



HOCKEY CANADA

**Development 1:
Coach Workbook — Online Component**

Version 1.2, 2022





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LIST OF WORKBOOK TASKS

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INTRODUCTION


YOUR COACH WORKBOOK

Welcome to the online component of your Development 1 training!

This workbook is for you to use during your online clinic. The workbook contains all the tasks your Learning Facilitator will assign during the online component, as well as material that will help you complete those tasks.

The workbook is organized in terms of the 6 modules in the online component:

Coaching skills,
3 modules



The workbook presents some or all of the following information for each module:

- **Follow-along:** The text of the slides your Learning Facilitator presents. This helps you follow along at the time and also serves as a reminder of the clinic's content that you can refer to later.
- **Tasks:** The tasks you complete during the clinic. These are in the Follow-along parts of the workbook right where your Learning Facilitator assigns them.
- **More information:** Supplementary information such as examples that will help you complete your tasks.
- **Hockey Canada resources:** Links to Hockey Canada resources on the module's topic.
- **Tools:** Forms and resources such as templates you can use in your own coaching.

COACHING SKILLS

TRANSFORMATIONAL COACHING

In this section:

- [Follow-along](#)
 - [Task #1](#)
 - [Task #2](#)
 - [Task #3](#)

Follow-along**Task #1**

Using the table *Example: Sample outcome and goals* as a guide, record one of your desired seasonal outcomes and two goals to help you achieve the outcome in the table *My outcome and goals*. Label each of your goals as either values-driven or performance-driven.

Example:**Sample outcome and goals**

| Sample outcome and goals | Values-driven or performance-driven? |
|---|---|
| <i>Example: I want to win the championships!</i> | <i>Performance-driven</i> |
| <i>Example, Goal 1: Finish with a win / loss record of 20-5</i> | <i>Performance-driven</i> |
| <i>Example, Goal 2: Finish with a PP/PK total of 110</i> | <i>Performance-driven</i> |

My outcome and goals

| My outcome and goals | Values-driven or performance-driven? |
|-----------------------------|---|
| Outcome: | |
| My Goal 1: | |
| My Goal 2: | |

Hockey Canada mission statement

- Lead, develop and promote positive hockey experiences.

Transformational coaching

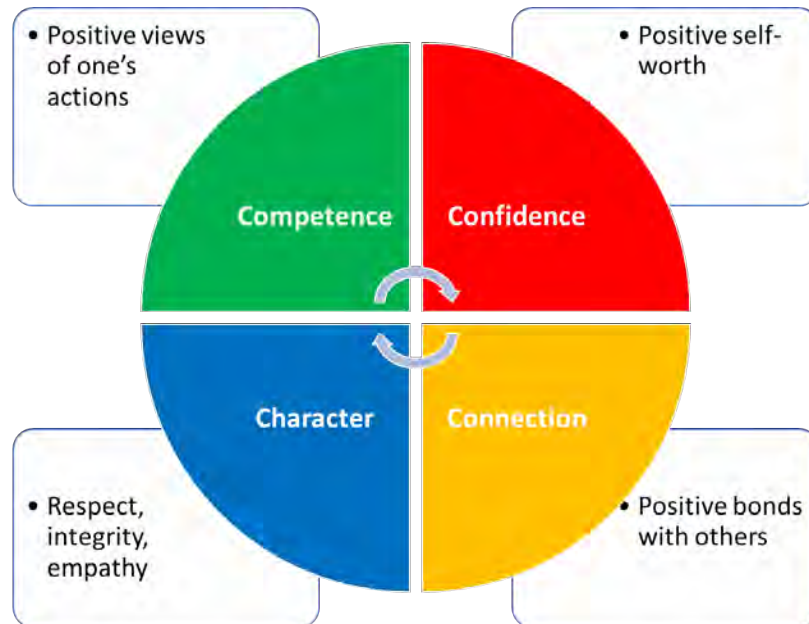
- An approach that builds on individuals' strengths to foster positive development (source: Bass & Riggio (2006); Turnnidge & Côté (2019))

Components of effective coaching

- 1 Professional – X's and O's
 - As MH coaches, this is our comfort zone, and we spend the majority of our time trying to develop this part of our coaching.
- 2 Interpersonal – Relationships between people
 - We focus mainly on relationships with our players in this module, but we will also touch on other stakeholders, e.g., parents and officials.
- 3 Intrapersonal – Relationship with yourself
 - Our own core values, or "moral compass." We need to spend time reflecting on our values, as well as reflecting on professional and

interpersonal knowledge and behaviors. By reflecting on our coaching practice, we can improve the quality of MH experiences.

Athlete outcomes



Source: Côté et al. (2010).

Leadership styles

- **Toxic** – “You can’t do anything right; I’ve told you 5 times to keep your head up!!!”
- **Laissez-faire** – Not paying attention to the athlete, keeping your own head down.
- **Neutral** – “Head up...”
- **Transactional** – “If your head’s down one more time, you’ll do 15 laps.”
- **Transformational** – “Great seeing your head up on that play Hayden, it’s really important so you don’t get injured.”

11 behaviors The 11 behaviors of transformational coaching

- Four “buckets”

Build trust and respect

- Show vulnerability and humility
- Lead by example

Inspire and motivate

- Discuss goals and expectations
- Express confidence in players’ capabilities
- Provide meaningful tasks and roles
- Apply a collective vision in practice

Inspire and motivate

- Tim Hortons' mission statement
 - "To deliver superior quality products and services for our guests and communities through leadership, innovation, and partnerships."
- Tim Hortons' vision statement
 - "To be the quality leader in everything we do."
- Tim Hortons' values
 - Make a difference
 - Customer first
 - Personal excellence
 - Cooperation
 - Stewardship

Involve players in learning

- Focus on the learning process
- Ask players for their input
- Share some leadership/decision-making responsibilities

Show you care

- Recognize individual roles and contributions
- With all your players, express interest in their world outside hockey

Task #2

The scene is a practice of Duke University's women's basketball team. After a hard practice, a player is deflated, exhausted...the player is sitting in a chair on the side of the court, the coach squats down to talk to the player...

Read through the resulting conversation between player (P) and coach (C) in the left-hand column. After you read each "bolded" sentence, put a checkmark in the right-hand column beside the behavior that best matches the sentence.

| Conversation ¹ | Behavior (Buckets/Groupings) |
|--|---|
| C: Keep pushing yourself to that point... I know it's really hard... | <input type="checkbox"/> Build trust and respect <input type="checkbox"/> Inspire and motivate <input type="checkbox"/> Involve players in learning <input type="checkbox"/> Show you care |
| But, the gains you get from it are awesome... | <input type="checkbox"/> Build trust and respect <input type="checkbox"/> Inspire and motivate <input type="checkbox"/> Involve players in learning <input type="checkbox"/> Show you care |

¹ This conversation is a transcript of a video retrieved from <https://twitter.com/DukeWBB/status/1373004783167045632> on April 29, 2021.

| Conversation ¹ | Behavior (Buckets/Groupings) |
|---|--|
| <p>The more times you do it, the more power you have in that...</p> <p>Because, you're not afraid of it...</p> <p>A lot of people are afraid of pushing themselves to that point...</p> <p>And if you no longer fear that, in life, then you're so powerful...</p> <p>Because nobody can scare you, nobody can make you afraid of it...</p> <p>And that's the whole thing, you spend every day with that...</p> <p>You scared of anything, you scared of anything when you were little?</p> | <p>() Build trust and respect</p> <p>() Inspire and motivate</p> <p>() Involve players in learning</p> <p>() Show you care</p> |
| <p>Not scared of the dark, not scared of animals, anything like that?</p> <p>I'm scared of all of those things...</p> | <p>() Build trust and respect</p> <p>() Inspire and motivate</p> <p>() Involve players in learning</p> <p>() Show you care</p> |
| <p>But then I got a dog. and I was with it every day...</p> <p>And all the sudden I wasn't scared of dogs anymore...</p> <p>People, with their fears, what they do is avoid them...</p> | <p>() Build trust and respect</p> <p>() Inspire and motivate</p> <p>() Involve players in learning</p> <p>() Show you care</p> |
| <p>So they are always scared of them...</p> <p>Because they never come into contact with it...</p> <p>The more you come into contact with it, with something that's uncomfortable...</p> <p>The more familiar you get with it...</p> <p>It becomes less scary...</p> <p>It becomes more approachable...</p> <p>And you become more willing...</p> <p>To push yourself to that...</p> <p>That's all this is...</p> <p>You've gotta approach this...</p> <p>You've gotta come to this point...</p> | <p>() Build trust and respect</p> <p>() Inspire and motivate</p> <p>() Involve players in learning</p> <p>() Show you care</p> |
| <p>Every time you work out...</p> <p>So now it won't be as scary for you...</p> | <p>() Build trust and respect</p> <p>() Inspire and motivate</p> <p>() Involve players in learning</p> <p>() Show you care</p> |

| Conversation ¹ | Behavior (Buckets/Groupings) |
|---|--|
| <p>It won't be as unattainable for you...</p> <p>That's like the secret, that's the real secret...</p> <p>That's the secret to all great players, they push themselves...</p> <p>To the point you're pushing yourself on the court...</p> <p>Have you ever pushed yourself to this point?...</p> | <p>() Build trust and respect</p> <p>() Inspire and motivate</p> <p>() Involve players in learning</p> <p>() Show you care</p> |
| <p>P: Not consistently...</p> <p>C: Not doing that consistently, leads to inconsistent results...</p> <p>Pushing yourself to this point consistently, leads to consistent results...</p> <p>Great job, it's hard to do, you're doing it...</p> | <p>() Build trust and respect</p> <p>() Inspire and motivate</p> <p>() Involve players in learning</p> <p>() Show you care</p> |
| <p>So keep it up, Monday be ready to go...</p> | <p>() Build trust and respect</p> <p>() Inspire and motivate</p> <p>() Involve players in learning</p> <p>() Show you care</p> |

Task #3

Write your outcome from Task #1 in the table below. Now provide two values-driven goals to help you achieve that desired seasonal outcome.

Note: If all your goals were values-driven, feel free to go get a snack, stretch your legs, and wait for the next module — it will start in about 5 minutes.

| |
|-----------------------|
| Outcome from Task #1: |
| Values-driven Goal 1: |
| Values-driven Goal 2: |

Transformational coaching

| Transformational coaching: | | |
|---|---|--|
| An approach that builds on individuals' strengths to foster positive development | | |
| 3 components | 4 athlete outcomes | 5 leadership styles |
| <ul style="list-style-type: none"> Professional Interpersonal Intrapersonal | <ul style="list-style-type: none"> Competence Confidence Connection Character | <ul style="list-style-type: none"> Toxic Laissez-faire Neutral Transactional Transformational |
| 11 behaviors | | |
| <ul style="list-style-type: none"> Show vulnerability and humility Lead by example Discuss goals and expectations Express confidence in players' abilities Provide meaningful tasks and roles Apply a collective vision in practice | | <ul style="list-style-type: none"> Focus on the learning process Ask players for their input Share some leadership/decision-making responsibilities Show interest in your players' lives Recognize individual roles and contributions |

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TEAM CULTURE

In this section:

- [Follow-along](#)
- [More information](#)

Follow-along

Team culture 101

- Team culture is the collective behavior of individuals that are part of an organization or team

Benefits of team culture

- Establishes direction
- Clarifies expectations
- Makes for effective decisions
- Makes for effective communication
- Provides a formal basis for evaluation
- Players build it, players own it!!

Team culture together

- Minor Hockey Association values
- Coaches' philosophy and values
- Your staff's values
- Your players' values
- Team vision and identity
- Goals and outcomes

More information

Prepare the team values, vision, and goals – The big picture

Process – Keeping the end in sight – Keeping the future in front

Answer the question, “Where do we want to be?”. All plans begin with a vision of what can be. They are our dreams and we dream big. We dream of winning gold medals not just making the playoffs. Visions are based on core values. Values are qualities that we hold dear. Often, they form the foundation of our beliefs, attitudes, and behaviors. They are statements of our principles, or standards, of behavior. They are our judgments as to what will be important to our team this year.

Example of core team values for hockey

- Open and clear communication: Enthusiastic, positive, consistent, and demanding but considerate
- Trust: Reliability, confidence, belief, faith
- Accountability: Ownership, being responsible, being in the here and now, working for solutions rather than looking for fault, solving problems rather than judging

Example of a team vision

Team Vision: “Teamwork for excellence – athletes, leaders and citizens”

Our team will be a hard-working group of skilled athletes who are committed to the team vision, the team goals, and to one another. We will be coachable, adaptable, and flexible, and we will be willing to accept roles and execute them to the best of our ability. We will play an “in your face” style of hockey built on a foundation of passion and intelligence. Because of our passion, we will be prepared to pay the price for success, and we will be able to bounce back quickly from adversity. We will be known for our self-discipline, desire, and determination. In the community, we will be seen as leaders and role models.

Planning goals

Examples of expected outcomes

- Ultimately: Win the tournament
- Primary: Make the medal round
- Secondary: Enjoy the experience; make friends, grow as individuals

Examples of goals:

| What must we BE to succeed? | What must we DO to succeed? | What must we HAVE to succeed? |
|--|--|--|
| <ul style="list-style-type: none"> ■ Skilled ■ Character people ■ Committed ■ Passionate | <ul style="list-style-type: none"> ■ Work hard ■ Execute under pressure ■ Improve skills ■ Commit to the team ■ Prepare <ul style="list-style-type: none"> ◆ Physical ◆ Mental ◆ Technical/Tactical ◆ Team | <ul style="list-style-type: none"> ■ A plan ■ Trust and support ■ Team atmosphere ■ Leadership ■ Organization |

Sample checklist for planning a team-building event

Place a checkmark in the Yes column for each item you've completed.

| Item No. | Activity | Yes |
|--|---|-----|
| Purpose | | |
| 1 | Ensure aims and outcomes of team-building event are clear | |
| 2 | Design and review the team-building activity | |
| 3 | Decide how long the event will last | |
| 4 | Identify success measures | |
| 5 | Consult team members, and act on feedback before event | |
| Logistics for the event | | |
| 6 | Establish budget | |
| 7 | Identify suitable date | |
| 8 | Establish venue requirements – size of rooms, layout, location, etc. | |
| 9 | Book a venue | |
| 10 | Identify and organize resources required – AV requirements, flipcharts, markers, etc. | |
| 11 | Prepare the program and agenda | |
| Organizing the participants | | |
| 12 | Send information and invitations to team members | |
| 13 | Assign responsibilities for tracking responses | |
| 15 | Consider group make-up if there will be small-group breakouts | |
| 14 | Issue agenda | |
| Executing the team-building event | | |
| 16 | Explain process to team | |
| 17 | Check that everyone understands objectives | |
| 18 | Check team members' expectations | |
| 19 | Identify benefits of event to individuals and team | |
| 20 | Run event | |
| 21 | Debrief event | |
| 22 | Agree on action plan for next steps | |
| Follow-up | | |
| 23 | Circulate agreed-on action plan to team members for feedback | |
| 24 | Revise action plan as needed | |
| 25 | Schedule follow-up meetings as needed | |

Example of team culture together

Here's an example of how one team specified its mission and values to help clarify and maintain its team culture.

Team mission

We, the players, and staff, commit to the common goal of becoming League champions. We commit to the process we all must follow to achieve this common goal. We commit to establishing a culture of professionalism and being the best prepared team. We will hold ourselves and each other accountable to our mission, team blueprint and to the expectations we must place upon ourselves for success.

Team blueprint

| | |
|---------------------|--|
| Professional | <ul style="list-style-type: none"> ■ Represent the team and club with maturity and character ■ Respect the game. Play with character. ■ Take responsibility...accept accountability ■ Meet and fulfill expectations ■ TEAM first...no personal agendas ■ Be leaders in every aspect...on ice and off ■ Control emotions. Channel your energy for positive outcomes. ■ Commit...to our mission...to the team...to each other ■ Trust in the team...trust in the coaching |
| Preparation | <ul style="list-style-type: none"> ■ Maintain all equipment in good working condition ■ Arrive with all equipment for training, practice and games ■ Manage your time...arrive on time...be ready ■ Care for your health (proper nutrition, hydration, and rest) ■ Study materials provided to you in the team's Google Drive ■ Know your role...know our structure ■ Practice with the focus and preparation of a game ■ Watch video of our games...watch NHL games ■ Create personal routines for game days and practices ■ Create a positive attitude...be a "never give up" player |

| | |
|--------------------|---|
| Performance | <ul style="list-style-type: none"> ■ Play as a team...play with commitment to our mission and process ■ Play with awareness...see the game around you and react ■ Play within team structure...with discipline...with good habits ■ Play 200ft...committed in all three zones ■ Play hard/fast without the puck...commit to the defensive game ■ Pressure pucks with aggressive speed and intensity ■ Create speed with the puck...fast/hard passes...quick up ice ■ Pucks to net quickly - bodies to net quickly and hard ■ Move feet quickly. Skate hard...HUNT. ■ Win puck races...be 1st!! Win puck battles...be aggressive. ■ Own the front of both nets...defend our house hard ■ Backcheck! Backcheck! Backcheck!...be relentless. ■ Own the boards and the dirty areas...without hesitation ■ Manage ice time and make smart changes at proper times ■ Make in game adjustments...commit to them...trust them |
|--------------------|---|

Team Protocols and Expectations

Professional

- 1 Players will dress for all team activities (practice, dryland, meetings, meals, etc.) in an appropriate manner. Attire will be clean, neat, and tidy at all times. No ball caps.
- 2 Dress code for all games (or when directed for other team activities) will be shirt and tie, dress pants, dress shoes and socks and a team jacket. Team toques can be worn on cold days.
- 3 Players will be expected to maintain proper conduct at all times when representing the team. This is not limited to public spaces but also includes private areas such as dressing rooms, hotel rooms, etc. This expectation and standard of conduct will apply to practices, games, dryland, travel, etc.
- 4 Player conduct on the ice will be expected to be respectful of the game. Respect to the opponent, on and off ice officials, coaches, fans, and teammates will be required and disrespect will not be tolerated.

Preparation

- 1 All players will maintain a warm up kit in their equipment bag at all times that contains sneakers, team shorts, team shirt(s) and foam roller. Warming up prior to all practices and games will be part of the program.
- 2 All players will attend practice and games with minimum 2 sticks, water bottle, hockey gear in proper working condition.
- 3 Practice timing and protocols:

- 45 minutes - players present in the dressing; changing into warm up kit
 - 40 minutes - team warm up starts
 - 10 minutes - all players dressed and ready for pre-ice
- 4 Game timing and protocols:
- 60 minutes – players in the dressing room; changing into warm up kit
 - 50 minutes – team warm up
 - 30 minutes – pre-game with coaches
 - 5 minutes – players ready for game; starting line up
- 5 Players are expected to abide by proper guidelines for nutrition, hydration and rest as provided by the team. Players need to arrive at training and competition events properly rested, hydrated, and fed and need to take responsibility for this part of their development.
- 6 Players are expected to plan for their post training/game nutrition and hydration. They will come to training sessions and games with the proper sport drinks and or nutrition to replenish the body within the first 30 minutes of training or competing.
- 7 All players are expected to maintain and improve their flexibility at home following the stretching program provided by the team.
- 8 All players will undergo periodic fitness testing throughout the season.

Performance

- 1 Players will be expected to break bad habits, replace with good habits, and bring those good habits into practice and games. Continued use of bad habits will impact ice time and/or roles within games.
- 2 High work rates and effort levels will be an expectation in all practices and games. Players that do not compete and work at high levels will have ice time reduced and/or roles diminished.
- 3 All players will be expected to execute within structures and game plans outlined by the coaching staff. Creativity can exist within these structures and plans. Players that are unwilling to play within the team structure or plan will have ice time reduced and/or roles diminished.
- 4 Players will be expected to make in game adjustments and change their roles on cue from the coaching staff. Players unwilling to make these necessary changes will have ice time reduced and/or roles diminished.
- 5 Players will be expected to play for the benefit and outcome of the team, not for personal rewards and recognition. Players that do not play for the team and are deemed to be playing for themselves will face reduced ice time and/or have their roles diminished.

Miscellaneous

- 1 Decisions to remove injured players from practice or games will rest solely with the trainer and head coach. We will not hesitate to err on the side of caution and ask for full cooperation when we make such decisions.

Injury reports will be completed by the team trainer and provided to the player's family for completion by the physician.

- 2 A player's return to play after an injury will follow the club's return to play policy. Proper sign off by a physician will be required for clearance along with details on the physician's prescription for rehab and integration back into full competition.

COMMUNICATION

In this section:

- [Follow-along](#)
 - [Task #1](#)
- [More information](#)

Follow-along

Stakeholders

Stakeholders in hockey programs include:

- Staff
- Players
- Parents
- Officials
- Opposition coaches
- Arena attendants
- Scouts/Recruiters (u15 and up)
- Media (u15 and up)

What is communication?

- Communication is an exchange of information.
- When we communicate, we *send* or *receive* information such as feedback:
 - We *send* information to another person, and we use our communication skills to *link* to that person.
 - We *receive* information from other people, and we use our communication skills to better read and understand what they mean.
- Feedback can be specific, positive, and effective. It can also be vague, negative, and ineffective.

Types of communication

- Verbal
 - Use language appropriate for the age and level
- Non-verbal
 - Be aware of the messages your body is sending
- Listening
 - Let people complete their thoughts
- Written
 - Key teaching and execution points on a drill sheet
- Visual
 - Time spent on the rink board / iPad / tablet

Effective communication skills

- Being:
 - Enthusiastic
 - Positive
 - Consistent
 - Demanding but considerate
- Listening actively
- Giving effective feedback
- Explaining contributions
- Treating players as individuals

The power of communication

| Confidence builders | Confidence busters |
|-----------------------|--------------------------|
| ■ We can | ■ We can't |
| ■ We will | ■ If |
| ■ Expect the best | ■ Doubt |
| ■ Commit | ■ Try |
| ■ We know | ■ We don't think |
| ■ We'll make the time | ■ We don't have the time |
| ■ Positively | ■ Maybe |
| ■ I'm confident | ■ I'm afraid of |
| ■ I believe | ■ I don't believe |
| ■ Anything's possible | ■ It's impossible |

Communication concerns in the game

- Social media – not knowing/following MHA and HC policies
- Coaches talking the game – standing, screaming, directing, over-coaching
- No visual cues – lack of whiteboard
- Talking to players in DR without sitting – back turned, no eye contact, abuse of power
- Body language – arms flailing, negative gestures, profane gestures
- Inappropriately addressing players – put-downs
 - Bench honor: Coaches don't talk/yell at/challenge the other team's players
- Profanity – obvious! zero tolerance!
- Post-game comments – replaying game, highlighting mistakes, demoralizing players

- Disrespectful communication with players and opposing coaching before/during/after play
- Disrespectful communication with officials

Communication with officials

- Always address officials at ice level
 - Step down off the bench
 - Eye-to-eye contact
 - Good body language
 - Calm demeanor
- Shared respect
 - Avoiding abuse and harassment
- Who and when
 - Bench staff
 - Team leader (captains)?

A communication plan

Here are some examples of the kinds of communication you could have with the stakeholders in your hockey program:

- Staff (staff meetings, written set of roles and responsibilities)
- Players (one-on-one interviews or team builders)
- Parents (team meetings, fair play codes)
- Officials (off-ice meetings, communication code of conduct)
- Club or association (invitations to team meetings, copies of seasonal plan)
- League (contact list, invitations to participate in league meetings)
- Arena attendants (seek assistance on Emergency Action Plan and adherence to rules or guidelines)
- Scouts/Recruiters (u15 and up) (team roster, team bios)
- Media (u15 and up) (team roster, news releases)

As you build your seasonal plan, you will need to specify the steps you will take to create open and clear channels of communication with the stakeholders in your hockey program. In other words, you will need to indicate when, how, and why you will communicate with those stakeholders.

Task #1

Your Learning Facilitator will assign stakeholders for this task.

Think about the first three months of a season (September to November). When during that period do you think it would make sense to communicate with the stakeholder(s) you were assigned?

Using the example in *italics* as a guide, fill in the table below the example to indicate when, how, and why you would communicate with the assigned stakeholder(s).

Example:

My stakeholder(s): Parents

| <i>I plan to communicate with my stakeholder(s)...</i> | | |
|---|---|---|
| <i>When?</i> | <i>How?</i> | <i>Why?</i> |
| <i>September</i> | | |
| <i>Early September</i> | <i>Sending an email to all parents</i> | <i>Explain what I expect of parents throughout the season</i> |
| <i>Late September</i> | <i>Having a meeting with team members and parents</i> | <i>Make plans for the coming season</i> |

My stakeholder(s): Enter name of stakeholder(s) here

| <i>I plan to communicate with my stakeholder(s)...</i> | | |
|---|--------------------|--------------------|
| <i>When?</i> | <i>How?</i> | <i>Why?</i> |
| September | | |
| | | |
| | | |
| October | | |
| | | |
| | | |
| November | | |
| | | |
| | | |

More information

Team meetings

Team meetings help you keep communication channels open. They also:

- Give you a chance to share your leadership skills
- Ensure that all stakeholders are aware of your coaching philosophy and plans
- Reinforce key team issues with parents

When should you meet?

Meetings should occur as often as necessary. Generally, the pre-season, mid-season, end of season, and other special occasions are the optimum times.

Pre-season meeting

Purpose

- Introduce coaching staff and summarize qualifications and responsibilities
- Present coaching philosophy
- Provide an overview of the seasonal plan, including skills to be taught
- Enlist the support of parents to handle various team duties
- Explain basic team rules and expectations of players, parents, and coaches

Mid-season meeting

Purpose

- Reinforce program's key points
- Introduce new ideas for the next part of the season
- Summarize current player development
- Solicit parent involvement for specific projects, e.g., tournaments

End-of-season meeting

Purpose

- Allow parents and players to evaluate the year, particularly program and player development, and to give coaches feedback about the season and plans for the upcoming season
- Give players opportunities to seek further development in the off-season
- Celebrate the season with an end-of-year social, including ribbons and trophies
- Always end the year on a positive note

Special meetings

Purpose

- Organize tournaments
- Plan fundraising projects
- Plan special events like team-building activities and community events

Conducting the first parent/coach meeting (after the team is formed)

Getting started (5 – 10 minutes)

- Introduce yourself, assistant coaches, manager, and trainer
- Give a brief explanation of the importance and purpose of the meeting

Coaching philosophy (10 – 15 minutes)

- Provide information on the goals and objectives of the program and discuss your expectations of the players
- Explain your coaching approach and coaching outcomes

Details of your program (10 – 20 minutes)

- Present specific information on the operation of your hockey program
- Discuss your expectations of the players and parents
- Give out copies of the Fair Play Codes

Your expectations of the parents (15 – 20 minutes)

- Organize a parents' committee to coordinate roles and responsibilities
- Let the parents participate, along with you and your support staff, in deciding the rules of parent conduct at games and team functions (e.g., parents, as well as coaches, should be positive role models for players)

Wrapping up (20 –25 minutes)

- Ask parents for further suggestions and/or comments
- Tentatively schedule next meeting

MAKE HOCKEY SAFE

MALTREATMENT

In this section:

- [Definition](#)
- [Why maltreatment?](#)
- [Responsibility of team personnel](#)
- [Rules 11.1 and 11.2](#)
- [Rule 11.3 – Spitting](#)
- [Rule 11.4 – Discrimination](#)
- [Rule 11.5 – Physical Harassment of Officials](#)
- [Change the culture](#)
- [Resources](#)

Definition

Maltreatment consists of acts that result in harm or the potential for physical or psychological harm. This includes but is not limited to physical, psychological, or sexual actions.

- Physical
 - Assault or unwanted physical contact
 - Non-contact behaviour, such as denying hydration or nutrition; providing alcohol to a participant under legal age, etc.
- Psychological
 - Verbal assaults or attacks
 - Unwanted physical contact
 - Denying attention or support
- Sexual
 - Unwanted contact of a sexual nature on any part of a person's body
 - Showing sexual videos or images
 - Unwanted conversation or teasing of a sexual nature

Why maltreatment?

- Hockey Canada believes that every person should have positive experiences in hockey.
- Maltreatment in any of its forms undermines the health, well-being, performance, and security of everyone associated with the game of hockey.
- Maltreatment is incompatible with the core values that lie at the heart of Canadian sport.
- It's easy to say that discrimination, harassment, and abuse have no place in our game... but we all play a role in making that a reality.
- We must all expect more from participants, our teammates, and ourselves. No excuses.

Hockey Canada's commitment

- Hockey Canada is committed to contributing to the physical, psychological, social, and spiritual health of individuals of varying abilities, backgrounds, and interests.
- Hockey Canada firmly believes that only when sport environments are safe and inclusive can these values be realized.
- Participants in Hockey Canada's programming should have the reasonable expectation that it will be in an environment that is accessible, inclusive and is free from all forms of maltreatment.

Note: More information on Hockey Canada's commitment to ridding the game of maltreatment can be found in its October 2020 policy on protection from and prevention of maltreatment, bullying, and harassment. The policy defines the

forms of maltreatment and harassment in detail, provides concrete examples of each, and discusses possible sanctions for violations of the policy. The full policy is available at <https://cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Downloads/2020/maltreatment-bullying-harassment-policy-e.pdf>.

Responsibility of team personnel

- Team personnel shall always be responsible for their conduct and that of their players.
- They must endeavour to prevent disorderly conduct before, during or after the game, on or off the ice and any place in the rink.
- Team personnel may be penalized for failure to fulfil their responsibilities.
- All team personnel have a duty to report any form of maltreatment. The obligation to report is an ongoing one and is not satisfied by making an initial report. The obligation includes reporting, on a timely basis, all relevant information of which the participant becomes aware. Participants may have a corresponding duty to report the offending behaviour to law enforcement, depending on the nature of the maltreatment.

Rules 11.1 and 11.2

- For years, Hockey Canada has emphasized the difference between emotion and abuse. The update of the playing rules codifies that difference in Rule 11.1 and Rule 11.2.
- Rule 11.1 – Unsportsmanlike Conduct is about emotion:
 - Unsportsmanlike behaviour occurs when a player, goaltender or team official challenges/disputes the ruling of the official(s).
 - Emotion is a natural expression of passion for the game that **may** cross the line, depending on the situation.
- Rule 11.2 – Disrespectful, Abusive, and Harassing Behaviour is about abuse:
 - This behaviour occurs when a player, goaltender, or team official uses disrespectful language or gestures directed to the Referee or any other individual.
 - *Disrespectful* is defined as actions or words deemed rude, unpleasant, inappropriate, or unprofessional and found to be offensive to others.
 - Abuse is unacceptable behaviour that **must** be penalized each and every time it occurs

How will Rules 11.1 and 11.2 be applied?

These rules are not only for interactions between participants and game officials.

We can and must penalize players and team personnel for comments or behaviours directed at one another that violate these rules.

| Rule | Behaviour | Penalty |
|-----------|--|---|
| Rule 11.1 | A player or team official challenges or disputes an official's call | Minor penalty |
| Rule 11.2 | A player or team official uses disrespectful or harassing language or behaviour toward an official | Misconduct penalty (player/goaltender) or a Bench Minor penalty (team official) |
| Rule 11.2 | A player or team official directs abusive or harassing language or behaviour toward an official | Misconduct or Game Misconduct penalty |

Rule 11.3 – Spitting

- There is no change to the existing playing rule.
- It was previously Rule 9.7 and has been re-categorized as Rule 11.3.
- Spitting must be penalized with a Match penalty.
- Given the current landscape of Covid-19, spitting is a point of focus for the 2021-22 season.

Rule 11.4 – Discrimination

- The primary focus of these changes is related to discriminatory language and actions in hockey.
- Eliminating discrimination from the game is part of officials' responsibility to prevent maltreatment.
- This rule pertains to both:
 - Incidents that are witnessed by an official
 - Incidents that are reported to an official by a participant

- The rule states:
 - Any player, goaltender or team official who engages in verbal taunts, insults or intimidation based on discriminatory grounds shall be assessed a Gross Misconduct penalty. Discriminatory grounds include the following, without limitation:
 - ◆ Race, national or ethnic origin, skin colour or language spoken
 - ◆ Religion, faith or beliefs
 - ◆ Age
 - ◆ Sex, sexual orientation or gender identity / expression
 - ◆ Marital or familial status
 - ◆ Genetic characteristics
 - ◆ Disability
- The basic text is the same as before but the list of grounds has been expanded... the spirit of the rule is that discriminatory language of any type has no place in hockey.
- The rule also specifies how reporting is to occur:
 - The Referee shall report the individual(s) by completing a Game Incident Report, including full details and submitting the Report to the appropriate Member or League delegate.
 - If an incident occurs that was not witnessed by the Officials and is reported to the Referee, the Referee shall report the individual(s) to an appropriate member of each team's bench staff.
 - The Referee shall complete a Game Incident Report, including full details and shall submit the Report to the appropriate Member or League delegate.

Rule 11.5 – Physical Harassment of Officials

- There are no substantive changes to the existing playing rule.
- The previous rule was Rule 9.6.
- The rule states that:
 - Any player, goaltender or team official who, before, during or after a game:
 - (a) threatens the well-being of a Referee, Linesperson or any Off-Ice Official.
 - (b) attempts to strike a Referee, Linesperson, or any Off-Ice Official.
 - (c) deliberately touches, holds, or pushes a Referee, Linesperson or Off-Ice Official; or
 - (d) deliberately strikes, trips or body checks a Referee, Linesperson or Off-Ice Official.
 - shall be assessed a Match penalty

- The rule also specifies how reporting is to occur:
 - The Referee shall report the individual(s) by completing a Game Incident Report including full details and submitting the Report to the appropriate Member or League delegate. Such player, goaltender or team official shall be suspended indefinitely pending investigation by the appropriate governing body.

Change the culture

- We all play a role in changing the culture of the game when it comes to discrimination.
- We must all work with administrators, parents and players to:
 - Support marginalized members of our sport to realize their full potential in a fair and safe environment
 - Help change the hockey culture and make it more inclusive to all Canadians
 - Call out discrimination, because it is the right thing to do.
- No more excuses – It is not part of the game.
- Change the culture!

Resources

- Hockey Canada Playing Rules
 - <https://www.hockeycanada.ca/en-ca/hockey-programs/officiating/downloads>
- Safety Requires Teamwork & Safety for All
 - https://cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Insurance/Downloads/safety_teamwork_e.pdf
- Respect in Sport
 - <https://www.respectgroupinc.com/respect-in-sport/>
- Safe Sport
 - <https://safesport.coach.ca/>
- Canadian Human Rights Act
 - <https://laws-lois.justice.gc.ca/eng/acts/h-6/>

SAFETY AND RISK MANAGEMENT

In this section:

- [Follow-along](#)
 - [Task #1](#)
- [Hockey Canada resources](#)
- [Tools](#)

Follow-along...

Definition

Risk management is the process by which an organization or team identifies, assesses, controls, and minimizes the risk of bodily injury or financial loss arising from its activities.

Why risk management?

Coaches assume both risks and responsibilities when they coach.

Players and parents expect:

- A safe environment
- A fun environment
- Overall due diligence

We meet these expectations by making risk management a priority.

Governments expect due diligence and responsible coaching.

Key terms

Negligence relates to a failure to meet the standards of behaviour that the law expects and refers to behaviour or action that falls below a “reasonable” standard of care.

A coach’s conduct is negligent when all four of the following conditions occur:

- 1 A duty of care exists (such as that which exists between a coach and a participant)
- 2 That duty imposes a standard of care that is not met by the coach
- 3 A participant, or other person, experiences harm
- 4 The failure to meet the standard can be shown to have caused or substantially contributed to the harm.

Standard of care is the level of attention and care a person should reasonably provide to another person under the circumstances. The law does not expect a coach to be perfect in their behavior, only that the coach be reasonable and act as other reasonable coaches would act in the same circumstances.

To determine what the standard of care is in any given circumstance involves looking to four sources:

- **Written standards** – these are government regulations, equipment standards, rules for a particular sport or facility, rules and policies from a sport governing body, coaching standards and codes of conduct, and other internal risk management policies and procedures.
- **Unwritten standards** – these are norms or conventions in a sport, an organization, or a facility that might not be written down, but are nonetheless known, accepted, and followed.

- **Case law** – these are court decisions about similar situations. Where the circumstances are the same or similar, judges must apply legal principles in the same or similar ways. Earlier decisions of the court are a guide, or precedent, for future decisions where the facts are similar.
- **Common sense** – this means simply doing what feels right, or avoiding doing what feels wrong. Common sense is the sum of a person's knowledge and experience. Trusting one's common sense is a good practice.

Due diligence is the care that a reasonable person exercises to avoid harm to other persons or their property. As a coach, you owe due diligence to all other stakeholders in the game, including parents, players, and the organization itself.

Liability refers to the responsibility for consequences of negligent conduct.

Responsibility may lie with the coach who was negligent, or with another person or entity entirely.

For example, an insurance policy transfers the financial liability for negligence to an insurance company. A valid waiver of liability agreement might eliminate liability entirely. An injured participant may be partially responsible for his or her injuries and thus may share liability with the negligent coach. And a sport organization may be vicariously liable for the negligent actions of its coach, whether he or she is an employee or a volunteer.

Identifying risks

Risk management for Hockey Canada and for you as a coach means 1) reviewing your team activities to identify and understand the risks being generated and 2) determining ways to minimize them:

- What can go wrong?
- How likely is it to go wrong, and what are the consequences if it does go wrong?
- How you can stop the situation from going wrong or reduce the consequences if it does go wrong?

The common ingredient in all team activities is common sense.

Steps in risk management

Hockey will always have a certain level of risk, but how we manage and control risk can help reduce the impact of risks in the hockey environment.

There are 5 steps to follow to manage risks effectively in the hockey environment:

- Step 1: Identify the activities your team will be participating in both at the rink and away from the rink (on-ice and off-ice).
- Step 2: Identify the risks connected with each activity (e.g., game, dressing room, arena parking lot, travel).
- Step 3: Assess the relative significance of all on-ice and off-ice risks. What risks do we as a team need to control?

- Step 4: Eliminate or minimize identified risks.
- Step 5: Provide protection, including insurance, against unavoidable risks.

Risk areas in hockey

There are many risk areas in the hockey environment and they can be grouped into four broad categories:

- 1 **Facilities.** This includes the dressing room, ice surface, hotels, meeting rooms, and other venues where sport and activity occur.
- 2 **Equipment.** This can include the on-ice and off-ice equipment used by athletes, players' equipment, and equipment used by the team coaches.
- 3 **Program.** Physical risks are an inherent part of hockey; some are desirable and thus reasonable, and others are not.
- 4 **People.** This is the human element, and it includes participants, staff, volunteers, directors, and spectators, all of whom can be unpredictable in their behavior and can make mistakes in carrying out their duties.

Your personal risk management plan

- Obtain your own insurance 1) if you are paid for your coaching services and your employer's liability insurance policy doesn't cover you or 2) if you are a volunteer coach. **You are insured as long as you are registered by your member, not by a private league.**
- Be familiar with and adhere to applicable standards, both written and unwritten, as well as internal policies and rules governing the facility, the sport, and your program.
- Monitor your participants' fitness and skill levels, emphasizing strong skill development, and teach new skills in a progressive fashion suitable to their age and skills.
- Never leave young participants unsupervised.
- Working with your team Safety Person or Trainer, keep adequate first aid supplies on hand; ideally you, as well as your Safety Person or Trainer, would be trained in first aid.
- Develop an Emergency Action Plan for the facility or site where you regularly hold practices or competitions.
- Carry with you, at all times, emergency contact numbers and participants' medical profiles.
- Inspect facilities and equipment before every practice and competition; take steps to ensure deficiencies are corrected immediately, or adjust your activities accordingly to avoid the risk.
- Trust your common sense and intuition!
- Actively pursue your own training, professional development, and coaching certification.

Related resources

- Learn about the warning signs for Sudden Arrhythmia Death Syndromes: <https://www.sads.ca/resources/information-for-coaches-educators/>

Team Safety Person or Trainer

Hockey Canada requires that all teams have a Safety Person or Trainer who has completed the Hockey Canada Safety Program (HTCP in Ontario). It is also recommended this person be certified in first aid and CPR as part of their overall knowledge base.

The Safety Person or Trainer plays a leadership role in the implementation of risk management.

Having a Safety Person or Trainer means that you have a person with a proactive, preventive approach to safety who is also prepared to react if accidents, injuries, or medical emergencies occur.

The Safety Person or Trainer has many responsibilities on the team including:

- Managing risk with your team
- Checking player equipment regularly
- Promoting proper stretching and conditioning
- Recognizing life-threatening injuries
- Recognizing injuries requiring removal from action
- Referring players to a medical professional when required
- Coordinating the safe return to play
- Promoting healthy lifestyles
- Facilitating communication with players, parents, and coaches
- Acting as a Safety Person for both teams and injured game officials when necessary
- Assisting the coach in creating an Emergency Action Plan for your team

Emergency Action Plan

- An Emergency Action Plan (EAP) is a plan for responding to emergency situations. It is designed by the coach with their Safety Person or Trainer.
- The idea behind the plan is that it will help the coach, the Safety Person or Trainer, and other volunteers to respond in a professional and clear-headed way if an emergency occurs.
- An EAP must be in place before your first session with your team.
- An EAP must be prepared for a facility (arena or off-ice training site) where your team practises or plays games. Remember every facility is different!
- Don't forget to include an Emergency Action Plan for any road trips, including the hotel and bus.

Key personnel

The Charge Person – Generally your Safety Person or Trainer will take the role of the Charge Person. The Charge Person's broad responsibilities include:

- Initially taking control and assessing the situation
- Evaluating the injury and situation
- Initiating the EAP with a predetermined signal to your Call Person If an ambulance or medical care is required.

The Call Person – Ideally, the Call Person is at all games and practices but has no bench responsibilities. The Call Person is responsible for...

- Making the telephone call when emergency help is required
- Knowing the location of all emergency telephones or pay phones in the facility being used
- Having a list of all emergency telephone numbers in the city or town in which your team is playing and knowing if 911 is available in the area
- Knowing the best route to the arena facility and ice surface your team is using

The Control Person - The Control Person is responsible for retrieving the automated external defibrillator (AED) or first aid kit if asked to do so, as well as for controlling the crowd and other participants to ensure that the EAP is executed effectively. The Control Person is also responsible for

- Seeking out highly trained medical personnel in the arena facility if an injury is serious and cannot wait for emergency assistance to arrive
- Ensuring that the quickest and best route to the ice surface is clear and accessible for the ambulance
- Meeting the ambulance at the arena entrance and directing its crew to the injured person

Concussions

- Concussions are brain injuries caused by the brain moving inside the skull.
- The movement changes how brain cells function, leading to symptoms that can be physical (headaches, dizziness), cognitive (problems remembering or concentrating), or emotional (feeling depressed).
- A concussion can result from any impact to the head, face, or neck or from a blow to the body that causes the head to jolt suddenly.
- Children are more sensitive than adults to the effects of a concussion and need a longer recovery period before returning to activity.
- It is important for coaches to become familiar with responsible prevention of, recognition of, and response to concussions.
- Follow your organization's and Hockey Canada's steps for removal from play and return to play.
- Review the [Hockey Canada Concussion Card](#) (see page 46) with your Safety Person or Trainer.

- Check out the information on concussions listed on page 42.

Hockey Canada's policy on concussions

Anyone with a concussion or suspected concussion must stop all activity immediately and be referred to a physician as soon as possible. Coaches, the Safety Person or Trainer, and parents/guardians are not to pressure the player to **return to play until the player has completed the six-step return-to-play strategy and is medically cleared by a physician.**

For the full policy, see <https://cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Concussion/Downloads/hockey-canada-concussion-policy-e.pdf>.

Task #1

Follow these 2 steps:

- 1 Read the selection below:

| | |
|-----------------|--|
| Scenario | <p>You are coaching a U18 team and the team will be travelling by bus from your home facility to a tournament outside your province for three days. Most of the parents have decided not to attend the event because of the cost, but 4 sets of parents have agreed to attend as chaperones.</p> <p>At the hotel, there will be two players per room. The chaperones' hotel rooms (4 sets of parents) will be spread out among the players' rooms to allow them to help supervise the team. Coaches' hotel rooms will also be among players' rooms. All meals will be eaten as a team, and there is a meeting room at the hotel for team meetings when required.</p> |
|-----------------|--|

- 2 Then use the table below to answer these questions on risk management:
 - Identify 5 things that could go wrong.
 - For each of the 5,
 - ◆ Indicate the chances it could go wrong.
 - ◆ Describe 2 or 3 actions you can take to stop it from going wrong or minimize the consequences if it does go wrong.

| What could go wrong? | What are the chances? | | | What actions could stop it from going wrong or minimize the consequences if it does go wrong? | |
|----------------------|-----------------------|--------|------|---|-----------------|
| | Low | Medium | High | Before leaving... | At the hotel... |
| #1 | | | | | |
| #2 | | | | | |
| #3 | | | | | |
| #4 | | | | | |
| #5 | | | | | |

Hockey Canada resources

Concussions

Concussion Recognition Tool 5: <https://cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Concussion/Downloads/2017-clean-concussion-tool-5.jpg>

Facts and prevention: <https://www.hockeycanada.ca/en-ca/hockey-programs/safety/concussions/facts-and-prevention>

Hockey Canada Concussion Toolbox: <https://www.hockeycanada.ca/en-ca/hockey-programs/safety/concussions/concussion-toolbox>

Hockey Canada policy: <https://cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Concussion/Downloads/hockey-canada-concussion-policy-e.pdf>

Links and downloads: <https://www.hockeycanada.ca/en-ca/hockey-programs/safety/concussions/links-and-downloads>

Emergency Action Plan

Coach's role: <https://www.hockeycanada.ca/en-ca/hockey-programs/safety/essentials/emergency-action-plans/coaches-managers>

EAP template: https://cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Safety-Program/Downloads/eap_organization_form_e.pdf

Facility checklist: https://cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Safety-Program/Downloads/arena_safety_checklist_e.pdf

Injury report forms: <https://www.hockeycanada.ca/en-ca/hockey-programs/safety/essentials/downloads>

Hazing

Hockey Canada statement regarding Regulation A.15 (hazing): <https://cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Downloads/2020/2020-21-safety-hazing-bulletin-e.pdf>

Insurance

An information guide to Hockey Canada's risk management and national insurance programs: https://cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Insurance/Downloads/safety_teamwork_e.pdf

Q and A about Hockey Canada's insurance program: https://cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Insurance/Downloads/insurance_q_and_a_e.pdf

Safety Person

Responsibilities: https://cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Safety-Program/Downloads/safety_persons_responsibilities_e.pdf

Tools

- [Emergency Action Plan](#)
- [Hockey Canada Concussion Card](#)

Emergency Action Plan



SAFETY REQUIRES TEAMWORK AN EMERGENCY ACTION PLAN FOR HOCKEY



The coach, manager and safety person should initiate a meeting at the beginning of the season to ensure they have the volunteers required for their Emergency Action Plan.

Equipment Locations

Please locate and identify area on map:

Legend

Phone P
Exits E
First aid... FA
AED. AED



Arena Information

Arena/Facility Name: _____

Address: _____

Telephone Number: _____

Emergency Telephone Numbers

Emergency: _____

Ambulance: _____

Fire Dept: _____

Hospital: _____

Police: _____

General: _____

Roles

Safety Person / Charge Person

- Initially takes control of the situation.
- Instructs player to lay still and bystanders, such as other players, not to move player.
- Do not move the athlete.
- Assess injury status of player, decide if an ambulance/medical care is required.
- If the injury is serious and warrants immediate attention that you are not qualified to provide, make your pre-determined signal to your call person, control person and your pre-determined first aid/medical person.

Call Person

- Makes call when emergency assistance required (tests their cell phone in the facility to ensure it will work).
- Know location of alternate phones in the facility being played in. Have change or a phone card if necessary.
- Ideally at all games and practices and not involved on the bench.
- Has a list of emergency phone numbers in the area of the facility.
- Has a diagram displaying specific directions and best route to the arena facility.

Control Person

- Pre-determine the location of the AED and other emergency equipment in the facility.
- Retrieving the AED and/or first aid kit and bringing to the injured player if requested.
- Seek highly-trained medical personnel in the facility if requested by the Charge Person.
- Ensure teammates, other participants and spectators are not in the way of the charge person.
- Advise opponents, on-ice officials, arena staff and parents of the steps being taken.
- Ensure the quickest and best route for the ambulance crew to the ice surface is clear and accessible.
- Meet the ambulance on its arrival and direct EMS to the injured player.

IMPORTANT REMINDERS

The game official continues to assume the role of being in charge of the overall environment.

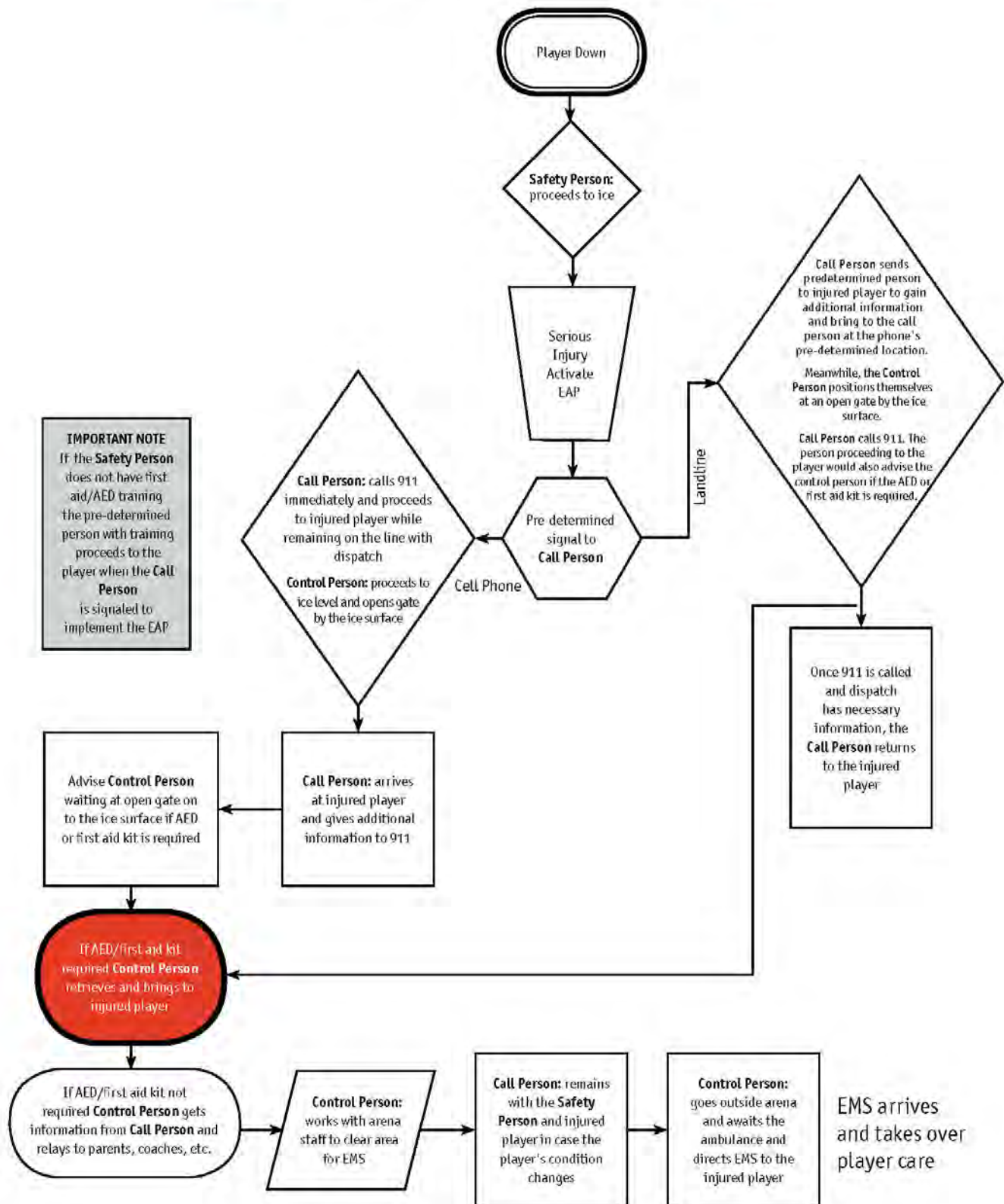
It is important for officials to note that if the safety person makes the signal for assistance that there may be a number of pre-determined people who will respond and will require access to the ice.

Once the ambulance is called, the officials should send both teams to their dressing rooms.

See flow chart on reverse



Emergency Action Plan Flow Chart



Hockey Canada Concussion Card

Hockey Canada Concussion Card

CONCUSSION EDUCATION AND AWARENESS PROGRAM

Concussion in Sport

All players who are suspected of having a concussion must be seen by a physician as soon as possible. A concussion is a brain injury.

A concussion most often occurs without loss of consciousness. However, a concussion may involve loss of consciousness.

How Concussions Happen

Any impact to the head, face or neck or a blow to the body which causes a sudden jolting of the head and results in the brain moving inside the skull may cause a concussion.

Common Symptoms and Signs of a Concussion

Symptoms and signs may have a delayed onset (may be worse later that day or even the next morning), so players should continue to be observed even after the initial symptoms and signs have returned to normal.

*A player may show any one or more of these symptoms or signs.

Symptoms

- Headache
- Dizziness
- Feeling dazed
- Seeing stars
- Sensitivity to light
- Ringing in ears
- Tiredness
- Nausea, vomiting
- Irritability
- Confusion, disorientation

Signs

- Poor balance or coordination
- Slow or slurred speech
- Poor concentration
- Delayed responses to questions
- Vacant stare
- Decreased playing ability
- Unusual emotions, personality change, and inappropriate behaviour
- Sleep disturbance

For a complete list of symptoms and signs, visit parachute.ca

RED FLAGS – If any of the following are observed or complaints reported following an injury, the player should be removed from play safely and immediately and your Emergency Action Plan initiated. Immediate assessment by a physician is required.

- Neck pain or tenderness
- Vomiting
- Severe or increasing headache
- Loss of consciousness
- Deteriorating conscious state
- Increasingly restless, agitated or combative
- Double vision
- Weakness or tingling/burning in arms or legs
- Seizure or convulsion

Concussion – Key Steps

- Recognize and remove the player from the current game or practice.
- Do not leave the player alone, monitor symptoms and signs.
- Do not administer medication.
- Inform the coach, parent or guardian about the injury.
- The player should be evaluated by a medical doctor as soon as possible.
- The player must not return to play in that game or practice, and must follow the 6-step return to play strategy and receive medical clearance by a physician.

6-Step Return to Play

The return to play strategy is gradual, and begins after a doctor has given the player clearance to return to activity. If any symptoms/signs return during this process, the player must be re-evaluated by a physician. No return to play if any symptoms or signs persist. Remember, symptoms may return later that day or the next, not necessarily when exercising!

IMPORTANT – CONSULT WITH THE TREATING PHYSICIAN ON RETURN TO LEARN PROTOCOLS. PLAYERS SHOULD HAVE THE ABILITY TO RETURN TO SCHOOL FULL TIME PRIOR TO PROCEEDING THROUGH STEPS 5 AND 6 OF THE RETURN TO PLAY STRATEGY.

IMPORTANT – FOLLOWING A CONCUSSION AND PRIOR TO STEP 1 A BRIEF PERIOD OF PHYSICAL AND MENTAL REST IS RECOMMENDED.

- STEP 1** Light activities of daily living which do not aggravate symptoms or make symptoms worse. Once tolerating step 1 without symptoms and signs, proceed to step 2 as directed by your physician.
- STEP 2** Light aerobic exercise, such as walking or stationary cycling. Monitor for symptoms and signs. No resistance training or weight lifting.
- STEP 3** Sport specific activities and training (e.g. skating).
- STEP 4** Drills without body contact. May add light resistance training and progress to heavier weights.
The time needed to progress from non-contact to contact exercise will vary with the severity of the concussion and the player. **Go to step 5 after medical clearance** (reassessment and written note).
- STEP 5** Begin drills with body contact.
- STEP 6** Game play. (The earliest a concussed athlete should return to play is one week.)

Note: Players should proceed through the return to play steps only when they do not experience symptoms or signs and the physician has given clearance. Each step should be a minimum of one day (but could last longer depending on the player and the situation). If symptoms or signs return, the player should return to step 2 and be re-evaluated by a physician.

IMPORTANT – Young players will require a more conservative treatment. Return to play guidelines should be guided by the treating physician.

Prevention Tips

Players

- Make sure your helmet fits snugly and that the strap is fastened
- Get a custom fitted mouthguard
- Respect other players
- No hits to the head
- No hits from behind
- Strong skill development

Coach/Trainer/Safety Person/Referee

- Eliminate all checks to the head
- Eliminate all hits from behind
- Recognize symptoms and signs of concussion
- Inform and educate players about the risks of concussion



Education Tips
HOCKEY CANADA CONCUSSION RESOURCES
hockeycanada.ca/concussion

PARACHUTE CANADA
parachute.ca

Revised July 2020. Item #55711

SOCIAL MEDIA

In this section:

- [Follow-along](#)

Follow-along...**Coaches: Best practices**

- Be proactive
 - Educate players and team staff
- Set guidelines
 - Make team decisions, get player input and ideas (creates buy-in and accountability)
- Look for red flags
 - Do you sense friction? When are phones a distraction?
- Create a safe space
 - Establish open dialog and an environment where players feel safe and comfortable sharing concerns

Coaches: Team policy Considerations when creating your policy...

- WHO: Who does your policy apply to? Define any differences between players and staff.
- WHAT: Encourage the entire team to define what is included (“the rules”).
- WHERE: What spaces are sensitive? Where should social media be off-limits?
- WHEN: Have a plan for when something negative occurs. What are the consequences?
- WHY: Be clear and specific about the purpose and expectations of the team and association.

Remember: Know where you are – tournaments or events may have their own rules.

Players: Best practices

- Good photo and well-written bio
- Correct spelling and grammar
- Value in the visual (incorporate photo and video)
- Balance of personal and professional life
- Balance of original and curated content
- Engage with fans, stakeholders, sponsors, team, and teammates
- Stay positive and respectful

Players: Risk vs. reward

| Risk | Reward |
|---|-----------------------------------|
| ✗ Tarnish reputation | ✓ Grow fanbase |
| ✗ Embarrass yourself (+ team, league, country, sponsor, family) | ✓ Build professional network |
| ✗ Cause friction/distraction within your team | ✓ Attract sponsorships |
| ✗ Be fined, charged | ✓ Promote causes |
| ✗ Get suspended, expelled | ✓ Amplify team/league initiatives |
| ✗ Lose sponsorship, scholarship | ✓ Engage with fans |
| ✗ Not be recruited, drafted, selected for a team | ✓ Have a voice |

Players: Social media 101

| Do | Don't |
|--|---|
| ✓ Clean up your accounts | ✗ Disclose personal info about yourself or others |
| ✓ Adjust your settings (privacy, passwords) | ✗ Post when angry, upset, tired, or intoxicated |
| ✓ Log out and lock phone | ✗ Engage in controversial, heated discussions (feed the trolls) |
| ✓ If your account gets hacked: report it, let people know | ✗ Make offensive or discriminatory remarks |
| ✓ Be aware of and abide by team/tournament rules | ✗ Post content with references to drugs, alcohol, money |
| ✓ Create an online presence that is an authentic reflection of who you are | ✗ Mention companies/brands that conflict with sponsors |
| | ✗ Engage in cyberbullying |



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