by USA Hockey are designed to make hockey a safer sport

Key Points

- Injuries are a part of participation in competitive athletics
- Programs have been created to address safety concerns.
- The Safety & Protective Equipment Committee has been created to address the full scope of safety issues
- Increased sportsmanship will make the game a safer sport
- USA Hockey Playing Rules Committee modifies rules to address safety issues
- Coaches receive training in areas that will create a safe playing environment

Content

Injury Potential

- The majority of injuries in hockey occur because of contact, either with other players, the boards or the ice
- These injuries are accidental and not deliberate
- Over two-thirds of the USA Hockey membership play no-check hockey

Programs

- Coaching Education includes safety as part of their required certification program
- Officiating Education stresses strict enforcement of rules in the area of safety
- Parent Education designed to keep parents informed on safety issues
- Production of videos and printed materials that offer additional training for all participants of ice hockey
- Heads-Up Hockey targets players, making them aware of action they can take to make the sport safer
 - When going into the boards, try to put up your hands, arm or shoulder to cushion your collision
 - If you are unable to get your hand, arm or shoulder up to cushion your collision, do not put your head down. HEADS UP, DON'T DUCK!
 - Do not check anyone from behind- it's illegal and dangerous
 - Skating in at an angle is the best and safest way to come out of a corner with the puck
- Risk Management Committee conducts surveys of injury claims for patterns, checks venues for hazards and creates programs in an attempt to increase participant safety
- STAR Programs reach out to Rinks across the country to help them create a safer place to play
- Districts, Affiliates and local organizations develop programs that address national as well as regional safety concerns

Safety and Protective Equipment Committee

This is a national committee comprised of people with expertise in various areas of ice hockey, medical treatment, equipment and other related areas.

The committee:

- Conducts surveys and studies of hockey injuries
- Make a sport by sport assessment of data received from
 - Centers for Disease Control-National Center
 - USA Hockey Injury Reports
 - National Electronic Injury Surveillance System Data
- Establishes programs designed to make the sport safer

- Proposes new rules that may reduce injuries
- Makes recommendations for adoption on other new rules changes related to safety issues
- Interfaces with the hockey equipment vendors
- Cooperates with HECC and ASTM to improve safety through the establishment of standards for equipment
- Considers new equipment to address safety concerns
- Produces video and printed materials that make hockey a safer sport

USA Hockey Rules for Safer Play

One of the most compelling reasons for changing rules is safety. The Playing Rules Committee examines proposed rule changes to identify potential safety concerns. The Referee Section makes recommendations for rule enforcement that will stress areas of safety to on-ice officials. Recent points of emphasis are:

- Head-checking
- Illegal checks
 - Checking from behind
 - Late hits

Specialized Committees

As safety issues arise that cross between different entities within USA Hockey, committees of experts are formed to address these concerns

- Body Checking Task Force
 - Definition of checking, its role in the sport, how to properly give/receive a check
 - Definition of legal body contact in non-checking divisions
 - Importance of learning proper checking technique
- Age Change Task Force
- Facilities and Advisory Committee (Puck Study Committee)

Sportsmanship

Programs and guidelines have been developed to improve sportsmanship in hopes of making ice hockey a safer and more enjoyable sport.

- USA Hockey Core Values (from Annual Guide)
- Codes of Conduct for all participants
- Zero Tolerance Policy
- Fair Play
- Spectator Behavior
- Sportsmanship Brochure

Role of Coaches in Safety

- Coaches are our first line of defense against injuries
- Coaches are very important in limiting or decreasing the risk for injuries

Injuries

- The coach is in charge when a medical emergency occurs or when an emergency medical situation occurs, on the ice or off the ice
- There is a minimal level of competence that is required of a coach in medical situations
- The USA Hockey Safety and Protective Equipment Committee recommends that all coaches obtain CPR training AND first aid training (such as the American Red Cross-United States Olympic Committee Sports Safety Training Program)

Hydration -

- Hydration is very important, both before the game or practice, as well as during the game or practice
- Dr. Ashare's premise: "Well-hydrated teams play better in the third period!" Not proven, BUT sounds nice!!
- Two to four glasses of water one to two hours before the game
- Then sips of water every shift or water break during practice
- Several glasses of water following the game
- Cold water is the best liquid to use. Nourishment in the water (such as in sports drinks) is only necessary if the practice or game is longer than 1 to 1_ hours
- Players should have their own water bottle (to prevent cross contamination), and should be responsible for filling it and keeping it clean

Nutrition for Athletes -

- Pre-Game meal should be eaten 2 to 2 ½ hours before the game- it takes a while for food to digest; that cheeseburger that you eat just before the game will sit in your stomach throughout the game
- For Pre-Game meals, use food that is low in fat and low in fiber- it takes as long as six hours to digest food that is high in fat and/or protein
- Possible foods include pasta, rice, cereal, skim milk, sandwiches with lean fillers, granola bars, juice
- Athletes do not have to load up with carbohydrates, unless there is going to be long duration of continuous exercise (like a marathon)
- The purpose of the Pre-Game meal is to provide fuel for energy without causing digestive discomfort

Energy drinks and pills - creatine and pseudoephedrine

- The use of performance enhancing medications or drugs should be discouraged at all ages
- Pseudoephedrine (Sudafed) is a nasal decongestant (white tablets 60 mgm and red tablets 30 mgm) that is available over the counter
 - Pseudoephedrine can cause undesirable rapid heart rate and elevations of blood pressure- it has been responsible for deaths in some athletes
 - Pseudoephedrine is banned by the USOC
- The jury is still out on Creatine- it is supposed to help to put on more muscle mass
 - There are medical reports that athletes taking Creatine were more susceptible to cramps, muscle spasms, and pulled muscles
 - At present, there is no FDA or athletic body restriction on the use of Creatine
 - However, promoting the use of Creatine sends the wrong message to young athletes
 - Creatine should not replace hard work and a good diet.
- Energy drinks that have more than 10% carbohydrate should not be used during the game or practice- they are okay to use one to two hours before the game or practice and after the game or practice

Asthma -

- Asthma is a chronic problem causing difficulty breathing due to narrowing of the breathing tubes
- It can be corrected pre-symptomatically or very quickly with the use of an inhaler with medication that causes the breathing tubes to open
 - Use of inhaler prior to game or practice
 - The use of the inhaler at the rink during a game or practice must be agreed upon by the player, the parents, the player's doctor and the coach
 - The inhaler should be available at the bench

First Aid Kit

- The coach should have a team first aid kit that is simple and inexpensive
- First aid kits should be available at every practice or game
- Every team should have its own first aid kit
- Store bought kits are okay as long as they contain everything on the following list (Latex-free gloves and plastic bags (to be used as ice packs) are often forgotten in the store bought kits)
 - 20-25 latex free band-aids
 - 1-2 rolls of plastic tape
 - 2-4 4x4 sterile gauze pads
 - 3-4 small zip-lock bags (for use as ice bags)
 - 1-2 chemical ice bags
 - 2-4 foil covered antiseptic wipes
 - 2-3 pairs of latex gloves
 - list of contents and emergency numbers
 - other items that could be included in the first aid kit

- extra large band-aids
- elastic bandage wraps (3 inch or 4 inch)
- tooth-saver kit
- scissors
- triangular bandage
-

Remember: Parents play a role in safety too

- Parents and players should take an active role in ensuring a safe playing environment
- Parents should encourage players to follow the rules and avoid aggressive actions with injury potential.

Points of Discussion

- Should injuries be an acceptable part of participation in sports? Explain.
- What other measures should USA Hockey be taking to reduce injuries?
- Who should have ultimate responsibility to make sure that players wear safe equipment?
-

Evaluation

- Name three programs that USA Hockey has developed to address safety concerns.
- What responsibilities does the Safety and Protective Equipment Committee have?
- Who is the first line of defense in making hockey a safe sport?
- What role does hydration play in safety?
-

After Further Review

1. How does hockey compare with other sports for injury potential?
2. What actions can parent take to ensure that playing facilities are safe for their young athletes?
3. Explain the difference between aggressive play with the potential to cause injuries and a hard-checking game.

Resources

American Hockey Magazine Jan. 2001 How Safe Is Our Sport?
 American Hockey Magazine Jan. 2001 Facing The Facts About Facial Protection
 American Hockey Magazine Jan. 2001 A “Heads Up” Approach To Hockey
 American Hockey Magazine Jan. 2001 STOP Program Puts Brakes On Checking From Behind
 American Hockey Magazine Jan. 2001 Teaching The Safer Side Of Hockey
 American Hockey Magazine Jan. 2001 The Eyes Have It
 O’Connor, Hartwig, Parents’ Guide to Minor Hockey, K., 2001
 Official Rules of Ice Hockey, 2001, USA Hockey, Colorado Spring, CO
 Safe and Fun Hockey--A Parent’s Approach, Canadian Hockey Association, 2001
 Safety Requires Teamwork, Canadian Hockey Association 2001-2002
www.concussionsafety.ocm
www.hockeyinjuries.ocm
www.masshockey.com
www.safehockey.com
www.usahockey.com

Section 9

Prevention of Ice Hockey Injuries

Objectives

- Understand that injuries may occur in youth sports
- Realize that steps can be taken to help prevent injuries

Key Points

- Injury potential varies with several game factors, including age level.
- Players can take steps to help prevent injuries
- Correct use and care for player equipment can help prevent injuries
- Other factors, including proper training of coaches and officials, and facilities improvements can help prevent injuries

Content

Ice hockey participation in the United States continues to increase with the expansion of youth, high school and junior programs. Opportunities for girls and women grow every year. This finesse sport requires speed, power and teamwork. The unique nature of the game of hockey results in specific injury patterns, some of which can be avoided. A working knowledge of injury risk, sport-specific conditioning and prevention strategies are essential for athletes, coaches, parents and administrators.

The chance of sustaining an injury is dependent on many variables including the level of participation, player position, game versus practice exposure, protective equipment, violent behavior and personal susceptibility due to pre-existing injury and style of play. The incidence of injury can be compared for youth, high school, Junior A, college and professional hockey players. Injuries occur much more frequently in games than in practice. The risk of injury in games increases with each higher level of participation.¹

Injuries per 1,000 hours			
Level	Practice	Game	Total
Mite	1.0	0.0	0.8
Squirt	0.2	2.7	0.6
Peewee	1.4	12.1	3.8
Bantam	0.6	11.8	3.0
Midget	2.6	9.0	4.6
High School	2.7	31.1	9.3
Total	0.7	7.8	2.2

Junior A hockey injuries are much more frequent (96.1 per 1000 player-game hours) than youth and high school levels, based upon a three year study of a single team in the United States Hockey League.ⁱⁱ Prior to 2002, Junior players age 18 and older were allowed to play with no facial protection, a half shield or a full cage/shield. Players were 25 times more likely to be injured in a game as compared to a practice. The increased incidence of game injuries in Junior hockey has been attributed in part to non-uniform facial protection among players resulting in numerous facial lacerations. Although this explanation seems plausible, other factors may also influence injury occurrence. Another study that examined the predictors of injury in

high school ice hockey players concluded that almost all injuries occurred in games, as a result of collisions.ⁱⁱⁱ Fatigue played an important role since players in the high playing-time group had significantly more injuries than players in the low playing-time group. High stress and the presence of an injury in the preseason approached significance in predicting injuries during the year. The relationship of player position to injury is variable with some studies reporting forwards and others defensemen as most susceptible. Injuries may not be associated directly with player position but rather are influenced by the player's perception of their role on the team. The more aggressive, physical player who seeks out frequent contact may be at increased risk. All researchers agree that injuries to goalies are infrequent.

In an effort to reduce hockey injuries, research studies have been undertaken in order to better understand the risks and to implement preventative measures. Rule changes, enforcement of existing rules and protective equipment standards are attempts to improve the safety of the game. Attention has been also been directed toward education of coaches, players, parents and officials. Potentially dangerous actions such as checking from behind and the use of the helmet or the stick as a weapon must be eliminated from the game.

PREVENTION IS THE KEY

The intrinsic hazards of playing hockey cannot be completely eliminated, but the risk of injury can be substantially reduced. Fortunately, the overwhelming majority of hockey injuries are mild. Most injuries involve the soft tissues: bruises (contusions), muscle pulls (sprains), ligament tears (sprains) and cuts (lacerations). Serious injuries are possible, and players should avoid dangerous tactics:

NEVER

- ✓ Deliver a hit to the head
- ✓ Check from behind
- ✓ Drop your head near the boards
- ✓ Leave your feet to give a check
- ✓ Use your stick as a weapon

A preseason screening examination by an experienced athletic trainer or physician may identify existing injuries and uncover deficiencies. Sports-specific conditioning avoids physiologic overload, which can result in overuse injury. Effective stretching decreases the risk of soft tissue trauma such as a muscle strain. Proper fitting, quality equipment is essential for all players. Although players are often resistant to equipment changes, damaged, worn-out or undersized equipment may be ineffective. Post-injury evaluation ensures appropriate treatment and guidance on safe return to play. Hockey players should have an appreciation for the types, locations and mechanisms of the more common injuries in order to implement preventative measures.

HEAD AND FACE

Mandatory use of standardized helmets has apparently reduced the incidence of severe head injuries with brain damage. **Concussions** do occur and players should always report symptoms such as prolonged headache, confusion, visual disturbance and loss of memory or concentration. Concussions encompass a graded set of clinical syndromes that *may or may not* involve loss of consciousness. A direct blow to the head, face, neck or elsewhere on the body causes concussions by transmitting an impulsive force to the head. The resultant brain injury is due to a rapid onset, short-lived impairment of neurological function that resolves spontaneously. The acute symptoms reflect a functional disturbance rather than a structural injury. A recurrent blow to the head can be serious, since repeated concussions cause cumulative damage and the severity increases with each incident. After an initial concussion, the chance of a second concussion is four times greater.

Players, coaches and parents should be aware of the typical symptoms and signs:

Symptoms

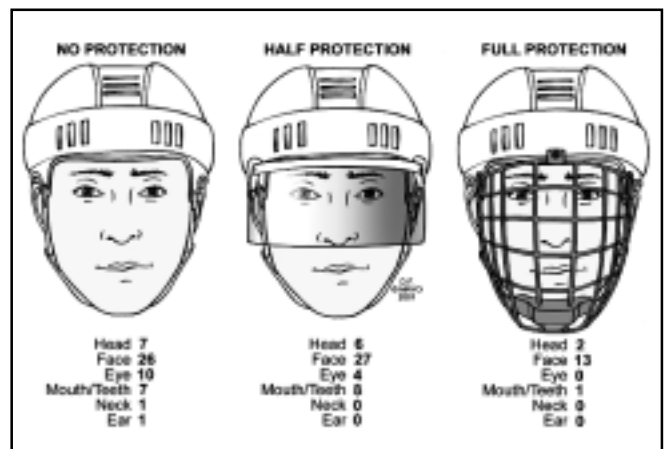
- ✓ unaware of situation
- ✓ confusion
- ✓ amnesia
- ✓ loss of consciousness
- ✓ headache
- ✓ dizziness
- ✓ nausea
- ✓ loss of balance
- ✓ flashing lights
- ✓ ear ringing
- ✓ double vision
- ✓ sleepiness
- ✓ feeling dazed

Signs

- ✓ loss of consciousness
- ✓ altered mental status
- ✓ poor coordination
- ✓ slow to answer
- ✓ poor concentration
- ✓ nausea or vomiting
- ✓ vacant stare
- ✓ slurred speech
- ✓ personality changes
- ✓ inappropriate emotions
- ✓ abnormal behavior

Whenever evaluating a player with a suspected concussion, always rule out an associated neck injury. The examiner should put a hand on either side of the head to stabilize the neck until the exam is complete. Do not move the athlete, remove the helmet, rush the evaluation or worry about delaying the game. If the player is unconscious, use the log roll method to turn the player supine, leave the helmet and chinstrap attached, and begin cardiopulmonary resuscitation (CPR) as necessary. After a neck injury has been ruled out, help the player to the bench or locker room. Perform a “sideline” evaluation, and then *repeat* after 15 minutes at rest and after exertion. No grading system or return to play guidelines to date has been validated. Common sense and caution guide judgment. A symptomatic player should never return to play or be left alone. The player should be monitored regularly, medically evaluated after the injury and evaluated again before returning to play.

Facemasks have dramatically reduced the risk of **eye injuries**, including blindness and **lacerations** (cuts). No permanent eye injury has been reported to a player wearing a certified mask. Full facial protection for all participants may reduce the risk of facial lacerations, **dental fractures** (broken teeth) and potentially serious eye injuries. The importance of facial protection was documented by a recent study funded by USA Hockey.^{iv} The investigators showed a 4.7 times greater risk with no



protection compared to a visor (half-shield). No eye or neck injuries occurred to players wearing full protection.

This study demonstrated that both full and partial facial protection significantly reduce injuries to the eye and face without increasing neck injuries and concussions. All USA college players wear full facial protection according to NCAA regulations. USA Hockey rules now state that all Junior players are required to wear full facial protection. However, players 18 years of age and older may wear a half shield (visor) if they sign a waiver. The helmet and half shield must not be worn tilted back so that the bottom of the visor is above the tip of the nose. Improper positioning of the visor may direct a stick or puck toward the eye. A violation of this rule is a misconduct penalty. The helmet should be secured with a padded four-buckle chinstrap to prevent migration and protect the chin. A form-fit mouthpiece not only protects the teeth, but may also prevent concussions and injuries to the **temporomandibular joint** (jaw).

NECK

Serious neck injuries (**cervical spine fractures**) are usually the result of a direct blow to the top of the head (axial load) with the cervical spine slightly flexed (chin down position). This mechanism occurs in hockey when a player slides on the ice without control or is pushed or checked from behind and hits the boards. The risk of **spinal cord injury**, including quadriplegia or complete paralysis, may be increasing and appears to be higher in hockey than football. Helmets and facemasks have been implicated in this apparent increased incidence of neck injuries because players feel invincible and officials are more lenient in calling penalties. No scientific research to date supports these contentions. However, a false sense of security may lead to violent attitudes and tactics. Prevention of catastrophic injuries involves the cooperation of players, coaches, and officials. Dangerous violent acts must not be disguised as aggressive physical play. Players should learn to protect themselves by making initial board contact with another part of their body other than their head. When sliding on the ice or being checked near the boards, try to make board contact with the shoulder blade or buttock areas. If head contact does occur, players should avoid the position of vulnerability by always keeping their “**heads up**” (in other words: “**don’t duck**”). Coaches should teach body contact and control skills so that players can effectively and safely give and take checks. Athletes and coaches must always practice the objectives of sportsmanship, including respect for their opponents. Conditioning programs should include strengthening of the neck muscles. Existing rules, like checking from behind, charging, and boarding, must be strictly enforced. Non-officials (players, coaches, and fans) must support the on-ice officials who are trained to differentiate illegal from legal contact in order to eliminate dangerous actions. A larger ice surface (“Olympic-size” rink) may decrease player-board contact, which may decrease the risk of injury, especially to the head and neck.

SHOULDER

One of the most common injuries in hockey is a **shoulder separation** (acromioclavicular joint or AC sprain). The ligaments connecting the shoulder blade (acromion) to the end of the collarbone (clavicle) are stretched or torn. This injury occurs when the point of the shoulder (acromion) hits the boards or another player. Recovery from a mild sprain may take only a week, but a severe sprain can keep a player out of action for a couple of months. In younger players, the same mechanism can cause a **clavicle fracture** (broken collarbone). Protection is best with proper size shoulder pads that provide a cushion to dissipate the force. Players can also try to avoid dropping their shoulder when a collision with the boards is inevitable. A **shoulder dislocation** (glenohumeral dislocation) refers to the ball of the shoulder joint popping out of the socket. This injury occurs when the elevated arm is forced backward (cocking position) or from a direct blow to the back of the shoulder. A period of immobilization, strengthening exercises and bracing may help prevent a recurrent dislocation, but surgery is often required to tighten the torn ligaments and joint capsule.

ELBOW

The point or the elbow (olecranon) is a frequent area of contact, which can result in the development of **bursitis**. This condition is not usually severe, but can cause pain, swelling and fluid formation (effusion) in

the bursal sac. Thick and scarred bursal tissue (which feels like bone chips, but isn't) can be a source of recurrent inflammation. Elbow pads that fit well (don't slip down) and have an opening for the olecranon, soft padding and a hard plastic outer shell work best.

WRIST AND HAND

A fall on the outstretched arm or bracing against the boards with the hand can cause a **fracture of the scaphoid bone** or the end of the radius (in younger players). A dorsiflexion (backward) force transmitted to the wrist can also sprain the ligaments between the wrist and hand (**carpometacarpal sprain**). The thumb is also at risk for injury because of the grip required to hold the stick. An abduction force (away from the hand) can tear the ulnar collateral ligament at the base of the thumb (**ulnar collateral ligament sprain**). A partial tear is treated with a splint and taping, but a complete tear may require surgical repair. Hockey gloves provide some protection for the hand from direct blows (slash) that can cause **finger fractures**. Gloves that are worn out may not provide the necessary support for the thumb or protection for the hand.

BACK

Hockey players are at risk for low back injuries due to the flexed (forward) posture of skating and the frequent hyperextension (backward) stress. Tightness of the hip flexors and weakness of the abdominal muscles are contributing factors. Low back pain and or a pulled muscle (**lumbar paraspinal muscle strain**) is the most common result, but a stress fracture of the posterior spinal elements (**spondylolysis**) must be considered if the pain doesn't respond to the usual treatment measures. Stretching of the hip flexor muscles and paraspinal muscles along with strengthening of the back and abdominal muscles will help avoid these injuries.

HIP

The mechanics of the skating stride makes the hip and groin muscles susceptible to injury. Some of the most common soft tissue injuries in hockey players include a groin pull (**adductor muscle strain**) and a hip flexor pull (**rectus femoris or iliopsoas muscle strain**). A severe strain can be a nagging injury that limits performance throughout the season. Off-season strengthening and dedicated stretching each day (before and after practice) are important to prevent these injuries. A direct blow to the outside of the hip can cause a bruise (contusion) of the iliac crest (**hip pointer**) or trochanter (**trochanteric bursitis**). Hockey pants with reinforced padding over these areas may help protect these vulnerable areas.

THIGH

A thigh bruise (**quadriceps contusion**) can result when the opponent's knee strikes the thigh below the margin of the hockey pants. A deep bruise with bleeding into the muscle can be a disabling injury. Immediate treatment with immobilization in full knee flexion, crutches and ice can reduce the bleeding, swelling, and pain. Gentle active range of motion exercises within the limits of pain and control of inflammation is essential to prevent increased bleeding and the formation of calcification within the muscle (**myositis ossificans**).

KNEE

The medial (inside) knee structures are most susceptible to injury (**medial collateral ligament sprain**) because of leg position (pushing off the inside edge of blade) and frequent contact to the lateral (outside) of the knee. An isolated medial collateral ligament sprain is treated without surgery, but a complete tear requires approximately 8 weeks to heal. Anterior cruciate ligament (ACL) disruption and meniscus tears (torn cartilage) can also occur but are less common in hockey than other sports such as football, soccer, and basketball. A direct blow to the front of the knee can cause a bruise (**patellar contusion**), inflammation of the bursa (**pre-patellar bursitis**) or rarely a **patellar fracture**. Re-enforced shin guards with padding over the front of the knee may provide an important cushion.

ANKLE

The sharp skate blade can cut the lower leg above the top of the skate (**boot-top laceration**). A deep laceration can injure the tendons that control movement of the ankle and foot. Players should tuck the tongue of the skate under the shin pad in order to protect this area from the blade. Fortunately, the skate boot supports the ankle, which makes fractures and sprains less common in hockey than other sports. A direct blow from the puck can rarely cause a fracture of the ankle (**malleolus fracture**) or foot (**metatarsal fracture**).

In summary, athletes who focus on stretching and strength training are less likely to sustain soft tissue injuries. Players should always demonstrate sportsmanship and mutual respect for their opponents and the officials. Development of body contact and body control skills is essential in addition to stick handling and shooting proficiency. Full facial protection and a custom-fit mouthpiece protect the face and teeth. Improved equipment design may better safeguard hockey players. Enforcement of existing rules, which will minimize dangerous behaviors, can reduce injury risk in the great sport of ice hockey. Rink modifications, such as an increased ice surface size as well as force-dissipating boards and glass, will reduce the impact of collisions.

Hockey players should always strive to:

- **Have Fun**
- **Play Hard**
- **Play Smart**
- **Play Fair**

Points of Discussion

- Name four variables that affect chances of sustaining an injury.
- Explain the phrase “HEADS-UP- DON’T DUCK.”
- What argument can be made for USA Hockey mandating that all players regardless of age wear full facial protection?
- What argument can be made for USA Hockey requiring all officials to wear half shields?

Evaluation

- Discuss the roles of conditioning and stretching in prevention of injuries.
- Why are full facemasks better than half shields for preventing injuries?
- List four pieces of equipment and the injuries they could prevent.
- List four dangerous tactics players should avoid.

After Further Review

1. Discuss three rules that need to be strictly enforced to help prevent injuries.
2. Discuss two changes that can be made to rinks that could help prevent injuries.

Resources

¹ Stuart MJ, Smith AM et al; “Injuries in Youth Ice Hockey: a Pilot Surveillance Strategy”. *Mayo Clinic Proceedings*, 70: 350-356, 1995

¹ Stuart MJ, Smith AM; “Injuries in Junior A Ice Hockey”. *American Journal of Sports Medicine*, 23:458-461 1995

¹ Smith A.M., Stuart M.J et al; “Predictors of Injury in Ice Hockey Players: A Multivariate, Multidisciplinary Approach”. *American Journal of Sports Medicine*, 25(4): 500-507, 1997

¹ Stuart M.J., Smith A.M. et al. “A comparison of facial protection and the incidence of head, neck, and facial injuries in Junior A hockey players. A function of individual playing time”. *American Journal of Sports Medicine*, 30: 39-44, 2002

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Section 10

Substance Abuse Awareness

Your child has just come home from a party after a hockey game and he/she is not acting like they usually do. What will you do? What questions will you ask? As you get closer to them, you smell smoke and/or alcohol. What do you say? How do you approach the situation if you smoke and/or have an occasional drink of alcohol? In this section we hope to equip you with a better understanding of drug and/or alcohol use, the signs and symptoms and what to do if you are confronted with this situation involving your child or someone else's child. How can you as parent help? Where can you go, and more importantly how do you identify use and misuse of substances?

Objectives

- Develop a general understanding of signs and symptoms of adolescent substance use and abuse
- Identify the physical and behavioral effects of alcohol, tobacco and marijuana
- Understand the concept that alcohol and tobacco are drugs
- Comprehend the risk factors for adolescent substance abuse
- Be aware of the protective factors that can combat the risk factors involved in adolescent substance abuse
- Develop an understanding of the effects of substance abuse on athletic performance
- Know how and when to ask for help for a substance abuse problem

Key Concepts

- Early detection of a child demonstrating risk factors involved in substance abuse is critical
- When detected, behavior indicators of adolescent substance abuse can be reversed with proper treatment
- Physical symptoms are a clear indicator that there is a change in behavior that could be related to substance abuse
- Gateway drugs are an introduction to other more serious and addictive substances
- Alcohol, tobacco and marijuana can have an adverse affect on athletes
- Parents can do things to help their child become resistant to substance abuse and experimentation

Content

Youths, Alcohol & Other Drugs

What Is A Drug?

A drug is any chemical substance that produces physical, mental, emotional or behavioral change in the user.

Why Do Young People Use Drugs?

Young people use drugs for many reasons, including the belief that alcohol and other drugs can solve problems, pressure from friends and the enjoyment of drug effects. Young people must also contend with the social acceptability and accessibility of such drugs as alcohol and tobacco,

Youths may experiment with drugs because of curiosity or peer pressure; they may engage in occasional use for enjoyment or because of the drug's availability. Reasons for continued drug use include dependence and fear of withdrawal.

What Are The Danger Signs?

Symptoms of teen alcohol and other drug use are not always clear-cut. Many of the signs can be confused with "normal" adolescent behavior or with health problems. However, it is important to be alert and to know that a combination of the following characteristics may be cause for concern:

- Has your child's personality changed noticeably? Do they experience sudden mood swings and unpredictable behavior?

- Does your child seem to be losing old friends and spending time with a new group about which you know little or that is known as a “party bunch”?
- Is your child unable to account for large sums of their money, or have objects or money mysteriously disappeared from your home?
- Is your child reluctant to talk about alcohol or other drugs?
- Does your child drive recklessly?
- Does your child lie about alcohol and other drug use, as well as lying about other activities?
- Have you ever found drug paraphernalia (rolling papers, baggies, small spoons, roach clips, capsules) or bottles or beer cans in his or her room?
- Has your child lost interest in their physical appearance?
- Has your child admitted to trying alcohol or other drugs “just once,” but denied regular use?
- Are you hearing rumors about your child’s partying, goofing off, or drinking and drugging?
- Has your child been cutting classes or been late frequently?
- Are your children suddenly less responsive? Are they losing interest in schoolwork, athletics, extra-curricular activities, family, job or other previous interests? Are their grades dropping (not necessarily from A’s to D’s, but from B’s to C’s)?
- Have you noticed alcohol or other drugs in the home missing, misplaced or mysteriously disappearing?
- Do you detect any of these physical symptoms: excessive tiredness, disturbed sleep pattern, chronic cough, chest pains, “allergy” symptoms, vomiting, loss of appetite, unusual craving of sweets, red eyes, dilation of pupils?
- Have your child’s relationships with other family members gotten worse?
- Does your child show signs of depression, loneliness, paranoia or withdrawal?

How Do I Talk To My Child About Alcohol And Other Drugs?

- Become informed about alcohol and other drugs and their effects. Be a CREDIBLE source of information for your child.
- Initiate active discussions centered on the media’s portrayal of attitudes about alcohol and other drugs. This includes the attitudes projected in advertising, television programs, films, magazines and music.
- Make your position on alcohol and other drugs use clear to your children so that they know where you stand, even if you have no indication they are involved. Base your discussion on issues of their health and well-being.
- Help your children understand the reasons for your expectations. You love them and you are concerned about their well-being.
- Let your youngsters know you trust them. Allow your children the opportunity to prove they can live up to your expectations. Praise them for good judgment when appropriate.
- Try to reach agreement with your spouse about handling the issue of alcohol and other drug use. There should be consistency and mutual support in your communications with your children on this subject.
- If you suspect alcohol or other drug use, avoid unproductive accusations and name-calling. Sit down with your children when they are not drunk or “stoned” and calmly discuss the evidence of their use. Talk about your concern for their well-being. Although you may disapprove of their BEHAVIOR, make it clear that you love them. Keep the discussions on a rational level.
- Consider seeking professional counseling. This may help to reopen communication between parent and child by providing a neutral ground for expression of feelings. A counselor who works primarily in the field of alcohol and other drugs problems may be the most beneficial.
- Be a good model. Your own use influences your child’s use.

Risk Factors of Substance Use and Abuse

Family

- Family history of alcoholism
- Family management problems, e.g., unclear expectations of behavior, lack of monitoring, inconsistent or harsh discipline, lack of caring, marital conflict

- Parents who use or who favor the use of tobacco, alcohol or other drugs
- Low expectations of children's success

Peers

- Alienation, rebelliousness and other antisocial behaviors
- Friends who use or who favor the use of tobacco, alcohol or other drugs
- Favorable attitudes toward the use of tobacco, alcohol or other drugs
- Early first use
- Greater influence by and reliance on friends than parents

School

- Lack of clear school policy on the use of tobacco, alcohol and other drugs
- Availability of drugs
- Labeling and identifying students negatively
- Moving between schools
- Academic failure
- Lack of student involvement in school activities
- Truancy and suspension

Community

- Economic deprivation
- Lack of involvement in pro-social community activities
- Easy availability of tobacco, alcohol and other drugs
- Community norms and laws which favor the use of tobacco, alcohol and other drugs

Protective Factors of Substance Abuse and Use

Family

- Prenatal care
- Valuing and encouragement of education
- Ability to manage stress
- Positive time with children
- Avoidance of excessively authoritarian or permissive behaviors
- Clear expectations of behavior
- Encouragement of supportive relationships with caring adults beyond the immediate family
- Shared family responsibilities

Peers

- Establishment of healthy friendships with peers who don't use tobacco, alcohol or other drugs
- Sense of competence and personal power
- Orientation toward goals
- Involvement in activities free of tobacco, alcohol and other drugs
- Involvement in positive groups

Schools

- Reasonable expectations of students
- Encouraging students to set and achieve goals
- Encouraging pro-social development
- Opportunities for leadership and decision-making
- Encouraging active involvement of students
- Involvement of parents
- Opportunities for activities free of tobacco, alcohol or other drugs

Community

- Community norms and laws which favor the abstinence from tobacco, alcohol and other drugs by children

- Access to resources, e.g., housing, health care, child care, job training, employment and recreation
- Involving youth in pro-social activities
- Respect for authority

Behavioral Effects of Alcohol, Tobacco and Marijuana

Academic Performance

- Drop in and less concern about grades
- Less quality in and failure to complete assignments
- Decrease in class participation
- Shorter attention span and decrease in concentration
- General loss of interest in school

School Attendance

- Constantly late to class or school
- Skipping class
- Absenteeism
- On absence list, but in school
- Frequent visits to Health Office
- Found in odd places in the school
- Dropping out of school

Disruptive Behavior

- Complaints about poor class conduct and attitude
- Defiance of rules
- Verbal and/or physical abuse
- Blaming, denying, lying, avoiding responsibility
- Emotional highs and lows
- Overt hostility, outbursts, temper flare-ups

Extracurricular Activities

- Loss of eligibility
- Dropout and loss of interest in activities
- Not informing parents of activities

Atypical Behavior

- Depression or over-activity
- Talkativeness
- Loss of appetite or increased appetite
- Unexplained appearance or disappearance of money
- Chemical-related clothing, messages, etc.
- Change in style of dress
- Mood swings

Social Behavior

- Change in friends
- Change in hangouts
- Unknown friends
- Always going nowhere special
- Secretive phone conversations
- Callers who refuse to identify themselves
- Hang-up phone calls
- Isolating themselves

- Older or significantly younger social groups
- Talks freely about drug use
- Argues drug use is all right as long as others are not hurt
- Argues adults don't really understand the drug scene
- Argues drugs aren't as bad as they say
- Lives day-to-day and avoids commitments
- Develops a street vocabulary
- Constant money manipulation
- Demands money or borrows from family and friends

Illicit Activities

- Vandalism
- Involvement in theft of money, alcohol, drugs and other items
- Disappearance of money or clothes
- Sexual behavior in public
- Carrying a weapon
- Legal problems
- Possessing drug paraphernalia (i.e. roach clips, cigarette papers, etc.)
- Disappearance of chemicals from medicine cabinet
- Unexplained appearance of pills, seeds and drug paraphernalia

Signs That an Adolescent Maybe Abusing Drugs/Alcohol

- **Bloodshot Eyes** – This is not always a reliable diagnostic tool, but it is a sign to consider
- **Smell of Alcohol or Pot** – This could be the smell of recent use or the after-effects of continued use
- **Not Responding in Class** – Lack of concern regarding class and school in general; difficult to motivate student; decreased attention span
- **Skipping Class and/or School** – This usually comes out in chronic skipping of classes or skipping the entire school day
- **Constantly Late for Class** – The student usually has poor excuses for being late and may come late with a group of other students
- **Work Not Completed** – Poor excuses for not getting work done on time or at all
- **Drug-related Jewelry, Clothing** – Clips, spoons, tee-shirts with drug-related message; also may show up as drawing drug-related material on clothing, books, desks, and self
- **Sitting in the Back of Class** – Sleeping, day-dreaming, laughing, lots of talk regarding drugs or parties
- **Verbal Abuse** – Usually directed toward teachers and/or anyone else that represents authority
- **Leaving School Grounds** – Often happens during the lunch period
- **Vandalism** – To school property or teacher's property
- **Absenteeism** – Excuses are usually forged, or students may make many appointments to see the nurse
- **Academic Problems** – Usually comes as a drastic drop in grades, difficulty maintaining grades in proportion to abilities
- **Peers** – Student will hang out with a crowd of known trouble makers or known users
- **A Drop in Grades** – Could be either a slow decrease over six months to a year or a sudden decrease
- **Switching Friends** – Change in friends over the past two years. Now spends time with 4-5 peers who parents/ teachers consider "trouble" or "a bad influence." The primary commonality is mutual chemical use.
- **Emotional Highs and Lows** Easily upset, rapid emotional changes; doesn't seem as happy as before; more "sensitive" than average; often will feel "paranoid" while high

Tobacco

What Are The Effects Of Smoking Tobacco?

Nicotine (the active drug in tobacco) acts as a stimulant on the heart and nervous system. When tobacco smoke is inhaled, the immediate effects on the body are a faster heartbeat and elevated blood pressure; however, these effects are quickly dissipated.

Tar in the smoke contains many cancer-causing compounds. Many of these carcinogens are also found in polluted air, but are present in vastly greater quantities in cigarette smoke. They are the major causes of cancer and other respiratory problems. Even relatively young smokers can develop shortness of breath, nagging cough or cardiovascular and respiratory difficulties.

A third principal component of cigarette smoke, carbon monoxide, also causes serious health effects. Carbon monoxide reduces the blood's ability to carry oxygen to the tissues. This can cause reduced endurance, and can promote the development of arteriosclerosis (hardening of the arteries).

Long-term effects of smoking include emphysema, chronic bronchitis, heart disease, lung cancer and cancer in other parts of the body. Pipe smoking is related to cancer of the lip, and heavy pipe and cigar smokers run an increased risk of developing cancer of the mouth, larynx and esophagus.

Do People Become Dependent On Cigarettes?

The Surgeon General of the United States has stated that cigarette smoking is an addiction. Most regular users become psychologically and physically dependent on cigarettes. They find it difficult to stop smoking, and may try many times to kick the habit. Physical withdrawal from cigarettes is characterized by irritability, restlessness, anxiety, insomnia and trembling.

When smokers indicate that smoking relaxes them, they are referring to the reduction in these withdrawal symptoms; nicotine, a stimulant, does not cause relaxation.

What About Smokeless Tobacco?

Smokeless tobacco – chewing tobacco or snuff – poses a serious risk of the development of cancer of the lip and jaw. Its use irritates and stains the gums, discolors the teeth and can cause tooth loss and receding gums. The nicotine that is absorbed into the blood stream has the same negative effects on the body as described above.

Spitting tobacco juice also stains clothing, is unhygienic and is unattractive to most people.

Smokeless tobacco products are sometimes promoted as if they were a healthier alternative to smoking. In fact, they have their own serious health risks.

Marijuana

What Are Some Of The Immediate Effects Of Smoking Marijuana?

Most users who smoke marijuana experience an increase in heart rate, reddening of the eyes and dryness in the mouth and throat. Studies of marijuana's mental effects reveal that it temporarily impairs short-term memory, alters sense of time, and reduces the ability to perform task requiring concentration, swift reactions and coordination. Many feel that the drug enhances their hearing, vision and skin sensitivity, although this is not confirmed by objective research. Feelings of euphoria, relaxation, altered sense of body image and bouts of exaggerated laughter are also commonly reported.

How Can Marijuana Affect Young People?

In addition to the physical health effects, a very real danger in marijuana use is its interference with normal growth. Research shows that the use of marijuana can interfere with learning by impairing thinking, reading, verbal and math skills.

Clinicians also believe that the drug may interfere with the development of social skills and may encourage a kind of psychological escapism. Young people need to learn how to make decisions, handle success and failure, and form their own beliefs and values. By providing an escape from growing pains, drugs can prevent young people from learning to become mature, independent and responsible.

Do Marijuana Users Go On To Use Other Drugs?

Surveys show that regular marijuana users are more likely than nonusers to experiment with other drugs. In this respect, marijuana, tobacco, and alcohol (each, of course, a serious drug of abuse in its own right) are considered gateway drugs to other drug use.

How Are People Usually Introduced To Marijuana?

Most people are introduced to marijuana by peers – that is, people of their own age, usually acquaintances, friends or siblings.

Common Categories of Over-the-counter Drugs (products that do not require a prescription)

- **Analgesics** – Aspirin, acetaminophen, ibuprofen, naproxen sodium
- **Cough, cold medications and decongestants** (e.g. Sudafed)
- **Laxatives** – Dangerous: Overuse results in constipation; lower nutrient absorption
- **Antacids** – Overuse can disturb kidney function, aggravate high blood pressure
- **Appetite suppressants** – These can aggravate high blood pressure, disturb heart rhythms
- **Stimulants** – Cause insomnia and anxiety, withdrawal symptoms, possible dependency

What is in Over-the-counter Products?

Alcohol

- Benadryl Plus, Nighttime
- Benylin Decongestant
- Comtrex Liquid
- Contac Nighttime Cold Medicine, Liquid
- NyQuil Nighttime Cold
- Pertussin PM Liquid
- Tylenol Cold, Nighttime
- Vicks Formula 44 (DM) Liquid

Caffeine

- Bayer Select Headache Capsules
- Aqua-Ban Plus
- Anacin
- Excedrin (extra strength)
- Most generic headache remedies

Widespread use of Over-The-Counters, herbals

- 60-95 percent of all illnesses are initially treated with some form of self-care, including self-medication with over-the-counter drug products.
- 60% of the medications purchased by consumers in the United States are over-the-counters
- One-third of adult Americans frequently use herbal remedies
- Almost 1/3 of Americans admit that they exceed recommended dose of over-the-counters
- Americans spend an average of \$54 per person on herbs annually

Caffeine: It's Becoming the New Teen Drug of Choice

Parents may view caffeine intake as a better alternative to beer drinking at a party or body-piercing. However, medical experts are alarmed at the rising caffeine consumption among teens. A recent survey by the U.S. Department of Agriculture shows caffeine consumption among teens has tripled since 1978. Caffeine consumption has doubled among children six to 11 years old, and has increased by 25 percent among children five years and younger.

Coffee is not the only culprit. Soft drinks are the primary sources among younger children. American youngsters now drink an average of more than 64 gallons of caffeinated soda annually, an amount that is likely to increase as new super caffeinated drinks are launched. Water bottlers have joined the soft drink companies with caffeinated water, Edge2O, Water Joe, etc. Caffeine is also found in chewing gum, namely Stay Alert; one stick of the gum holds about the same amount of caffeine as a cup of coffee.

“School personnel and coaches should not dispense any drug, medication or food supplement except with extreme caution and in accordance with policies developed in consultation with parents, health-care professionals and senior administrative personnel of the school or school district.

Use of any drug, medication or food supplement in a way not prescribed by the manufacturer should not be authorized or encouraged by school personnel and coaches. Even natural substances in unnatural amounts may have short-term or long-term negative health effects.

In order to minimize health and safety risks to student-athletes, maintain ethical standards and reduce liability risks. School personnel and coaches should never supply, recommend or permit the use of any drug, medication or food supplement solely for performance-enhancing purposes.” (Stousky, R., Saint Louis Dispatch, p. 18, January 18, 1999)

What are Anabolic Steroids?

Anabolic steroids are powerful drugs which are made from the male hormone, testosterone. Hormones are substances produced in the body that are responsible for the way that reproductive organs grow and operate. Masculine characteristics such as a deep voice and the growth of chest and facial hair result from the release of testosterone. Anabolic steroids are created when testosterone is chemically changed so that it still promotes the growth of muscles, but doesn't produce so much of the other masculine qualities.

Medical use of Steroids

Anabolic steroids have important medical purposes. They can help the body rebuild muscle tissue after a person has had major surgery or a serious illness. Often, muscle tissue will shrink after an illness or accident. Steroids help these patients because they reduce this shrinking and make it easier for the muscle tissue to return to normal.

Other uses of Steroids

Since anabolic steroids help build muscle tissue, it is no surprise that athletes are interested in using them. At first, athletes who discovered the power of steroids kept it a secret so that they would have an advantage in competition. Eventually, word spread and steroids were used increasingly by Olympic athletes. In world-class sports, slight differences in performance can mean the difference between winning and losing.

Officially, steroids were outlawed for use by Olympic athletes in 1973. However, there is a great deal of evidence to show that Olympic athletes continue to use the drugs. This was highlighted by the disqualification of Ben Johnson in 1988. Johnson won the 100-meter dash, but lost his gold medal and his new Olympic record when testing showed that he was using steroids.

Steroids entered the world of sports through powerlifters and weightlifters. Now, these drugs are being used in football, track, basketball and swimming. Male and female college and high school athletes are also using steroids. Most athletes who use steroids do so in violation of the law. In 1988, Congress passed a federal law called the Anti-Drug Abuse Act. The law prohibits the distribution of steroids for “any use in humans other than the treatment of disease pursuant (following) the order of a physician.”

Dangers of Steroid Use

Scientists have already identified a number of negative side effects that users experience.

The **function of the liver** can be affected by steroid use. The liver is a large organ that allows the body to use the vitamins, minerals and other nutrients in the food that we eat. Usually, liver function returns to normal once a person stops using steroids. Malignant liver tumors have also been associated with steroid use.

Anabolic steroid use causes the kidneys to store large amounts of calcium. When a person stops using steroids, there is significant danger to **kidney function**. The kidneys are important for helping the body to rid itself of wastes. When steroid use stops, the body will try to rid itself of the extra calcium it has stored. This may be extremely painful because the calcium can be hardened into “kidney stones.”

Steroids can raise blood pressure. **High blood pressure** is an extremely dangerous condition that can lead to heart attack.

Steroids also permit cholesterol to block arteries that carry blood to the heart. In this way, steroid use can lead to **heart disease**.

Most of these dangers are not the sort of things that a steroid user will notice happening, but there are some changes that will be more apparent.

Acne. Anabolic steroids cause an increase in skin oil. As a result, steroid users are more likely than others to develop severe scarring acne.

Sexual effects in women. Women athletes who used steroids regularly reported that their voices deepened, they developed facial hair and they became more aggressive. Women users also developed enlargement of the clitoris, a small internal sexual organ, and experienced menstrual irregularities.

Sexual effects in men. Steroids can cause female breast development and shrinking of the testes in men. Men may also experience decreased sperm production and changes in their sex drive. Although sperm production generally increases after stopping use, it is uncertain if it ever returns to normal.

Weight loss. When people stop taking steroids, they may experience a rebound effect from the tissue-building drug. This means that people will actually lose weight as a result of stopping steroid use.

Psychiatric effects. One of the most alarming dangers is that steroid users experience mental effects. A recent study of steroid users found that some became reckless and dangerous to themselves and others. Doctors have also observed that some steroid users suffer from reverse anorexia. This means that no matter how big they are, they still view themselves as small and weak.

Addiction. It is possible to become steroid dependent. Some steroid users find that when they reduce their doses, they suffer from irritability and depression.

Other dangers. It is not possible to fully report the dangers of steroid use because much of the research done on steroid users is in its early stages. Scientists do predict that adolescent steroid users will face problems with fertility and sexual functioning as well as an increased risk of cancer.

Effects of Substance Use and Abuse On Athletic Performance

Substance Abuse has no place on the ice. Playing under the influence of a controlled dangerous substance is like driving under the influence of alcohol. While driving you lose control of the car; while skating you lose control of your body.

Drugs And Alcohol Cause:

- Impaired vision – you can not see clearly
- Lack of muscle control – your muscles do not listen to your brain
- Lack of judgment – you have a hard time telling right from wrong
- Lack of self-control – you lose your ability to control your actions

Drugs and alcohol can leave you skating without the necessary skills that keep you from getting injured or causing injury to others. On or off the ice it makes no difference. Drugs and alcohol depress the brain centers for self-control and inhibitions (behaving with proper social manners). This can cause overly aggressive behavior.

Many substance abusers lose track of the amount of substance they have taken and they can poison their bodies. An overdose of drugs and alcohol can cause unconsciousness, coma, respiratory failure and even death.

Enabling

It is easier to find a list of “don’ts” in dealing with chemical dependency, because it is easier to understand why you fail than to know why you succeed. The following list is not inclusive, but it is a good beginning.

- Don’t allow the dependent person to lie to you and accept it for the truth, for in so doing you encourage this process (enabling). The truth is often painful, but get at it.
- Don’t let the chemically dependent person exploit you or take advantage of you, for in so doing you become an accomplice (enabler) in the evasion of responsibility.
- Don’t let the chemically dependent person outsmart you, for this teaches them to avoid responsibility and lose respect for you at the same time (enabling).
- Don’t lecture, moralize, scold, praise, blame, threaten or argue. You may feel better, but the situation will be worse.

- Don't accept promises, for this is just a method of postponing pain. In the same way, don't keep switching agreements. If an agreement is made, stick to it.
- Don't lose your temper, and thereby destroy yourself and any possibility of help.
- Don't cover-up or abort the consequences of chemical use. This reduces the crisis but perpetuates the illness (enabling).
- Don't allow your anxiety to compel you to do what the chemically dependent person must do for themselves.
- Above all, don't put off facing the reality that chemical dependency is a progressive illness that gets increasingly worse as use of mood-altering chemicals continues. Start now to learn, to understand and to plan for recovery. To do nothing is the worst choice you can make.

Help Is Available For Substance Abuse/Use

Where To Get Help

For information and guidance you should contact your physician, hospital or nearest drug treatment or mental health facility in your area.

- There are also student assistance programs across the country in most schools.
- Many companies across the country have employee assistance programs.
- You can also contact your Local Public Health Center.
- AA- Alcoholics Anonymous is an organization for men and women who help one another stay sober.
- Al-Anon- a self-help organization for adult relatives and friends of people with drinking problems.
- Ala-Teen is similar to Al-Anon, but it's for young people ages 12-19. To find out where and when these meetings are check the yellow pages under alcoholism.
- Counselors and therapists can provide help through individual or group therapy.
- Teachers, guidance counselors and coaches can all provide assistance for drug and alcohol problems.
- Develop a peer educator program either in your school or with your team. A peer educator is a student who helps other students with their problems.
- Drug treatment centers provide professional help often needed to overcome drug problems.
- The clergy are also good sources of help and support.
- There are many types of treatment programs available. There are outpatient, residential and hospital programs available for all individuals regardless of their sex or age. There are outpatient self-help groups and there is individual counseling.
- NA – Narcotics Anonymous is an organization for men and women who help one another stay drug free.

Points of Discussion

- Is substance abuse among young people a serious problem?
- Do athletes abuse drugs and or alcohol more than the non-athlete?
- Should athletes be drug tested to participate in their respective sport?
- If a player has a substance abuse problem and is seeking treatment, should that team member be allowed to play?
- Is drinking beer such a bad thing to do for an adolescent?
- If you do not inhale smoke from a cigarette, is it all right to continue to smoke?
- How can parents help a child cope with the pressures of drug and alcohol use?
- As a parent, what should I do if I notice 3-4 significant behaviors in my child that indicates substance abuse?
- Is it a bad idea if an adult is home during a teenage party and serves alcohol?
- Will children be penalized by the team if they ask for help relative to substance abuse?

Evaluation

- What are some problems associated with alcohol use?
- How can drugs and/or alcohol affect my performance on the ice?
- What is the first illegal drug that youth experiment with?
- Why do young people use drugs?
- Where can I go for help if I become a substance abuser?
- List three risk factors of substance abuse.
- List three protective factors of substance abuse.
- What are AA, NA, Al-Anon and Ala-Teen?
- Is smokeless tobacco dangerous? Why or why not?
- List three effects of smoking tobacco?
- List 5 gases found in tobacco.
- List three effects of smoking marijuana.
- How can marijuana affect young people?
- Why do young people drink, smoke cigarettes or use marijuana?
- What will you do if you know someone who is a substance abuser?

After Further Review

1. What are the long-term effects of marijuana, tobacco and alcohol use?
2. What is the Twelve Step Program?
3. Does smoking cigarettes lead to the use of other controlled dangerous substances?
4. Is Substance Use/Abuse hereditary?
5. How does the use of controlled dangerous substances affect one's physical development?

Resources

Dr. David Hawkins and Richard Catalano Development Research and Programs Inc.
130 Richardson, Suite #107 Seattle Washington 98109

Jeanne Gibbs or Sherrin Bennett Interactive Learning Systems
1505 Bridgeway, Suite 121 Sausalito, California 94965

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Local School District

Section 11

Volunteerism - Opportunities to Become Involved

Objectives

- Understand the structure of USA Hockey and the opportunities for volunteering at the various levels
- Understand the different types of jobs available for volunteers
- Understand how to get involved as a volunteer
- Develop an understanding of the importance of volunteerism to USA Hockey

Key Concepts

- Opportunities to volunteer are varied
- Volunteering brings responsibilities
- Being involved with USA Hockey is rewarding

Content

What is a volunteer? Volunteers are people who contribute their services in order to promote the goals of the organization without expecting payment. Volunteers are of all ages, backgrounds, ethnic groups and are of both genders. The organizational structure of youth hockey, guided by its philosophy and goals, provides an outlet for many individuals with unique skills to unite in a common cause. A volunteer has a sincere interest in and commitment to the program, its goals and values. They have a willingness to give both time and effort to the program and the ability to work well with others. They have a desire to offer or find solutions to problems that arise, and they must have sound judgment.

Why do people volunteer? For many people, the satisfaction of contributing to the lives of others is sufficient motivation. Some individuals enjoy the social relationships that often develop, and seek opportunities to interact in positive environments such as those found in youth ice hockey. Many parents volunteer because it gives them an opportunity to participate in their children's accomplishments. Others enjoy the recognitions attained by being a member of a successful and contributing organization. Retired persons may turn to volunteer work to stay active and alleviate boredom. College or high school students may wish to gain experience relevant to their future vocations or plans. Others may want to learn new skills. Many people have special talents they wish to share.

What can volunteers provide for an organization? In a youth ice hockey program, many activities can exist only with the dedicated help of volunteers. Along with the obvious benefit of donated time, persons who volunteer their services usually bring in fresh perspectives and a generous amount of enthusiasm. They are typically strong advocates for an organization and have great interest in its function. Volunteers also serve as a link between an organization and the community, promoting the organization's activities and accomplishments.

The USA Hockey program depends heavily on volunteers to accomplish its goals. For the program to run smoothly volunteers have many choices that will utilize their interest, talents, and qualifications.

While the programs differ across the nation, all programs have a need for volunteers. Volunteers exclusively run some programs, while other programs use volunteers to supplement or compliment a professional staff. USA Hockey's structure includes local association organizations, clubs, leagues and individual teams. The next level for volunteering is the Affiliate. Hockey Affiliates have jurisdiction over a specific geographic area. Generally, Affiliates follow state boundaries. There are 34 Affiliates in USA Hockey. The Affiliates are combined into eleven Districts. The Districts guide the USA Hockey affairs

within each group of Affiliates. Some Affiliates are Districts as well. Nationally, USA Hockey uses volunteers. Some of the volunteers at the National level are also Affiliate or District personnel.

The local level needs for volunteers may include the following:

Administrative

Board Member	Division Coordinator	Insurance Advisor
Legal Advisor	Director of Purchasing	Registrar
Statistician	Communications Coordinator	Secretary/Typist/Computer
Treasurer	Officials: off-ice (or on-ice)	ACE Coordinator

Team

Coach	Assistants Coaches	Team Manager
Time-Keeper	Score-Keeper	Jersey & Equipment Managers

Public Relations

Publicity	Fund Raising	Advertising
Editing/Publishing	Script/Newsletter	Function Organizer
Graphic Design/Layout		

The Affiliate will use the same type of volunteers as the administrative part of the local level.

Board Member	Treasurer/Secretary	Insurance Advisor
Legal Advice	Coach-in-Chief	Referee-in-Chief
ACE Administrator	Directors or Representatives	

The purpose of the Affiliate staff is to implement specific rules created by the Affiliate member teams to meet the specific the needs of that jurisdiction. The Affiliate staff also ensures USA Hockey Bylaws, Constitution, Rules and Regulations and Policies and procedures are administered properly.

The District volunteers include those Directors elected to serve on the Board of Directors of USA Hockey as well as Presidents of the Affiliates in the District. Districts have appointed personnel. The Executive Director of USA Hockey makes those appointments. Volunteers are used for these appointments. They include Coach-in-Chief, Referee-in-Chief, Risk Manager, Registrars, Initiation Program Administrators and ACE Coordinator. The volunteers at this level have most likely spent time in similar positions at the local and Affiliate levels.

The elected Directors from the Districts serve as the representation for teams throughout the USA Hockey program. The National Board of Directors governs the affairs of this National Governing Body for ice hockey in the United States. Along with the Board of Directors, volunteers are appointed as the National Coach-in-Chief, and National Referee-in-Chief. The councils, sections and committees are made up of these volunteers, as well as volunteers that have specializations such as legal, marketing, fundraising, media, safety, equipment and diversity needs. The Executive Board of USA Hockey is elected from this group of volunteers.

How do you get involved? Most organizations will look for volunteers by posting notices, asking players and parents to spread the word or contacting people in the community. Volunteers can then contact the organization and let them know how their individual talents or resources may help the organization. There will be an initial information gathering, a selection of volunteers and then an education of the needs and information the organization has to help the volunteer be successful.

Getting involved with young people in an environment that promotes learning skills and a game, teamwork, sportsmanship, and setting and accomplishing goals will be a rewarding and fulfilling experience. Without the work of responsible volunteers, USA Hockey cannot be successful.

Points of Discussion

- What would happen to USA Hockey if there were no volunteers?
- What do volunteers bring to USA Hockey?
- Why is it important to volunteer?
- What do you bring as to the program as a volunteer?

Evaluation

- Name three types of local opportunities for volunteering.
- What are two other levels to volunteer besides the local level?
- What is a volunteer?
- Why do people volunteer?
- Name three types of volunteers for a team.
- What do volunteers do for USA Hockey?
- What are the job duties of a team manager?
- What does a volunteer coach do?

After Further Review

1. How does a program evaluate volunteers?
2. What kind of recognition do volunteers receive?
3. What is the difference between screening and selecting?

Resources:

ACE Coordinator Manual – Chapter Seven

www.usahockey.com

USA Hockey Annual Guide Book

Section 12

Understanding the Governing Structure of USA Hockey

Objective

- Understand how USA Hockey (USAH) became a National Governing Body
- Realize the responsibilities and limitations that designation carries
- Compare and contrast the governing duties of the District and the Affiliate

Key Concepts

- USA Hockey has many administrative layers, each of which may have its own rules
- The government structure is designed to accomplish the goals of USA Hockey
- The path an individual takes to find the answers to questions about rules, regulations, policies and procedures

Content:

National Governing Body (NGB). NGB is the group that is responsible for providing a structure to select players for international play, which includes the Olympics. It is the nationally recognized body that makes the rules for a specific sport. USA Hockey is the NGB for the sport of ice hockey. It is responsible for developing rules, regulations, policies and procedures for ice hockey in the United States.

There are many sets of rules that govern play within the USA Hockey structure. Familiarity with these rules is important when determining how situations are solved. Players are registered with local associations. The local associations have the duty to set rules that pertain to the size and goals of that organization. The rule of thumb for all organizations when determining rules is that you must follow the National rules; you can make them stricter, never more lenient. Local organizations may participate in local leagues. The leagues have the authority to set rules as well. Some organizations or teams may chose to participate independent of a league structure

The next level for governing USA Hockey play is the Affiliate. There are 34 Affiliates. The Affiliate is the recognized area governing body by USA Hockey, and USA Hockey determines the geographical boundaries for the jurisdiction of each Affiliate. Local associations in a particular jurisdiction must get the approval of the Affiliate to run and operate USA Hockey programs.

The Affiliate must develop a governing structure that is approved by USA Hockey. The Affiliate signs an agreement with USA Hockey. The Affiliate government is designed to answer questions of how the local associations in the Affiliate operate and work together. The presidents of the Affiliates meet twice a year to discuss common concerns and to share ideas on programs for the growth of hockey. Most issues are resolved through the local association with an appeal process to the Affiliate. Therefore, your best resource to answer your questions is your team leadership: managers and coaches, then to the local board. The local organization will then help with the local leagues and the proper Affiliate.

Now that the grassroots have been defined, the governing structure at a broader level should be easy to understand. The first voting unit in USA Hockey is the member team. Each Affiliate has defined how the election process to their respective boards is to take place in relationship to the votes by the teams. In some areas of the country, several Affiliates are grouped together to form Districts. Some Affiliates have enough members that they also serve as a District. There are eleven Districts in USA Hockey. The Districts develop rules and regulations to further grow the sport of hockey taking into account the needs of their respective areas. The Districts have the ability to develop programs that benefit the players in a particular District. Finally, USA Hockey has a set of Bylaws, a Constitution, rules and regulations plus policies and procedures

that govern players in the USA. Generally, the teams and players will encounter the Districts rules at the Select level. These players are selected to represent the District at the National Festivals. When teams advance to District or National tournaments, they will need to familiarize themselves with these rules.

USA Hockey government is comprised of a Board of Directors; there is an Executive Committee that includes the President, Vice Presidents, Secretary, Treasurer, Elected Board members and Athlete Directors. Other members of the Board of Directors include section directors: coaching, girls/women, and referees and Directors at large and Directors Emeriti. This governing body of USA Hockey, which includes 80+ members, is comprised of volunteers.

Another important part of USA Hockey is the Staff. This is a group of people hired for their expertise to work daily on the operations of USA Hockey. They help publish the brochures and resources for USA Hockey, maintain the website and develop programs for the players of USA Hockey – Adult players, junior players, youth players, girls/women, at-risk players, diversity programs as well as international players. Programs are also provided for a national team for 16-17 year old players and ultimately the Olympic team. Relationships with sponsors, colleges, the NHL, the international community for ice hockey, vendors, manufacturer of equipment and medical professionals are important to the overall development of USA Hockey players.

There are over 550,000 players, coaches and referees registered with USA hockey. The infrastructure needed to attend to the needs of all the members is crucial to their success. The Vice Presidents of the Executive Board serve as the chairs for the Youth Council, Junior Council, International Council, Marketing Council, Legal Council and Adult Council. There are also three Directors-at-Large that are elected by the Board of Directors. Depending on the size of the Executive Committee from an NGB, the United States Olympic Committee rules require 20% representation from the athletes. Currently, that number is 3 Athlete Directors on the USA Hockey Executive Board. The number of teams in each District determines the number of Directors that each District has on the USA Hockey Board of Directors. Each District is allotted one Director. Once a District has more than 1,000 teams, they elect another Director. For each 1,000 additional teams registered, another Director is added. Once the size of the Board is determined, the 20% rule of Athlete Directors also takes effect on the Board.

In conclusion, the National Governing Body sets the rules for ice hockey. Affiliates and Districts can refine these rules to make them specific to their jurisdictions. Most important to understand is that this process is started at the local level. Understanding the many layers of rules and regulations is essential in providing an atmosphere to help the players enjoy this game. USA Hockey has a defined dispute resolution process. However, dispute resolution begins at the Affiliate level. Each Affiliate has in place a dispute resolution process that complies with USA Hockey Rules and Regulations as defined in the Affiliate Agreement.

Points of Discussions

- How does the governing structure of USA Hockey help achieve the goals for the players?
- Why is important to have the many layers of governance for USA Hockey?
- Why is it important to use the local association as your first resource?

Evaluation

- Which governing structure signs an agreement with USA Hockey?
- What are the Councils that the Vice Presidents chair?
- Name two duties of the USA Hockey Staff.
- Name three relationships that are important to USA Hockey.
- Describe the layers of rules for USA Hockey.

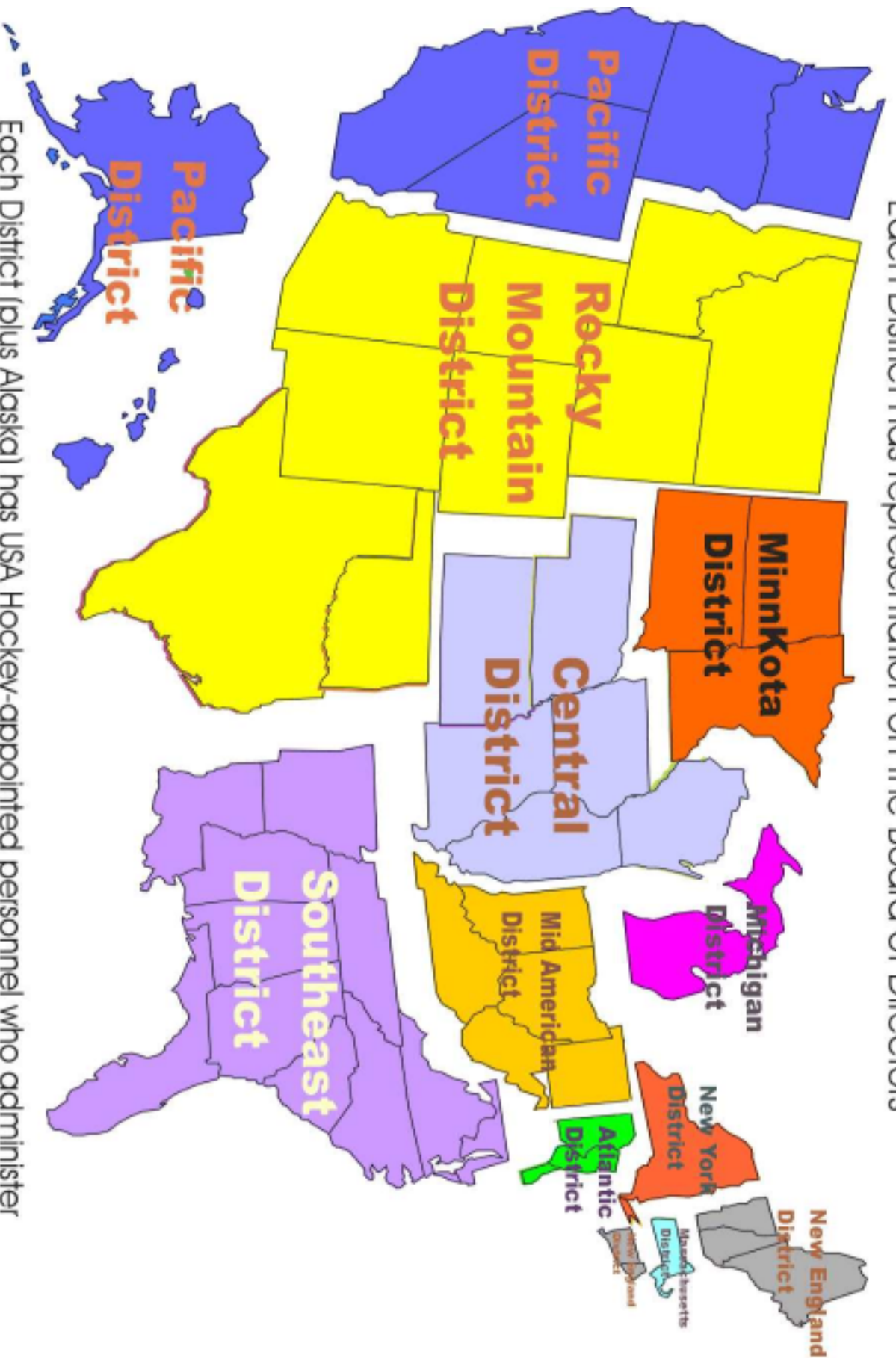
After Further Review

1. What is the difference between an Affiliate and a District?
2. What is the process and what are the qualifications for athletes to become Athlete Directors?
3. How do the U.S. Olympic Committee's rules affect the way that USA Hockey is governed?
4. Who or what holds final jurisdiction in suspensions and appeals?

Resources

USA Hockey Guide Book and www.usahockey.com

Each District has representation on the Board of Directors



Each District (plus Alaska) has USA Hockey-appointed personnel who administer hockey within that District: Registrar, Risk Manager, Coach-in-Chief, Referee-in-Chief, Initiation Program Administrator, ACE Coordinator and Girls/Womens Section Representative.

Appendix A

Becoming a USA Hockey Certified Coach

Coaching is a great way for ex-players to give something back to a sport that gave them a lot of enjoyment, and a chance for parents to enhance their child's involvement in the game by participating as well. Coaching can provide many advantages, which include:

Satisfaction: Coaches can be proud when their players improve in growth and development.

Player's Growth & Development: With good teaching and coaching, players can develop their individual hockey and team skills, grow socially, academically and as people.

Coach's Growth & Development: As a coach, it is satisfying to succeed in developing superior players and producing a successful season. Also, a coach can be satisfied by the impact he/she has on the lives of his/her players, which cannot be measured by wins and losses. All coaches become wiser, more mature and learn something new everyday.

Coaching Registration: All ice hockey coaches as well as instructors of USA Hockey programs shall be registered for the current season (before the start of the season) in order to be eligible to coach/instruct in any regular season activities (practices, clinics, games, tournaments, try-outs, etc.), State, District, Regional Playoff, National Championships or in the USA Hockey Player Development Programs. There will be an annual fee of \$25.00 to register the coaches (heads and assistants) and instructors. If a coach or instructor has paid a registration fee for the current year as a player he/she shall not be required to pay an additional fee as a coach or instructor.

Ice hockey coaches shall be registered on the official Team Roster Registration form. All registered coaches (heads and assistants) as well as instructors shall register through a Registrar, Associate Registrar or Junior Roster Manager by completing the information on the Individual Membership Registration Form with appropriate fee. All registered coaches (heads and assistants) as well as instructors shall receive a USA Hockey membership card, a subscription to the USA Hockey Magazine, the USA Hockey Annual Guide, the USA Hockey Official Playing Rules Book and insurance coverages (See Registration, Individual Players/Coaches/Instructors).

PLEASE NOTE: All USA Hockey Coaching Education Program Instructors, Initiation Program Instructors and Course Conductors as well as National Player Development Camp Coaches will be exempt from the \$25.00 annual registration fee, but must complete an Individual Membership Registration form.

It is strongly recommended that all coaches and instructors wear hockey helmets during on-ice sessions, including practices, controlled scrimmages and coaching clinics.

Registration, education and other requirements for inline coaches are as provided in the InLine Rules and Regulations.

Under-Age Coaches

(1) Student Coach

A player between the ages of 13 and 17 who is currently properly registered with USA Hockey.

(2) Qualifications

- Must attend a training session conducted by the local hockey association
- Must always be under the supervision of a carded, screened adult coach during all practices, clinics, try-outs and in the locker room
- May help out at practices, clinics, try-outs only. (May not participate in scrimmages or games as a STUDENT COACH)
- May not act as an assistant or head coach during practices or games
- May be on the bench during games with an adult
- Must wear a helmet with full face shield, gloves and skates while on the ice
- Must wear helmet during games while on the bench

- May only work with players at least one full playing age level down (e.g., a Pee Wee age player may act as a STUDENT COACH at the Squirt or Mite level)
- The organization that is using the STUDENT COACH must provide a form indicating on what team he/she is participating as a STUDENT COACH, and, if applicable, what team he/she is properly registered/rostered as a player. A model form is available on the usahockey.com web site.
- Upon reaching the age of 18, the STUDENT COACH must comply with the USA Hockey Screening Program and meet the USA Hockey Coaching Education Program requirements which will qualify him/her to act as an assistant or head coach

HOW TO BECOME A CERTIFIED COACH

You can become a certified coach by signing up for and attending a USA Hockey Coaching Clinic.

CLINICS

Clinics will be conducted for the different levels of certification. The Level 1 (Initiation), Level 2 (Associate), Level 3 (Intermediate) and Level 4 (Advanced) clinics will be organized and conducted by the District Coaching Program Director. Clinics for Level 5 (Master) and above will be organized by the USA Hockey National Office and will feature professional, collegiate and amateur coaches as instructors.

What will I Receive At the Clinic?

Manuals: Level specific manuals will be distributed to coaches attending a clinic.

Drill Books: Drill books or handouts will be provided for coaches at each clinic level. The drills provided will cover the topics that have been presented at the clinic.

Visual Aids: Visual aids will be developed to coincide with the progressive levels. Videotapes, slides and acetates will be produced and incorporated into clinics where appropriate.

Recognition: Recognition, in the form of a card and sticker will be presented to everyone who successfully completes a coaching certification level.

Clinic Fee Structure

Level 1 – Initiation	\$25
Level 2 – Associate	\$35
Level 3 – Intermediate	\$45
Level 4 – Advanced	\$150-300
Level 5 – Masters	TBA

Coaching Education Required Levels For Ice Hockey

USA Hockey requires that the following set of coaching education levels (found on page 90) must be the minimum criteria for districts and/or affiliates.

It must be clearly understood that coaching education requirements must be monitored and enforced by the districts or affiliates.

All coaches (head and assistant) must have the USA Hockey Coaching Education Program card by December 31 of the calendar year.

Education and Years of Coaching Prerequisite

Education and years of coaching prerequisite requirements are noted in the Coaching Education Chart. These requirements must be strictly adhered to.

Evidence of Level

Proof of coaching education level will be evidenced by a USA Hockey Coaching Education Card with appropriate dated verification sticker. This card must be carried by all coaches for all USA Hockey games. Before the start of each game, each coach must present their card to one another for verification of coaching education level.

If a coach cannot produce their current and up to date USA Hockey Coaching Education Card prior to the start of the first period, it must be noted on the official game score sheet and signed by the opposing coach.

Prior to the start of the game all coaches (Head and Assistant) present on the Bench are required to sign the designated area of the scoresheet in order to verify the accuracy of the playing roster, as it appears on the scoresheet, for

that game. In addition, effective January 1, 2004 all coaches (Head and Assistant) must include their USA Hockey Coaching Education Program (CEP) card number, their CEP level (1 - Initiation, 2 - Associate, 3 - Intermediate, 4 - Advanced or 5 - Master) and the year their CEP level was attained. The CEP card number, level and year attained shall be printed legibly and next to the signature of the coach.

Continuing Education Requirement

All coaches below Level 4 shall progress through the Coaching Education Program, attending a coaching clinic at least once every three years through Level 3 (Intermediate). After a coach has completed Level 3 (Intermediate), the coach shall do one of the following: attend another Level 3 (Intermediate) clinic within three years, take a USA Hockey Continuing Education Course within three years or attend a Level 4 (Advanced) clinic as per the Coaching Education Program Requirement chart. Once Level 4 (Advanced) is achieved, there is no further requirement for recertification. If a coach’s accreditation was received more than 3 years from the current calendar year, the card is rendered invalid/expired below Level 4 (Advanced) and a refresher course at the same level or attending a clinic at the next level is necessary for the accreditation to remain current. Districts may have stricter requirements.

Penalty and Enforcement

Beginning January 1, 2004 it will be the responsibility of the district/affiliate to determine if there should be any penalties imposed on an individual coach who fails to produce a current, up-to-date coaching education card with appropriate verification of level. It will also be the responsibility of the local association registering the team to enforce any penalties.

Coaching Ethics Code

All USA Hockey ice hockey coaches (head, assistant and instructors) must abide by the USA Hockey Coaching Ethics Code, and understand that violations may result in full or partial forfeiture of coaching privileges in programs, at sites or events under USA Hockey's governance. The Ethics Code Agreement states that the coach and/or instructor has read and will abide by USA Hockey's Coaching Ethics Code.

Ice hockey coaches and instructors only have to sign this commitment each hockey season. All coaches have an obligation to be familiar with USA Hockey's Coaching Ethics Code, or as it may be amended from time to time. Lack of awareness or misunderstanding of an ethical standard is not itself a defense to a charge of unethical conduct (See USA Hockey Coaching Ethics Code Booklet).

All registered USA Hockey ice hockey coaches (head and assistant) and instructors of USA Hockey programs must sign the Coaching Ethics Code Agreement in order to be eligible to coach or instruct in any regular season activities (practices, clinics, games, tournaments, tryouts, etc.), State, District, Regional, Playoff, National Championships or in the USA Hockey Player Development Program.

<u>Level of Play</u>	<u>Coaching Education Program Level</u>
Mites (all 8 and under programs)	Level 1
Squirts	Level 2 (prerequisite Level 1)
Pee Wees	Level 3 (prerequisite Level 1 and 2)
Bantams	Level 3 (prerequisite Level 1 and 2)
Midgets	Level 3 (prerequisite Level 1 and 2)
Midgets Tier I and Tier II (National Tournament Bound)	Level 4 (prerequisite Level 1,2 and 3)
High School	Level 3 (prerequisite Level 1 and 2)
Junior C	Level 3 (prerequisite Level 1 and 2)
Junior A & B	Level 4 (per individual league guidelines)
Girls/Women 10 & Under	Level 1
Girls/Women 12 & Under	Level 2 (prerequisite Level 1)
Girls/Women 14 & Under	Level 2 (prerequisite Level 1)
Girls/Women 16 & Under	Level 3 (prerequisite Level 1 and 2)
Girls/Women 19 & Under	Level 3 (prerequisite Level 1 and 2)

**NOTE: *Level 1 – Initiation Level 2 – Associate Level 3 – Intermediate
Level 4 – Advanced Level 5 – Master***

Specialized Workshops

Specialized workshops are offered to further enhance coaching skills and techniques relative to a variety of topics. Coaches who need re-certification at a designated level or are interested in expanding their knowledge may choose from a variety of topics:

Suggested Topics

Power Skating	Puckhandling	Shooting	Body Play/Contact
Goaltending	Defensemen	Forwards	Dryland Training and Conditioning

These workshops are scheduled according to the demand from coaches who wish to attend certain topic workshops. If interested in finding out more about hosting workshops, contact your local USA Hockey District Coach-In-Chief.

CLINIC TOPICS

Level 1 – Initiation

Level 1 is the introduction of the basic skills in hockey of skating, puck handling, passing, receiving, and shooting. The primary role in Level 1 is instructing the basic skills hockey to beginners. Topics include leadership qualities, communication, teaching skill progression and skill analysis. Four teaching progression practice plan manuals are provided to each coach attending the clinic. Clinics are held numerous times in all 11 USA Hockey Districts.

Training Topics

Criteria

Attendance at Level 1 Clinic

Coaching Development

Leadership	Communication	Teaching Skills
Skill Analysis	Lesson Organization	Principles of Safety

Player Development

Skating	Passing & Receiving	Puck Handling
Shooting		

Team Development

None

Achievement

Participation in group sessions

Identification

Coaching Education Program card with Level 1 sticker

Level 2 – Associate

The level 2 clinic involves the study of coaching skills such as the role of the coach, teaching techniques and practice organization; individual player skills such as skating, puck control, shooting, body play, goaltending and team development related to the basic concepts of offensive and defensive team play. Clinics are held numerous times in all 11 USA Hockey districts.

Training Topics

Criteria

Attendance at Level 2 clinic (8 hours)

Successful completion of Level 1

Coaching Development

Role of the Coach	Teaching Techniques	Practice Organization and Ice Utilization
Equipment and Injuries		

Player Development

Skating	Puck Handling	Passing and Receiving
Shooting	Body Play	Goaltending

Team Development

Basic concepts of offensive and defensive team play

Achievement

Assignments

Identification

Coaching Education Program card with Level 2 sticker

Level 3 – Intermediate

The Level 3 clinic involves the study of coaching psychology and physiology as they relate to hockey. Player development skills include body checking, overspeed skating and dryland training. Discussion will take place on team concepts and systems which include defensive, offensive and specialty situations. Clinics are held numerous times in all 11 USA Hockey districts.

Training Topics

Criteria

Attendance at Level 2 Clinic (8 hours)

Coaching Development

Role of the Coach

Psychology of Coaching

Ethical Issues

Practice and Drill Development

Player Development

Dryland Training Techniques

Checking

Overspeed Skating

Team Development

Off-Wing

Regrouping

Offensive Systems

Defensive Systems

Specialty Situations

Achievement Assignments

Identification

Coaching Education Program Card with Level 3 sticker

Level 4 - Advanced

The Level 4 clinic examines in great depth the psychological, motivational and teaching aspects of coaching young athletes, along with the physiological and conditioning requirements of training ice hockey players. It will also deal in-depth with more complex tactics and systems and Advanced levels of player skills and development. Clinics are held yearly in all 11 USA Hockey districts.

Training Topics

Criteria

Attendance at Level 4 clinic (3 days)

Successful completion of Level 3

Coaching Development

Teaching Techniques

Psychology of Coaching

Nutrition

Physiology and Conditioning

Player Development

Dryland Training Techniques

Individual and Positional Skills

Goaltending Dryland Training

Team Development

Offensive Systems

Defensive Systems

Special Situations

Advanced Systems of Modern
American Hockey

Achievement

Advanced level special project

Identification

Coaching Education Program Card with Level 4 sticker

Level 4 certificate

Level 5 – Master

The Level 5 clinic examines in great depth the physiological aspects of coaching young athletes. It also will take a more in-depth look at systems of team play and player skill development at the international level.

Daily, small-group breakout sessions occur that addresses present day hockey issues with an assigned leader. The Level 5 clinic is held every two years at a designated regional site.

Training Topics

Criteria

Successful completion of Level 4

Possible criteria – nomination and selection

Coaching Development

Psychology of Coaching Elite Athletes

Physiology and Conditioning

Player Development

Training Techniques for Elite Players

Advanced Individual and Positional Skill Development

Team Development

Advanced Tactics

Advanced Systems for Offensive Systems

Advanced Systems for Defensive Systems

Advanced Systems for Special Systems

Achievement

Thesis/Research Project

Identification

Coaching Education Program Card with Level 5 sticker

Level 5 Certificate

COACHING PROGRAM PERSONNEL

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TBA

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Appendix B

BECOMING AN ICE HOCKEY OFFICIAL

USA Hockey is the internationally recognized governing body for the sport of ice hockey in the United States. The program registers over 26,000 officials throughout the country. The officials work all sanctioned games and tournaments ranging from youth levels to Olympic-level competition. This program also provides elite officials the means and opportunity to move on to collegiate, international and minor professional levels as well as to the National Hockey League.

PHYSICAL DEMANDS: Moderate to high. Officials must be able to skate, and must be in appropriate physical condition to keep up with the level of play.

INITIAL TRAINING: All officials must attend a USA Hockey Officiating Seminar each season. The Seminars include classroom and on-ice training. There is no charge for these Seminars, and there are over 350 Seminars held throughout the country. The Seminar programs are specifically designed for entry-level participants as well as intermediate and Advanced officials. All officials are required to pass an open-book exam.

INITIAL EQUIPMENT: Hockey skates, black hockey helmet, finger-type whistle, official's sweater and black trousers are required. Estimated cost = \$300 - \$400.

Elbow pads, supporter and cup, shin guards and girdle pads are recommended for actual games. Estimated cost = \$175-\$250. Many people currently involved in hockey will have some of this equipment. Some current officials or local officials associations have "second-hand" equipment to help new officials get started. You can also contact Officials Warehouse, the official equipment supplier to the USA Hockey Officiating Program at www.officialswearhouse.com for information on their reasonably-priced "starter packages."

REGISTRATION AND FEES: USA Hockey's national registration fee for Level 1 officials (entry level) = \$35. Local Districts throughout the United States may also have registration fees from \$5 to \$25. You are provided with training manuals, classroom and on-ice instruction, a Rule Book and the open-book test.

GAME FEES: Some programs utilizing beginning officials offer no pay. The range can be from \$5 to over \$80 for the most competitive games with the most experienced officials.

HELP AND ASSISTANCE: Information can be obtained from local officials, rinks, local youth hockey programs, a local hockey officials association or USA Hockey.

ANNUAL RECERTIFICATION: All officials must attend a USA Hockey Officiating Seminar each season in order to be sanctioned for that season. The Seminars include about six hours of classroom instruction and about two hours of on-ice instruction. Officials must pass an open-book test each season. Returning officials (Level 2, Level 3 and Level 4) must also pass a closed-book test. Level 4 officials must pass a skating test.

CLIMBING THE LADDER: Local assignors, officials associations or youth hockey programs can help you make the contacts to receive game assignments.

UPGRADING: After successfully completing the registration process and working one season at Level 1, an official may apply for Level 2 the next season. After working at Level 2 for one season, the official may apply for Level 3 the following season. In addition to taking the open-book test, the Level 2 and Level 3 official must take a closed-book test. If successful at Level 3, the official may apply for Level 4 the next season. A prospective Level 4 official must take the open-book test, a closed-book test, a skating test and must have been evaluated at least once that year through the USA Hockey Evaluation Program. Level 4 officials can work as Referees at the highest levels of competition.

Through the USA Hockey Officiating Program, officials can be guided to move on to High School (National Federation or USA Hockey), NCAA, international competition (IIHF), minor pro and the National Hockey League. USA Hockey runs Regional, National, Select and Elite Development Camp programs to assist officials in moving up the officiating ladder.

USA Hockey also runs District Officiating Seminars and Instructor Training Sessions as well as the local seminars to help grass-roots officials maintain and improve their skills.

Appendix C

USA Hockey's Screening, Abuse and Harassment Policies

USA HOCKEY SCREENING POLICY

It is the policy of USA Hockey that it will not authorize or sanction in its programs that it directly controls any volunteer or employee who has routine access to children (anyone under the age of majority) who refuses to consent to be screened by USA Hockey before he/she is allowed to have routine access to children in USA Hockey's programs. Further, it is the policy of USA Hockey that it will require the affiliates to adopt this policy as a condition of its affiliation with USA Hockey.

A person may be disqualified and prohibited from serving as an employee or volunteer of USA Hockey if the person has:

- 1) Been convicted (including crimes the record of which has been expunged and pleas of "no contest") of a crime of child abuse, sexual abuse of a minor, physical abuse, causing a child's death, neglect of a child, murder, manslaughter, felony assault, any assault against a minor, kidnapping, arson, criminal sexual conduct, prostitution-related crimes or controlled substance crimes;
- 2) Been adjudged liable for civil penalties or damages involving sexual or physical abuse of children;
- 3) Been subject to any court order involving any sexual abuse or physical abuse of a minor, including but not limited to domestic order for protection;
- 4) Had their parental rights terminated;
- 5) A history with another organization (volunteer, employment, etc.) of complaints of sexual or physical abuse of minors;
- 6) Resigned, been terminated or been asked to resign from a position, whether paid or unpaid, due to complaint(s) of sexual or physical abuse of minors; or
- 7) Has a history of other behavior that indicates they may be a danger to children in USA Hockey.

USA HOCKEY SEXUAL ABUSE POLICY

It is the policy of USA Hockey that there shall be no sexual abuse of any minor participant involved in any of its sanctioned programs, its Training Camps, Hockey Clinics, Coaches Clinics, Referee Seminars, Regional and National Tournaments or other USA Hockey events by an employee, volunteer or independent contractor. Sexual abuse of a minor participant occurs when an employee, volunteer or independent contractor touches a minor participant for the purpose of causing the sexual arousal or gratification of either the minor participant or the employee, volunteer or independent contractor. Sexual abuse of a minor participant also occurs when a minor player touches an employee, volunteer or independent contractor for the sexual arousal or sexual gratification of either the minor participant or the employee, volunteer or independent contractor, if the touching occurs at the request or with the consent of the employee, volunteer or independent contractor.

Neither consent of the player to the sexual contact, mistake as to the participant's age, nor the fact that the sexual contact did not take place at a hockey function are defenses to a complaint of sexual abuse. Upon proof of a violation of this policy, the violator will be permanently banned or suspended from USA Hockey sanctioned programs and/or the programs of its Affiliate Associations.

USA HOCKEY PHYSICAL ABUSE POLICY

It is the policy of USA Hockey that there shall be no physical abuse of any participant involved in any of its sanctioned programs, its Training Camps, Hockey Clinics, Coaches Clinics, Referee Seminars, Regional and National Tournaments or other USA Hockey events by any employee, volunteer or independent contractor. Physical abuse means physical contact with a participant that intentionally causes the participant to sustain bodily harm or personal injury. Physical abuse also includes physical contact with a participant that intentionally creates a threat of immediate bodily harm or personal injury.

Physical abuse does not include physical contact that is reasonably designed to coach, teach or demonstrate a hockey skill. Permitted physical conduct may include, but is not necessarily limited to, shooting pucks at a goaltender, demonstrating checking and other hockey skills, and communicating with or directing participants during the course of a game or practice, by touching them in a non-threatening, non-sexual manner.

PREVENTION RESOURCES AVAILABLE FROM YOUTH-SERVING ORGANIZATIONS

Big Brothers/Big Sisters of America, 230 North 13th Street, Philadelphia, PA 19017

EMPOWER - Child Sexual Abuse Education and Prevention

Manual - \$55.00 Introduction videotape for the program - \$25.00

Boy Scouts of America, Attn: Marilyn Herrington, 1325 West Walnut Hill Lane, Irving, TX 75015-2079

A Time to Tell -28 minute video on sexual abuse prevention for boys 11 to 14 years of age - \$19.95

It Happened to Me - 30 minute video on sexual abuse prevention for boys 6 to 9 years of age - \$19.95

Broken Hearts Foundation for Prevention of Child Sexual Abuse, P.O. Box 2864, North Canton, OH 44720-4903

Some Touch is Good, Some Touch is Bad, A booklet for parents to use with young children - \$5.00

Committee for Children, 172 20th Avenue, Seattle, WA 98122 - *Contact for information*

Girls Incorporated, National Resource Center, 441 W. Michigan Street, Indianapolis, IN 46202

Kid-Ability: Self Protection and Sexual Abuse Prevention for Children For Kids' Sake

31678 Railroad Canyon Road, Canyon Lake, CA 92587 - *Contact for Catalog*

Set of child abuse prevention information for parents provided to your organization to reprint - FREE

Kidsrights, 10100 Park Cedar Drive, Charlotte, NC 28210, 1-800-892-KIDS

Contact for information - Variety of materials for children, teens and parents

Kempe National Center, 1205 Oneida Street, Denver, CO 80220

Childhood Sexuality: A Booklet for Parent - Contact for price

National Center for Missing and Exploited Children, 2101 Wilson Blvd. Suite 550, Arlington, VA 22201

1-800-843-5678 - *Contact for information*

National Clearinghouse on Child Abuse and Neglect Information, P.O. Box 1182

Washington, D.C. 20013-1182, 1-800-227-5242 - *Contact for information*

National Committee to Prevent Child Abuse, Fulfillment Center, 200 State Road, South Deerfield, MA 01373-0200

1-800-835-2671 - *Contact for information*

National Resource Center on Child Abuse, American Humane Society, Children's Division

63 Inverness Drive East, Englewood, CO 80112-5117, 1-800-227-5242 - *Contact for information*

National Resource Center on Child Sexual Abuse, 107 Lincoln Street, Huntsville, AL 35081

800-543-7006 - *Contact for information*

Appendix D

USA Hockey Multi-Media Resources

American Hockey Magazine – Ten (10) issues per year

USA Hockey General Information Brochures

Adult Hockey

Becoming an ACE Coordinator

Establishing A Good Relationship Between Coach and Parent

Girls' And Women's Ice Hockey

Hockey Parents – VIDEO

Hockey Talk

Initiation Program – Fun and Skills

Parents' Introduction To Youth Hockey

Junior Hockey

Sportsmanship

Teamwork

Two pocket folders (for USA Hockey)

USA Hockey Member Services/Insurance and Risk Management Services

Annual Report

Abuse and Screening Policies Manual

Annual Guide

Insurance Handbook

Member Brochure

Member Card (allied member)

Member Cards (player, coach, referee, member)

Registration Software User's Guide

Award Patches (Playmaker, Hat Trick, Zero Club)

USA Hockey Officiating Education Program

Off-Ice Officiating Manual

Official Playing Rules Handbook (Situation Handbook)

Officiating Crest

Officiating Manual – Basic

Officiating Manual – Intermediate

Officiating Manual – Advanced

Officiating Program Directory

Clinic Instructor's Manuals

Local Officials Association Handbook

Official Playing Rules

"Playing Within the Rules" - VIDEO

Skating Dynamics for Officials - VIDEO

STRIPES Newsletter (4 issues)

USA Hockey Body Contact for Non-Check Hockey- VIDEO

USA Hockey Penalty Guidelines -VIDEO

Scoresheets

USA Hockey Coaching Education Program

Skills Progression Manual

Coaches Manual – Intermediate

Coaches Manual – Associate

Practice Plan Manual – Mite

Practice Plan Manual – Squirt

Practice Plan Manual – Pee Wee

Practice Plan Manual – Bantam/Midget

Coaching Education Program Informational Brochure

National Hockey Coaches Symposium Brochure

National Hockey Coaches Symposium Certificates

National Hockey Coaches Symposium Signage

ACE Coordinator Handbook

Advanced Power Skating - VIDEO

Basic Skills

Bodychecking

Checking - VIDEO

Checking and Team Play

Coaches Checking Handbook

Coaches Drill Book

Coaches Ethics Handbook

Coaches Planning Book

Coaches Power Skating Handbook

Coaches Puck Control Handbook

Coaching for Character

Coaching Youth Hockey

DC Fun & Games on Ice II

Defensive Concepts

Defensive Skills -VIDEO

Fundamentals of Power Skating - VIDEO

Goalkeeping

Goalkeeping 1 - VIDEO

Goalkeeping 2 - VIDEO

Half-Ice Drill Book

Hockey Coach's Manual

Hockey Drill Book

Hockey Drills for Puck Control

Hockey Play Book

Initiation Program Manuals

Introduction to Body Contact

Passing & Receiving - VIDEO

Peak Performance (SET OF FOUR)

Practice Plan Manuals (SET OF FOUR)

Principles of Conditioning for Youth Hockey -VIDEO

Puck Control - VIDEO

Rink Diagram Notepads

Shooting & Scoring - VIDEO

Skills Progressions for Player and Coach

Strength and Conditioning

Strength Training for Hockey -VIDEO

Training for Leg Power and Quickness - VIDEO

Transition Defense to Offense

USA Hockey Adult and Youth Hockey Programs

National Champ. Media Operations Handbook

National Champ. Rules and Reg. Handbook – Adult

National Champ. Rules and Reg. Handbook–

Youth & Girls/Women

US Adult Classic Promotional Poster

Girls' Initiation Program Poster

Initiation Program Manuals

Zero Tolerance Poster

Serving The American Rinks (STAR)

Let's Play Hockey Brochure

Training Courses Booklet

Member Card and Carrier

Membership Postcard

Window Decal

Heads Up Hockey Program

Heads Up Hockey Informational Flyer
Heads Up Hockey Program Guide
Heads Up Hockey Kit (5 ITEMS)

USA Hockey InLine

High School Championship Postcards
National Championship Posters and Postcard
USA Hockey InLine Cup Promotional Poster
Member Brochure
Junior Inline Hockey Festival Brochure
Men's National Team Open Camp Brochure
National Champ. Corporate Partner Opportunities Brochure
National Championship Promotional Flyer
National Development Program Informational Brochure
Coaching and Officiating Clinic Application
League Sanction Agreement and Renewal
Learn-To-Play League Sanction Agreement
Member Cards (player, coach, referee)
Open Book Officiating Examination

Media Guides

USA Hockey InLine National Team
U.S. Men's National Team
U.S. National Junior Team

Heads Up Hockey Poster
Heads Up Hockey Quick Reference Guide
Heads Up Hockey Challenge Videotape

Referee Crest
Referee Reminder Postcards (2 versions)
Official Rules of USA Hockey InLine
Abuse and Screening Policies Manual
Advertisement (for external publications)
Establishing A Good Relationship Between Coach and
Parent Brochure
Fundamentals of Coaching InLine Hockey (Books I & II)
Fundamentals of Officiating InLine Hockey
Game Time Newsletter (4 issues)
InLine Report Newsletter (4 issues)
Parent's Education Manual
Skills Progression Manual
Two-Pocket Folder and Informational Inserts

U.S. University Select Team
U.S. Women's National Team

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- National** Committee to Prevent Child Abuse, Fulfillment Center, 200 State Road, South Deerfield, MA 01373-0200
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