

PREVENTION HANDBOOK FOR HOCKEY

PUBLISHER'S EDITION



By Malcolm Sutherland and Kerry Goulet

THE PARTNERS



StopConcussions is a concussion / neurotrauma educational and awareness platform for all sports, to address the growing trend of concussions in sports. It is an educational portal that players, parents, coaches, and officials can visit to seek information regarding concussions, with the goal of becoming more aware and ultimately safer individuals in their respective sports. StopConcussions will have sport specific programs to help change the mindset of the sport, not the game. StopConcussions Foundation is a not for profit in Ontario Canada. StopConcussions USA is a United States registered 501c3 non-profit organization. StopConcussions e.V. is a registered charity in Germany.



Shoot for a Cure is a fundraising campaign of the Canadian Spinal Research Organization (CSRO), the American Spinal Research Organization (ASRO) and the StopConcussions Foundation, integrating professional and amateur sports/sporting events, corporate sponsorship and community partnerships, which includes other non-profits and non-governmental organizations. Our goal is to raise funds, increase awareness and assist in prevention and cure of neuron-trauma injuries. Shoot for a Cure is an international campaign uniting neurotrauma communities around a common cause.



The Canadian/American Spinal Research Organizations (CSRO/ASRO) are dedicated to the funding of targeted research to maximize functional recovery and cure paralysis caused by spinal cord injury. The Canadian Spinal Research Organization is a nationally registered charity whose mission is improve the physical quality of life for persons with spinal cord injuries (SCI) and related neurological deficits, as well as reduce the number of spinal cord injuries through awareness and prevention programs.

EXECUTIVE SUMMARY

The **Safe4Sport Prevention Program** main sources of intervention are: Physical Preparation, Protective Equipment, On-Ice Situational Awareness and Sportsmanship & Ethics with the coach as the focal point of the program's success.

A coach has tremendous influence on players, parents, and the team's various sport supporters. A well-prepared and trained coach can affect a large number of individuals in a hockey community and can become a "Champion" of a safer sport culture. The **Safe4Sport Prevention Program**, starting with this manual, will provide a tangible resource tool to aid coaches, for all ages and levels of play, in building a safe team environment for their players. We are confident the **Safe4Sport Prevention Program** will assist coaches in creating a positive and nurturing surrounding to learn and play hockey. **Shoot for a Cure** believes that our **Safe4Sport Prevention Program** is able to build sport leaders as "catalysts of change" and "Champions" of a "better and safer game". The **Safe4Sport Prevention Program** is a resourceful guide with the prevention of serious injury in hockey as the ultimate goal.

The **Safe4Sport Prevention Program** empowers minor hockey associations, sport administrators, parents, and players to become more aware and actively involved in the process of making sport safe. Because injuries are multi-factorial, we as advocates of sport must identify the ability of each stakeholder to engage and become active participants in the prevention of injuries. The coach is to become the main advocate of safer sport participation; by building knowledge of effective play, demonstrating abilities to improve play, while nurturing a lifelong enjoyment in the sport. Hockey administrators also have a key role and responsibility to the game. They are the facilitators, evaluators, guides and sponsors. The parent/guardian becomes an active spectator in safety. Their responsibility is to select an appropriate sport program and nurture the athlete's development.

The **Safe4Sport Prevention Program** is supported by the main philosophical tenants of **Awareness, Actions, and Attitude**. For example, awareness of the fact that serious injury is preventable: that a process and procedures can act to eliminate and control exposures and that all stakeholders must be engaged and support one another in safe outcomes. As the second requirement, actions must be identified, understood and delegated to those stakeholders of sport who are competent and able to perform the actions in a consistent manner. Lastly, attitudes that are aligned with safe play, citizenship, and appropriate stages of competition and development, that match to the athlete's age and needs, must be supported in sport.

The **Safe4Sport Prevention Program** main sources of intervention are selected as the “leading indicators” of safe play. They are:

- 1) Physical Preparation** – An athlete’s ability to prepare themselves through physical activation strategies is a vital injury prevention strategy. This ancillary and transferable skill is an inclusive skill required as a core competency for every athlete. With focus on stability, dynamic flexibility and functional strength key strategies to engage are emphasized.
- 2) Protective Equipment** – Individual protective equipment acts to prevent minor and serious injury is a key factor in prevention. Parents, athletes, equipment managers/trainers, coaches and even officials each have important oversight in ensuring equipment is up to standard and worn as intended.
- 3) On-Ice Situational Awareness** – Leading, organizing and teaching a hockey athlete correct fundamentals, techniques and tactics at the right time are a key strategy to prevent injury. Exposing a player to situations they are not ready for is a recipe for injury. Equipping players with a skill set matched to their age and stage ensures safe play.
- 4) Sportsmanship & Ethics** – Linking to the potential for sport to create opportunities for ethical and moral development just doesn’t happen. Sportsmanship, ethics, and the values of sport, when practiced, provide the parameters for safe play. Teams must practice and reward safe play behaviour systematically.

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The series of games and activities provided in this manual are a sample of selections from a much larger edition of coaching resources and materials in the Safe4Sport series. Each activity has been purposely chosen to focus on physical competencies that are required to play safe. The skill sets chosen include:

- **Skating Foundations and Skills**
- **On Ice Landmarks**
- **Reading & Reacting**
- **Space & Time Skills and Tactics**
- **Checking as a Skill**

The following pages include some examples of the building blocks of all fundamental sport skills- agility, balance and coordination and movement. By practicing and rehearsing these building block skills players will begin to shape safe play abilities. For instance, when coaches provide activities like Chariot (page 5) and Puck Races (page 6) players develop the ability to act and play on ice with confidence, competence and conviction. These abilities are the starting point for physical literacy and safe play.

Specifically, the series offered in this manual begins with the establishment and rehearsal of correct skating posture. The emphasis being on discovering and maximizing on-ice stability and balance. Adding to this players are challenged to adapt, correct and compensate while encountering unbalancing forces on the ice (See Chariot Races page 5). Most importantly, players are provided games like Sudsy 1-2-3 (page 7) that establish “recovery” abilities and how they can regain balance and bodily control to the safe and effective “power position”.

The foundational importance of skating skills are also provided and emphasized in this series. The activities on pages 7, 8, 9 are provided in an open-ended randomized practice method to best match the nature of the sport of ice hockey and a player’s need to acquire and eventually master evasion skills. Evasion skills include individual tactics like changing speed and direction while experiencing varying levels of pursuit and pressure. Safe skill sets like “reading” pressure, understanding on-ice location and seeking “support” are outcomes a coach will also recognize and value in this series. Please see Grease (page 8).

Last, this sample of teaching games has also been selected to represent a progression of skill sets or skill clusters moving from simple technical skills to complex group tactical skills. By offering this graduated method of instruction and active coaching players learn checking skills as a group of tactical choices. They can then apply these skills within the context of the game and under safe and correct conditions. (See Kings Keep Away page 9)

Here is an example of a relay teaching body position, skating posture, stance, and stride mechanics; defining power position for players. Use relays to increase intensity, and introduce healthy competition into practice. Many relays exist. Take your pick focusing on agility, balance and coordination in your relays.

KEY EXECUTION POINTS (KEP) “HOW TO PLAY”

Players Partner up with the 1st player pulling the 2nd player who is the passenger in the “chariot”. Player pulls to the cone and power turns around cone to continue in the same direction. Once they reach the opposite goal line players stop or turn and return straight back for tag of the next chariot. Have players kneel after they have completed the chariot course and switch the puller and rider. The blades of the stick both face the pulling player to assist him. Vary the direction of the turn (right and left). For variations have pulled player stance vary on next trials to 1 knee, then 2 knees, then even stomach. Resistance increases with 2 knees and is greatest on stomach. Vary this fun relay by changing the skating patterns from linear to zigzags and other curved paths. Add a switch mid course. Use additional cones for more turns or spread them out for more recovery between turns. Avoid standing lines by increasing relay station number.

KEY TEACHING POINTS (KTP) & COACHING CUES (VAK-VISUAL, AUDITORY & KINESTHETIC) “WHAT TO TEACH”

Ask for head up, see skating path. Maintain low body power position, and keep feet moving to maintain body position. Working together in relay teams, cheer others, encourage team spirit.

Equipment Needs:

Sticks, players, cones, power straps & belts can also be used rather than sticks for resistance pulling if available.



KEY EXECUTION POINTS (KEP) “HOW TO PLAY”

On whistle or command players race to get into an advantageous position for a scoring chance. Defenders or the second player attempts to “take away ice”, to steer, angle and influence puck carrier, and check them. The player gaining the puck attempts to gain good ice and body position, and perform a drive skate for a quality shot. Vary this game by changing skating course and add technical skill requirements like stops, turns, pivots etc. Specify shooting locations, add checking rules such as stick checks only. Coaches place the puck by passing it into a space at one side or other to create the tactical choice or situation rather than just spotting it up the middle.

Rink Section A: inside out turn is illustrated

Rink Section B: outside in turn is illustrated

Rink Section C: width stop and drive illustrated from mid ice

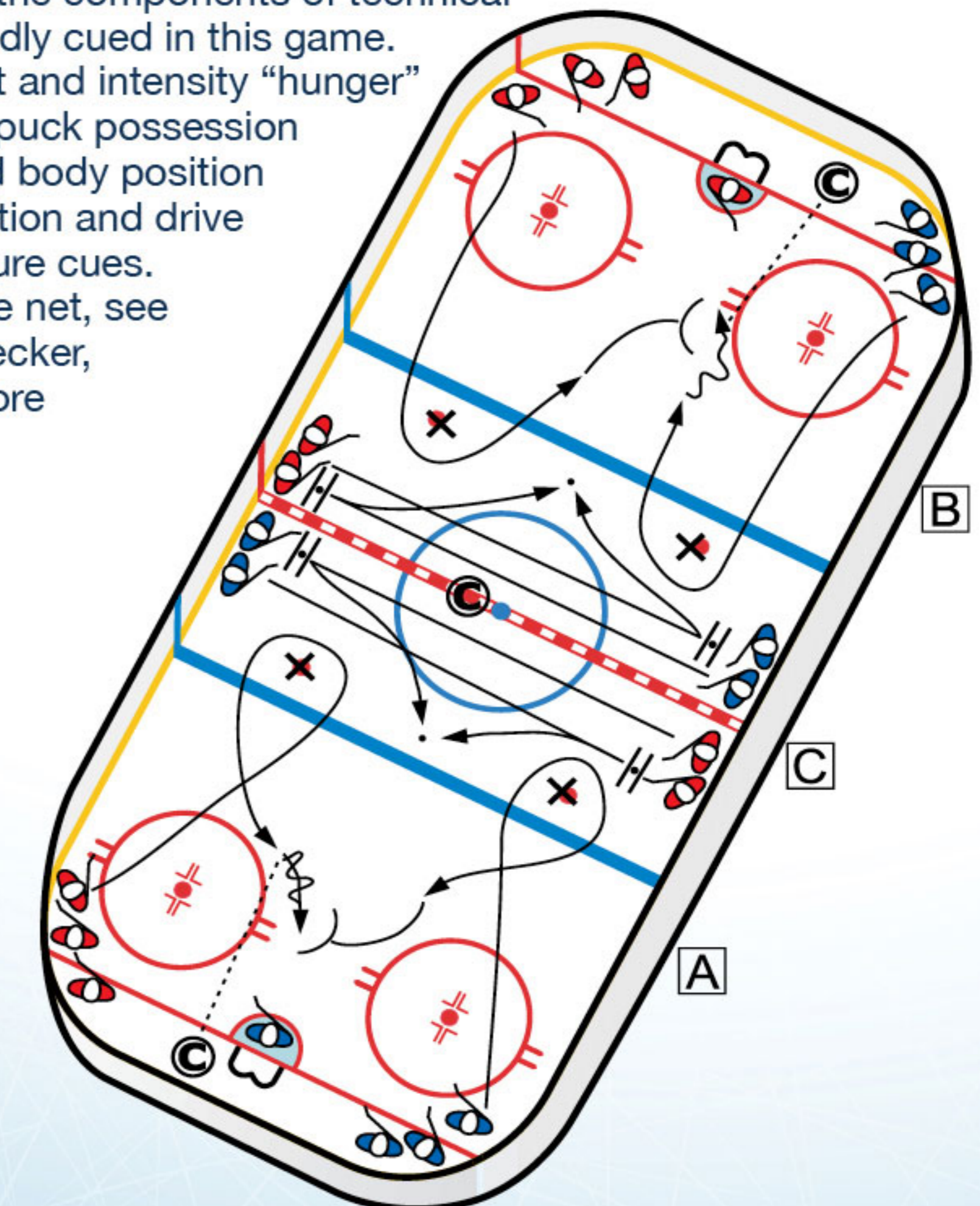
Many other variations exist.

KEY TEACHING POINTS (KTP) & COACHING CUES (VAK-VISUAL, AUDITORY & KINESTHETIC) “WHAT TO TEACH”

Acceleration and dynamic starts from a full stop position. Diamond position start with the components of technical skating skills can be repeatedly cued in this game. Power position. Puck pursuit and intensity “hunger” for puck. Read and react to puck possession and control. Steer, angle and body position defensively and puck protection and drive skate, shooting under pressure cues. Encourage players to see the net, see and read pressure or the checker, see and create ice. Keep score one side against the other.

Equipment Needs:

Cone, pucks, whistle



KEY EXECUTION POINTS (KEP) "HOW TO PLAY"

Use whole ice or confined spaces and areas on the ice. Inform players as to on ice traffic in keep away and stick handling portions. On the first whistle players stick handle anywhere on the ice. On double whistle players identify a partner by calling out and getting eye contact and then partner pass (stationary). On three consecutive whistles players play keep away with their passing partner discarding one puck. Repeat the sequence multiple times starting again with single whistle. This game has a great conditioning aspect.

KEY TEACHING POINTS (KTP) & COACHING CUES (VAK-VISUAL, AUDITORY & KINESTHETIC) "WHAT TO TEACH"

Heads up. Encourage rehearsal of moves, dekes and feints under pressure and when not under checking pressure. Cue on good puck control. When passing cue players to identify partner by using eye to eye contact, verbal and nonverbal communication. Vary passing type such as forehand, backhand, saucer, one-touch. Encourage evasion and defending skills and good one on one body position and attach principles. Ask for types of stick checks, vision cues, matching skating, and the progression of checking. Question and define purpose of checking as a group.

Equipment Needs:

Pucks for every player



KEY EXECUTION POINTS (KEP) "HOW TO PLAY"

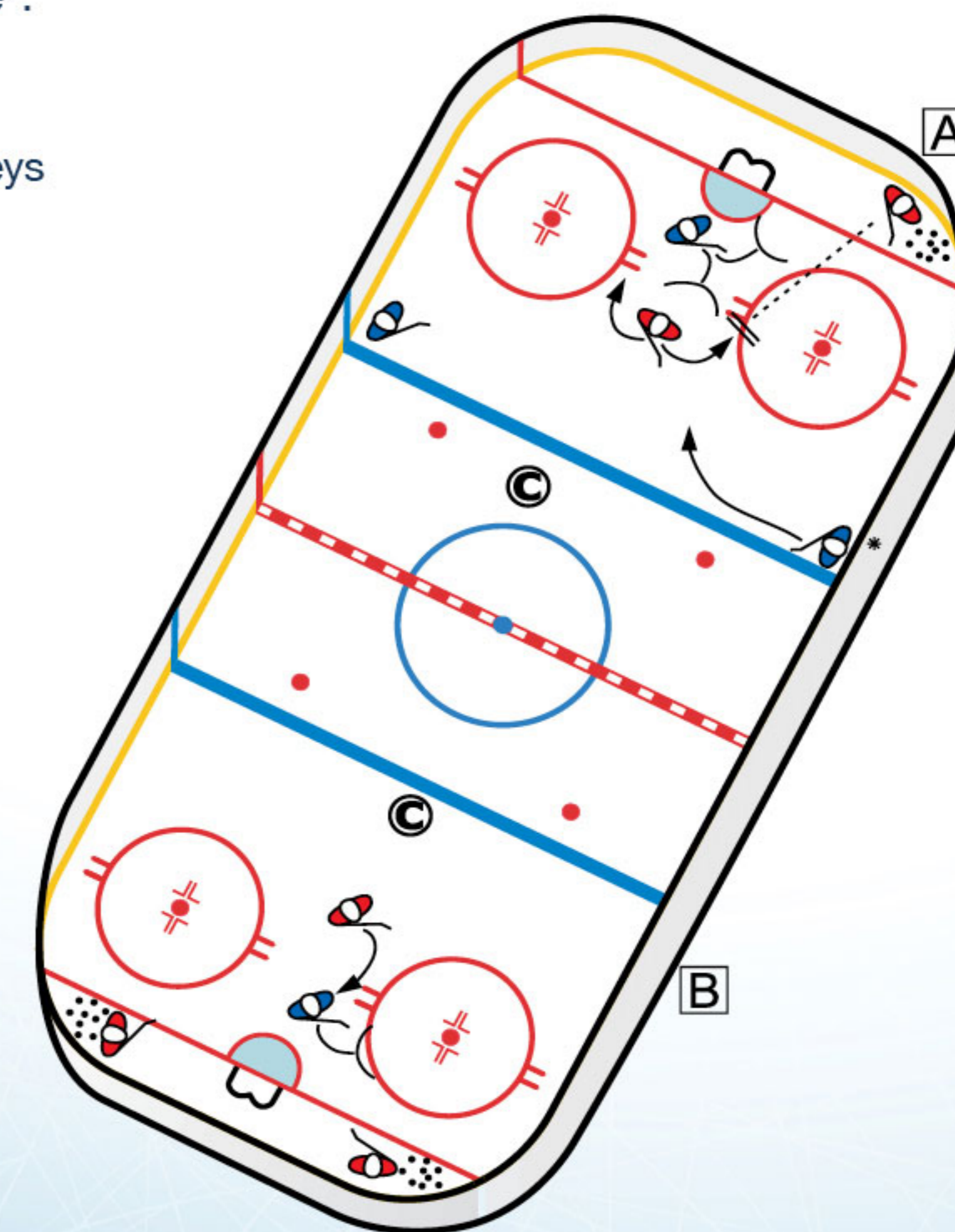
This 1-on-1 game is played in front of the net. Player in front of the net attempts to pick up pass from the player deep in the corner. Defender in front of the net defends space in front of the net through good body position. Keep score with defence against forwards. Forwards score on shot, 2 points for a goal. Defence score on an incomplete pass and two for a successful tie up. In section B of the ice a variation is offered. Either corner forward may pass to an open forward, putting defender at added disadvantage. (Coaches may decide to add another defenseman) By adding an offensive defenseman to support the net forward is another variation. Low corner forwards may decide to pass to the net forward or to the high defenseman. He may drive to overload the defence in front or to shoot. Coach add these new rules or other variations by adding supporting players and defenders.

KEY TEACHING POINTS (KTP) & COACHING CUES (VAK-VISUAL, AUDITORY & KINESTHETIC) "WHAT TO TEACH"

Discuss front of the net 1-vs-1 body position. Discuss how to get open and away from checkers by using skating skills and agility. Defend using active sticks to take away passes, and solid vision on chest. Defenders take away space and control the "house".

Equipment Needs:

Pucks, pinnies/coloured jerseys



SPACE & TIME SKILLS AND TACTICS
KINGS KEEP AWAY
10-12 MINUTES

KEY EXECUTION POINTS (KEP) "HOW TO PLAY"

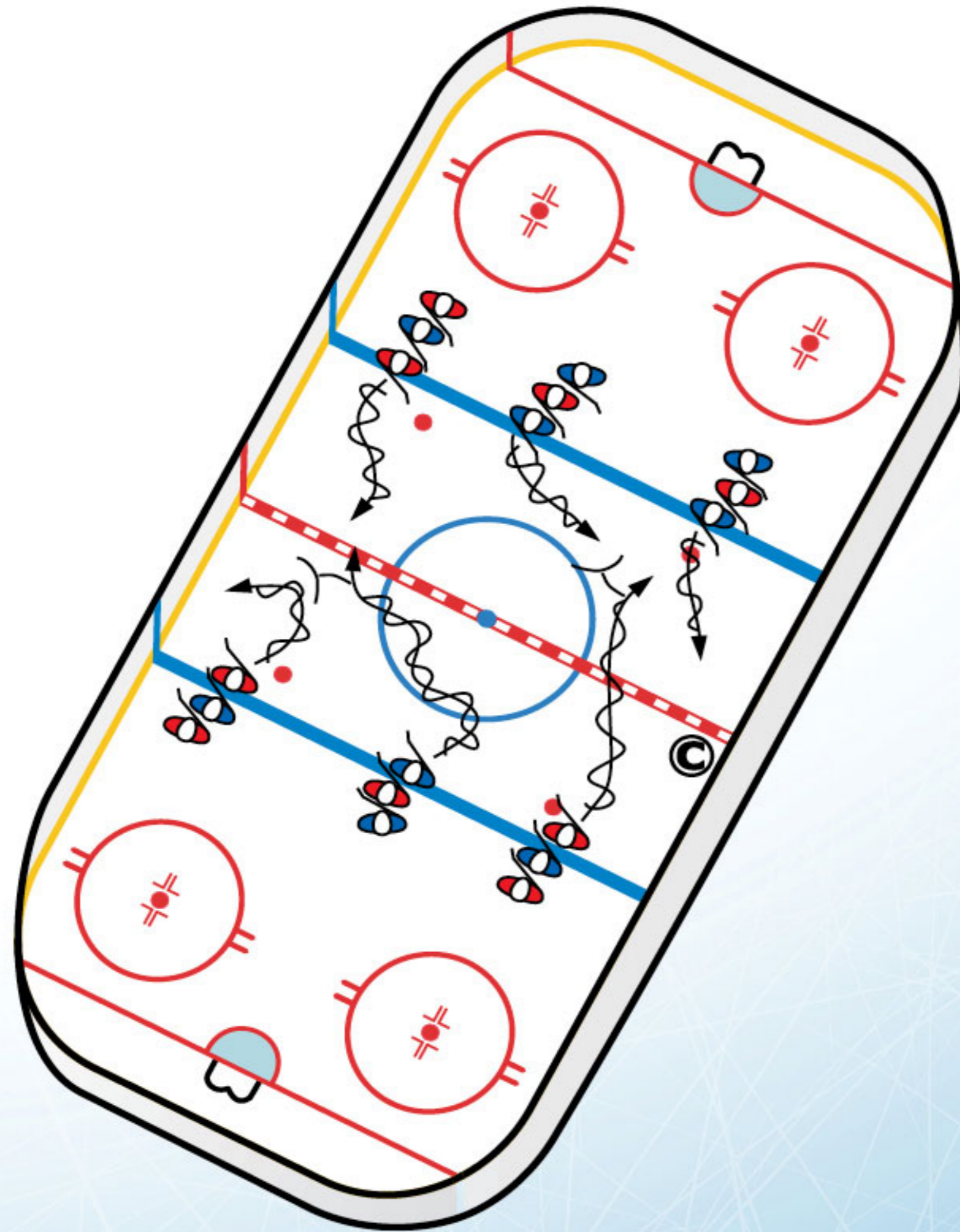
This 3-on-3 simultaneous starting game begins on the coaches whistle. It works best between the blues in the neutral zone. Each line has a puck. On whistle first players from each line skates into neutral zone (or another suitable confined area on the ice) and attempts to control and protect their puck. Each player attempt to use checking skills to knock away others pucks but maintain their puck control.

KEY TEACHING POINTS (KTP) & COACHING CUES (VAK-VISUAL, AUDITORY & KINESTHETIC) "WHAT TO TEACH"

Ask about puck protection; creating ice. Cue players on puck handling skill, heads ups, seeing space and checkers. Teach about how tight turns, half stops, change of direction, change of speed, are evasion tactics to create time and space from checkers. Discuss pursuit, pressure, and risk versus reward concepts. Instruct on gap control, stick check types.

Equipment Needs:

Pucks, whistle



MALCOLM SUTHERLAND



- Director of Athlete & Player Safety for StopConcussion
- HBPHE, MSc. Kin.

Malcolm is a coach, physical educator, sport pedagogist, and SME in sport development, sport safety and injury prevention. As an athlete and player safety expert Malcolm has developed prevention tools and a program to control serious injury in sport. As a Chartered Professional Ice Hockey Coach (Coaches of Canada), Master Coach, Coach Developer (NCCP) and member of Hockey Canada's Writer's group, In the sport of ice hockey he has coached for more than 20 years at every age category and level of play including Varsity and Professional.

KERRY GOULET



- Global Director StopConcussions Foundation
- Co-Chairman of Shoot for a Cure

Kerry is a pioneer in the world of concussions and is a co-founder of StopConcussions. He started raising awareness for concussions in 2010, when he and former NHL star Keith Primeau, founded the StopConcussions Foundation. He grew passionate about understanding the injury after Primeau took his career ending injury in 2006. Goulet himself suffered three documented concussions during his 16 year hockey career in Germany. His motto: Change the mindset, not the game.

BARRY MUNRO



- Chief Development Officer of Shoot for a Cure

Barry sustained a spinal cord injury in a diving accident, which resulted in quadriplegia. Since then he has become an advocate for the need for increased consumer focus and participation in the field of neurotrauma research. He is the Chief Development Officer of the Canadian Spinal Research Organization and co-chairman of Shoot for a Cure, a fundraising and awareness campaign which has brought spinal cord injuries and concussions to the forefront of the sporting community.

KEITH PRIMEAU



- Co-Founder and Ambassador for StopConcussions

Keith Primeau, former Captain of the Philadelphia Flyers, suffered a concussion nine games into the 2005-06 NHL regular season, which brought his career to an abrupt end. Due to ongoing post-concussion syndrome, Primeau officially announced his retirement from hockey in September of 2006 after suffering 4 documented concussions. Primeau became involved with Shoot for a Cure during his playing career and is also a co-founder of StopConcussions.



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