



A MINOR HOCKEY TOOLBOX FOR PARENTS - THE TOOL INVENTORY LIBRARY

***This document is constantly being reviewed and
new tools are added as required.***

A – Educate

- National Programming
- Development Programming
- Branch Programming

B – Create and Communicate

- Philosophies
- Codes of Conduct

C – Engage

- Team Meetings
- Chevrolet Safe & Fun Seminars
- Mentorship Programming
- Evaluation Templates

D – Respond

- Mentorship Programming
- Conflict Resolution

E – Resolve

- Branch & MHA Constitutions and Operations Manuals
- You and your MHA

F – Other Programs of Interest



A.

Educate

Educate the masses

National Programs

Branch Initiatives

District / MHA Delivery

B. Create and Communicate

Association Philosophies

- *Team selection*
- *Ice time*
- *Code of Conduct*
- *All involved including parents*

Remember – We can't expect people to act within our expectations if we don't let them know what our expectations are!

C

ENGAGE

Create Solid Partnerships

- *Get parents involved*
- *Strong parent/coach relationships*

D-

Respond

Informal Response to Complaints

Communication

Conflict Resolution

E-

Resolve

Formal Response to Complaints

Follow procedures consistently

Sanction consistently



A.

Educate

Educate the masses

National Programs

Branch Initiatives

District / MHA Delivery



***A MINOR HOCKEY TOOLBOX FOR
PARENTS -
THE TOOL INVENTORY LIBRARY***

***This document is constantly being reviewed
and new tools are added as required.***

National Programming



Recognized as the National Parent Education Program of Hockey Canada!

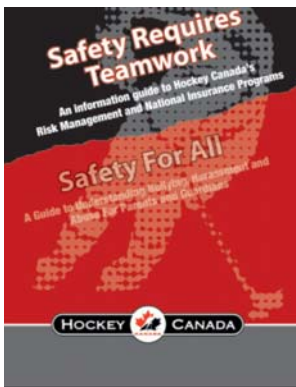
In partnership with Hockey Canada, the Chevrolet Safe & Fun Hockey program was developed for parents, minor league players and coaches to be much more than a "how to" course on the fundamentals of hockey. It's also a philosophy that's designed to help today's hockey enthusiasts develop a positive attitude towards healthy competition, co-operative teamwork, fair play and grace under pressure.

http://www.hockeycanada.ca/index.cfm/ci_id/16478/la_id/1.htm

www.safeandfunhockey.ca



A Parents' & Guardians' Guide to Understanding Bullying Harassment & Abuse



This guide helps parents and guardians to understand and recognize bullying, harassment and abuse, as well as how to talk to children about the issues. It provides information on how to avoid potentially vulnerable situations for children, how to identify coping mechanisms children and youth may use, and identifies parents' and guardians' roles in keeping children safe. It also outlines Hockey Canada's responsibility, and the legal requirements for reporting abuse. 600,000 parent guides have been printed, and will be distributed through the Branch offices.

Click here to download yours!

http://www.hockeycanada.ca/index.cfm/ci_id/23917/la_id/1/document/1/re_id/0



AGM Customer Service Sessions

Over the past years these sessions have been hosted at the Hockey Canada Annual General Meeting. The sessions invite parents from the hosting Hockey Canada Branch and using pre-determined questions formulate a “think tank” allowing for open informative discussion.

Following is a resume of the session held in Thunder Bay ON, Fredericton NB and St. John’s NL as well as a Fall Forum held with Hockey New Brunswick.



2004 Annual General Meeting – Thunder Bay ON

Summary “Parenting in the New Millennium”

Strategies and Ideas to Prevent, Respond, Build and Enhance

- 1) Brainstorm a list of strategies/ideas that could PREVENT problem or at risk parent behaviour.**
- 2) Brainstorm a list of strategies/ideas that could be used to RESPOND to incidents of problem parent behaviour.**
- 3) Brainstorm a list of strategies/ideas that will ENHANCE and BUILD the Hockey Canada parent partnership.**

Brainstorm a list of strategies/ideas that could PREVENT problem or at risk parent behaviour. (Frequent Responses)

- Interviews between all parties (individually or group)
- Meetings between all parties (individually or group)
- Clearly identify and define roles and responsibilities of all parties
- Education
- Communication
- Engage all parents in some role on the team
- 24 Hour Rule
- Clearly outline expectations, goals and objectives
- Police group (parents themselves or someone outside of group)
- Seminars for parents and seminars for coaches
- Education sessions
- Delegate responsibilities
- Develop and distribute resources/material
- Establish ombudsman/spokespersons for all parties
- Code of Conduct and Code of Conduct Contracts
- Zero Tolerance
- Positive Parenting PSAs
- Parent Education Package, Parenting and Hockey 101
- Accountability
- Start Education/ Phase in at IP or part of IP

- Rewards and Recognition Program (i.e. Parents Day, Parent of the Month, etc.)
- Committees for parents, for coaches and for players
- Mentoring Programs
- Video tape parent reactions at games
- Team watch-dog
- Attend Speak Out
- Support System for all parties
- Behaviour contract
- Reinforce “fun” aspect of game and that it is not all about winning
- Buddy System
- Open door policy for parents
- Assume responsibility
- Must mandate

Brainstorm a list of strategies/ideas that could be used to RESPOND to incidents of problem parent behaviour. (Frequent Responses)

- Clearly identify and define roles and responsibilities of all parties
- Signed declarations revisited often
- Attend anger management courses
- Create avenues for parties to vent their frustration
- Establish a formal or process for response and follow-up protocol
- Formalize communication of incidents so that data is gathered and maintained
- List incidents and behaviours
- Meetings
- Interviews
- PSAs
- Accountability
- Clear procedures for dealing with incidents
- Reminder of code of conduct
- Mentoring Programs
- Complaint handling procedures and policies
- Watch-dog system
- Rink Police
- 24 Hour Rule
- Ombudsman/Spokesperson/3rd Party Arbitrator/Liaison
- Repeat message
- Parenting 101
- Create committees
- Probation period
- 1-2-3 Strikes and you’re out
- Zero tolerance
- Attend Speak Out
- Consistent protocol

Brainstorm a list of strategies/ideas that will ENHANCE and BUILD the Hockey Canada parent partnership. (Frequent Responses)

- Education and Awareness
- Parents educating parents
- PSA campaigns, more positive PSAs
- Recognition and Award Program for parents (promote positive parents)
- Role models
- List of expectations
- Interviews
- Collection of best practices, good parent stories, etc.
- Parent orientation
- Video taping of actual games and parents
- National Parent Code of Conduct
- Direct partnership with minor hockey associations
- Mandatory parent participation at parent sessions during years of IP
- Parent Initiation
- Zero tolerance
- Involvement of parents in all activities (have a role for them)
- Concentrate on grass roots level
- Attend Speak Out
- Provide educational materials
- Communication on a regular basis and directly through email, mail, etc.
- Self-policing among parents
- Develop consistent policies and guidelines
- Mandatory attendance at parent education sessions
- Encourage parent involvement
- Meetings (Pre-season and all season long)
- Input from athletes on parent issues
- Parenting 101
- Mentor parents/parent reps
- Emphasize the Hockey Canada Logo, it has the power
- More Hockey Canada/Branch logos



2005 Annual General Meeting – Fredericton NB

Why does your son or daughter play hockey?

- Social
- Their friends play – social
- Fun & friendship
- To compete/socialize
- Enjoyment of game and teammates
- Has fun, makes friends, parent-child bonding
- Fun, physical competition
- For the love of the game
- Love of the game – loves it!
- Enjoys all aspects
- Love of the game – enjoys friendships
- For the love of the game

How best are personal goals in the sport of hockey achieved?

- Lots of practice
- Positive environment: set attainable goals and fun goals
- Safe and Fun environment
- Practice and to have fun
- Have fun and team competitive drills
- Set realistic goals
- Not giving up
- Having one coaching staff (not getting mixed up messages)
- Having an equal opportunity and support from everyone involved
- Depends on the person and the goals – commitment of those around them
- Through practice and keeping it interesting

What are your favorite and least favorite things about being involved in the sport of hockey?

Best:

- Watching kids grow and excel at the game
- Friendship

- Look in their eyes when scoring 1st goal
- Watching the kids enjoy themselves
- Parent's and kids
- Making Friends
- Watching the kids have fun and improve
- Enjoy watching the kids be happy
- Traveling places
- Meeting all kinds of new people
- Social aspects for parents and kids
- Watching kids have fun

Worst:

- Uneducated hockey parents
- Selfish players
- Look in their eyes when they have a bad coaching experience
- Parents
- Hockey Parents
- Cold rinks / Parent's hollering at player's, coaches, and referees
- Political parents in the game
- Being treated different for being a girl
- Obsessive coaches
- Seeing an injury
- Seeing a player disappointed because of a "wrong" decision by an adult

What is the biggest obstacle to minor hockey development?

- Amount of ice time, qualifications of coaches, amount of practices vs. games
- Amount of ice time
- Ice time/ coaches qualifications and knowledge
- Facilities in general/gender bias
- Over the top parents/facilities
- Lack of ice time/screaming parents
- Ice time
- Costs
- Training of coaches, concentrate on skills
- Politics

Canada is widely considered the world leader in hockey. In what developmental aspects of hockey do you think Canada could learn something from other countries?

- Speed and agility
- Conditioning and off ice training
- Less dump and grind, more on ice passing, finesse
- More puck handling skills, more skating and conditioning
- Puck handling skills

- Practice/game ratio
- Overall skill/less contact
- Focus on core skills
- Learn about speed and agility
- Better practice to game ratio
- Focus on the finesse part of the game
- National support

As hockey is our national game what role should it take in the school curriculum in order to enhance the efforts of Hockey Canada and its Branches?

- None
- None
- Use of ice during day. The more ice the better the kids get
- Introduce during phys-ed
- Inform kids of available resources
- Teach the basics of the game
- No, absolutely no place in the school system to introduce
- It may be a solution for the lack of facilities
- More physical education specialists in the school system

Share an example of “hockey politics” and how it has impacted minor hockey.

- Direction of Rep teams
- Player being on a team because the parent is coaching
- Parents with resources – getting player on selected team
- Coaches showing favoritism to own son/ daughter
- Coach feels pressure from parents, affecting team make- up
- Coaches selection process
- Money talks too much

What can a Minor Hockey Association do to improve communications?

- In rink communication
- Coaches Corner – using a chat room
- Detailed Website
- Be available
- Town hall sessions
- Bulletin board with contact info at rink
- More efficient meetings
- Use technology efficiently Websites with committee contact name, have page links for each team with their schedules.
- Parents meetings throughout the season. Two sessions mandatory
- Have materials (info) available at registration and associations should have a communication director with Minor Association

- More of these types of sessions
 - Ask parents what they want more or less of

With all the negative publicity around the sport of hockey, what still remains GOOD about the game?

- Learn from teamwork
- Fast paced environment
- Develop friendships (kids and parents)
- Emotional growth of kids
- The welcoming feeling of the rink
- Fun, friendships, exercise, socialization
- It is still exciting and fun
- Let the kids play: pond hockey = FUN
- It's FUN!
- It's a great game
- The teamwork involved

Share one change you would make to the sport of hockey or the minor hockey system. (Example: residency, rep hockey vs. house league, etc.)

- Negative stigma of house league
- Creative new rules to crack down on parents for abuse
- Sensitivity training for coaches
- Change evaluation system
- Coaches making decisions with respect to safety of players (eg. stopping a game)
- Mandatory Speak Out for parents
- Sensitivity training for parents
- No segregated dressing room for female players
- Have volunteers from other areas do local evaluations
- Pick coaches after teams
- Greater accountability on behalf of officials

Share a life lesson experienced through hockey.

- A child's spirit can be broken easily
- Dealing with winning and losing
- Gender bias
- Things happen from time to time to everybody (ie. the ref hands out a penalty to the wrong person)
- Learning to work together in a team environment
- Is winning at all costs worth it? Will the sun come up tomorrow? It's just a game.....there are other things to do.
- Hard work will pay off.

What factors should a coach consider when “shortening the bench”?

- How does the kid feel who is sitting
- Adverse impact of the players being sat
- Level of play, time of game, and importance of game
- Is the chance to win worth hurting the other kids?
- Consider the level of hockey being played
- Is there a learning experience for someone?
- All players must learn all situations of the game. If you don't play, you don't learn.
- Type of league...knowing the kids personalities.
- Ages of children

Do you feel your son/daughter should play hockey 12 months of the year?

If yes, explain why.

If no, what are the reasons?

Positive

- Good conditioning
- Progress more quickly
- Team work
- Get hockey advantage all year
- Children get advantages of hockey all year around
- Good health
- Skills improve
- Lot's of friendships lots of exercise
- Children get advantages of hockey all year around
- Activity
- Fellowship
- Increase learning and skill development
- Physical activity
- More exposure with better skilled players

Negative

- No time to be heavily involved in other pursuits
- No break for parents from the rink
- Costs for ice times resulting in overspending
- Desire for other activities
- No time for maintenance of facility
- Costs
- Cost/ scheduling
- Burn out/Lose interest
- Lose out on other seasonal activities
- Lose the novelty
- Lose the opportunity to develop other skills

Best solution or interesting thought

- Give kids a choice
- Leave the way it is
- Limit season
- Hockey schools
- One week prior to and after the season with less structure
- Shut down hockey for 1-2 months

SUMMARY (12 Months of Hockey)

Positives	Negatives	Best Solution
<ul style="list-style-type: none">- Child gains confidence as he/she improves- Athletic conditioning- Skill development- Learn a consistent skill and how to play the game- More skills- Team work and team development- Exercise- Long term relationship building- Keeps child busy and off the street- Experience variety of travel via tournament participation- Experience a variety of training cycles- Keeps gear "wet"- Dedication / devotion to the game- More exposure to players at a higher level	<ul style="list-style-type: none">- Need different sports for better muscle development- Too much of the same kids- No opportunity to be involved with different coaching styles, methodologies, training cycles etc.- Lack of social circle development in other settings- Child gets bored of hockey- Overuse of facilities- Lack of skill development in other sports- Parents burn out- Players get tired of sport- Over stimulation leads to saturation- No socialization outside hockey community- Very expensive- Development of negative attitudes towards the game- No social life, no balance- Frustrated from not improving- Finding volunteers- More injuries- Too big a commitment	<ul style="list-style-type: none">- Limit time frames of participation- Make the child's decision not the parents- Leave timeframe as is, closure to the season. Use camps in the summer- Administer surveys to the kids asking them what they want- Hockey Canada has no programs in summer months

If your son or daughter plays entrepreneurial hockey, what is the attraction?

Do you agree with Entrepreneurial Hockey?

Strongly Disagree	6 (1player)
Disagree	8
Strongly Agree	1
Agree	11 (2 players)

Strongly Disagree

- More for the parents to believe that their kid is a star....creates false expectations.
- Miss out on other sports and opportunities available in the off-season.
- Limits their social development
- Money grab for many programs. It does nothing for players that they would not have accomplished eventually anyway.

Agree

- Fills a need/desire
- More competition
- Higher level
- More friendships (increased social network)
- Focus on skills
- Respect for competition (broader scope of participants – province wide)
- Meet other parents
- More intense competition, but still fun

Strongly Agree

- Offers a high level of practice and play which may not be available for that gender and/or that time of the year
- Female hockey is a high level, this is one of the few options available for females to play with females
- Practices are high level and designed to challenge the players.

Disagree

- Make money or improve the kids
- Player selection (how is it done?) (when)
- Promotes elitism
- Tough to tell kids that it's just a game when their friends are bragging about being on a team that's making \$.
- Expensive
- Not necessary
- No governing body
- Coaches???
- Insurance???

- Travel??
- Motivation??

What can your local MHA, Branch, and Hockey Canada do to better serve you as parent customers?

Minor Hockey Association

- More ice time
- More ice time at convenient times
- Communicate the costs associated with playing hockey. For example, do parents know why it is expensive? Do they know that an hour of ice is as expensive as it is? Parents are hit with the bill and often don't know the breakdown.
- Involve younger adults to coach/ mentor IP and novice players
- Have other associations in to evaluate our players during team tryouts/ selections
- Have a lending library of pertinent materials for coaches, parents and players that is accessible in the community
- Offer more grassroots materials and programs
- Give coaches more material for variety
- Give some accommodations like offering a sledge hockey league
- Introduce the minor hockey people to all the teams
- Pick teams before picking coaches
- More evaluation sessions so less kids on per ice session so fair process for all
- More communication to parents regarding expectations of parents
- Scheduling of games and practices at least 2 weeks prior to when they take place so people can plan and organize life and work schedules
- Sort out rep program – too much rep named hockey
- NAMES ON HELMETS (MUST HAVE FOR YOUNGER KIDS)
- Pair refs of different experience levels
- Educate parents "Safe and Fun!!"
- More ice time
- More ice time at convenient times
- Ice time scheduling
 - o Time of day
 - o Frequency (balanced throughout the week)
 - o Know ice times at registration
- Children of different ages do not play together ex 15 year old beginner girls playing with 12 year old boys
- Coaches parents meeting at the start of the season with expectations from coach/parents/players. Parents and players need to sign the contract
- Promotion of hockey equally no matter the gender
- All officials/clock people trained properly
- Better communication to parents and accessibility for the parents to the executive

Branch

- Provide information on what they do...be more visible
- Many people don't know the difference between what Hockey Canada, HNB, and MHA do.
- More visibility for Hockey NB at association level
- Introduce the Branch people to all the teams and offer a provincial league
- Better convey the role of who Hockey NB is and what their job is – I don't know what they are about.
- Better organized coach training
- Frequency of "Speak out Sessions" (2004/2005 only had 1 session prior to required date Dec 31st) need more to reduce stress on coaches
- Make themselves known to coaches (resources for coaches)
- Provide information on what they do...be more visible
- Communication and continually monitor the implementations into the associations
- Need to be more flexible with the coaching program and with other equivalent programs
- Better support and resources
- Consistency across the associations

Hockey Canada

- Ensure that coaching and other resources are more available. Many MHA's don't provide the best access to materials.
- Focus more money at the grass roots level instead of winning gold medals. It's great to win, but too much money is wasted in the process.
- Discipline parents and players harsher!
- Go to helmet manufacturers and have them supply stickers for name tags which have no negative impact on the helmet!
- Thanks for the Hockey Skills Manuals they are EXCELLENT
- Consistency across Canada (i.e. body checking) not different rules in different Branches

Identification of Issues

- Gratuitous violence in the game
- Losing focus, this is a game for kids
- Coaching development (better practices)
- Need more ice time to develop skill and teach kids respect and teamwork
- Provide parents more information, spend more money on smaller kids
- Parents are ruining the game for the kids
- The NHL is a business, it is not hockey. We must ensure that parents/coaches understand the difference
- To make new comers to the game aware of the levels of Hockey Canada, the Branches and the MHA and their roles in relation to your child including how each works with one another

- It would be nice to have female dressing rooms, it would be better than changing in the bathroom
- Lack of commitment to the development of female hockey at the grassroots level
- Politics in picking rep teams, children on the team because a parent coaches the team
- Introducing checking to the kids
- Lack of ice time for the kids
- Too much emphasis on winning, not enough on having fun and fitness
- There is too much focus on developmental and elite hockey and not enough on grassroots fun, safety, participation and lifelong involvement
- Lack of convenient ice time and kids having to get up at 0530
- Lack of respect for each other such as players to coaches and refs
- Parents overreacting to missed calls
- Lack of information and resources available to coaches
- Little positive reinforcement from association and parents
- Consistency in officiating
- Focus on elitism (i.e. entrepreneurial hockey) which fosters a false sense of importance. Need to get back to the grassroots.
- Violence in hockey
- Politics in the game and associations
- Ensure proper training of young officials, this will keep them in the system longer and it will make the game much more fun for everyone.



2006 Annual General Meeting – St. John's NL

Discussion Activity

1. PSA Presentation:

- Well done.
- Provided a relaxing, informal environment.
- Very informative.
- Presentation was good.
- Info from NHL players and coaches was great.
- Clips of “Relax, it’s just a game” were funny but informative.
- Very informative.
- Parents and coaches should take a look at this.
- NHL coaches and players included good points expressed.
- “Relax, it’s just a game” a good philosophy.
- Those kids were not dreaming they were having fun, the parents are the dreamers.
- No mention of educational opportunities.
- Very well done – good ideas – going in the right direction. I think we need to advertise “the good” more and “the bad” less. Negative generates the negative – let’s bring it up a notch!
- Good, bad ugly presentation, somewhat weak – needs fine tuning, presentation clarity. Thought our agenda or itinerary would have been beneficial to better understand what we were trying to accomplish or discuss overall for all parts.
- Maybe we should show more positive parents as well, as opposed to showing the “bad” examples. Use humor, which helps get the message out.
- Very good, funny. Had some very good points. Nice music.
- Effective and thought provoking. A parent needs to understand the mechanics of hockey and this helps (Why skill development is required for example).
- Well put together – very positive – should have a good effect on players, coaches and parents.
- User friendly.
- Presented an umbrella of positive inputs into the game. However many of them should be givens. Some of the more contentious issues need to be tackled in a meaningful and productive way.
- Fantastic, fun and informative.
- A very positive message. These kinds of ads should continue.

- They get to the point, however far too many believe: That doesn't apply to me!
- It was good to watch and see how hockey players should be, and respect for coaches and how to become a great person.
- Great to hear comments for other participants. Good job.
- A great presentation, this was put together very well. My son and I enjoyed it very much. Thank you for a great couple of hours.

2. Minor Hockey Association – Toolbox for Parents:

- Certainly brought issues to the table.
- Also provided opportunity to think about hockey as a game as well as a stepping stone to life.
- Includes everything I think we need.
- Good concept.
- Could be productive for future.
- An exceptional idea.
- Progress made with this idea.
- Looks promising.
- Too early to comment.
- Any information we can get to parents to make this game more enjoyable for the kids is good.
- Good plan – I think in today's environment parents are more involved with their child's life/activities, so a code of conduct should apply to all. However I feel that today's parents are more controlled and more educated.
- Needs further work or presented better.
- Good idea; it needs to get to the parents to be implemented.
- Would be good tool as long as the associations make parents aware. I saw this material at the Safe & Fun Hockey Camp in 2000 – not from any association.
- Never really paid much attention to this, but it looked good. I will check it out tonight. Not a parent so it doesn't really apply to me.
- I can see this being quite useful to associations for a broad delivery to the members/volunteers/executive.
- Certainly a valuable tool/resource for MHAs to have and to be able to utilize within their own associations to improve and educate parents as to why they have their child in hockey, to be realistic to what they want to get out of the game, but not at the expense of other people, but through work, dedication and fair play.
- Great idea to help parents like myself to learn more about the development of hockey. I never knew much about hockey and I'm now just learning and this will help a great deal.
- Looks like a good idea. The key to how much it is used will be communication to associations and follow-up. A great tool is only good if it is used.
- Great idea – needs to be communicated that it is available. Needs to be advertised.
- I think the toolbox is good for hockey associations. Just click on what you need and there it is.
- Everything was great, enjoyed very much.

3. Becoming a Hockey Parent of Value Presentation

- Thought it was well worth listening to and watching. Explains what a parent should be like to their kids and coaches.
- Fantastic presentation
- Applies to much more than hockey
- All parents should have the opportunity to view, on second thought, it should be mandatory!
- Very well done! I like the overall message. It is something that should be shared with all parents. It would be great to play this at hockey registration or any gathering of parents to constantly remind parents of their roles and responsibilities.
- So many of these comments are true. The children come first!
- Some worthwhile and sobering thoughts indeed. Should help keep focus and perspective for the parents. This should prove beneficial to kids.
- The theme – messages – are very appropriate and pertinent.
- This is a step in the right direction, one suggestion might be to provide resources to get this message out to all parents
- Again, thought provoking, humorous at times and pretty much enjoyable.
- Very good. Informational. I'm not a parent but I enjoyed the presentation. Well put together.
- This is an interesting concept that is not only applicable in hockey but for any sport or activity like music. Hockey sometimes gets a bad image as being expensive and too physical. We need our associations to get this message out more and to get more parents involved, not only in ALL Stars but house league as well.
- I'm not sure how effective this is. It is too long and tries to encompass too many things. Maybe the message needs to be simplified.
- Enjoyed this immensely. Valued the opportunity for input.
- Fabulous presentation – excellent message (Change the red font to black – hard to read red) Very upbeat – Delivers the message. Brings home the importance of building your child's self-esteem and personal development.
- Very informative, I would like to commend the presenters and developers. I think we are going in the right direction. Keep up the good work.
- All parents should take need to this.
- Very good points established.
- Very well done; music was fitting, relaxed, light, hearted quotes and phrases added to the presentation.
- I think every parent with a child in hockey or any sport for that matter should see and take part in such a presentation. The small percentage of ugly parents may get the point.
- Enjoyed it very much. This presentation was funny but got the point across.
- Very enjoyable. Really made me think and evaluate myself as a hockey parent. Made me realize that sometimes you have to stop and think.

The ABC's of Hockey Parents of Value

Accept:

- losses along with the wins
- praise and constructive advice
- your child's ability, level and enhance it
- responsibility for your child's actions
- your child's accomplishments and opinions
- the calls, decisions and rules
- losing as well as winning
- losing
- your role to your teammates
- the coach for who he is
- accomplishing your goals
- who you are
- the decisions of officials, coaches, etc...
- being respectful
- all other team members
- what you cannot change
- responsibility for my behaviour, attitude
- your child for the player that he/she is
- the decision of your son/daughter's coaches

Believe:

- in your son or daughter
- your child can be the best he/she can be
- that sport enhances your child's character
- in your child always
- in trying your best
- in the system
- in yourself and your teammates
- in your kid
- in yourself
- in your team
- that your passive behaviour will influence others to calm down
- that you can achieve
- in yourself and others
- in oneself as an individual
- in becoming a better role model
- that your child's coach has your kids best interests in mind

Compliment:

- everyone involved; players and volunteers
- all players
- your son's coach
- your child for "smart" game play, not just scoring
- your child frequently
- often
- people who do the voluntary work
- your teammates and at times the opposing players
- the other team's determination/skill
- your teammates
- him or her no matter how they play
- your friends
- good plays by all
- your opponent whether you've won or lost
- all other players
- what should be complimented
- my opponents/teammates
- your teammates after a play or game
- your child after every game

Discuss:

- serious issues such as checking from behind
- openly and honestly what you believe in
- and display respect to your son
- issues with your child when they are ready
- all issues openly and candidly with your child
- quietly
- the problems openly
- drills and game plans with your coach
- the end result of the game/work ethic
- the game with your kid
- your defeat and what you can do to improve
- your feelings
- with your parents
- the issues, don't argue
- any issues privately and in a constructive manner
- how you feel about the game or practice
- how to reach greater understanding
- and communicate your team's individual goals
- problems or concerns with the coach first
- any problems with children

Encourage:

- children to do their best
- fair play
- your son to do his best
- your child
- your child always
- always
- the kids to have fun and not to take it too serious
- your son or daughter to do the best they can
- your child/team
- them to excel
- players to do their best
- your child
- others to do their best
- all players
- your child to always do their best
- my child
- those who seek to achieve
- my teammates
- your child to do their best
- your child to play fair

Familiarize:

- fun – is the reason kids play
- find something positive to say
- yourself with the code of conduct
- yourself with your child's teammates/coaches
- your child with the appropriate rules of conduct
- yourself with the rules of the game
- yourself with the rules
- yourself with all aspect of the game
- yourself with the coaching personnel
- yourself with the fact that family are here for you
- yourself with rules and procedures
- family always being there for you
- yourself with your environment
- yourself with the rules
- yourself with rules/regulations of your association
- yourself with your teammates and coaches
- yourself with other situations
- fundamentals in action
- yourself with the rules of the game
- yourself with other parents on your child's team

Give:

- advice and compliments
- the best love and support you can
- help when needed
- it is better than only receiving
- love, understanding, encouragement to your child
- lots of encouragement
- your time to the process
- your all at practices or games
- to the team
- it your all
- freely of your time
- 110%
- generously of yourself
- encouragement to all players, on both teams
- time to ensure your child enjoys the “sport” of hockey
- it all you got
- what you can afford
- to grow relationships/friendships
- your child lots of positive encouragement
- freely of your time

Help:

- your child succeed and help out volunteers
- anyone who needs help – coaches, players and executive
- when possible
- to the best of your ability, your child in all aspects of life
- always
- with the process, team, tournaments, etc...
- your son/daughter to become a better player/person in life
- out the team
- those who need it
- when the coach asks for it
- should always be a priority
- others, this will gain respect
- the situation, don't always criticize
- make the sport memorable
- anyone who needs it
- those in need
- to be part of the solution, not part of the problem
- out with the team as much as you can
- out at practices

Invite:

- that sometimes your kids may not make the best choices
- open and honest discussion
- dialogue
- open and honest discussion
- other's opinions
- players from the other team over for a sleepover, etc...
- good sportsmanship, fair play
- people to play
- others to play
- the team over for an end of season party
- constructive criticism not negativity
- others in your life, friends are better than money
- comments and listen
- fans to all the games
- everyone to play
- others to share in your abilities
- mom/guardian in a positive way
- relatives and friends to come watch a game
- to take other kids to the rink if parents are not free

Judge not:

- the other players by their mistakes
- only based on what you "see"
- who's shoes you have not walked in
- or else
- just try to understand, support, guide in the right direction
- your child's accomplishments
- the officials, coaches...
- until you know all of the details about the instance
- the kids on the other team
- the other team
- others; for they may judge you
- other parents
- where you are at, but where are you going
- what volunteers decide
- anyone who obviously is doing their best
- unless you want to be judged
- when you don't accept judgment from others
- join the team
- the other players
- the referee's calls

Know:

- that hockey is a big commitment
- your boundaries
- your child's limits
- and understand your child's moods, feelings
- when to say nothing
- the rules
- your child's limits and expectations
- your limitations
- when you need help
- how to handle confrontation
- your goals and reach for the stars (tell them)
- your limits
- the facts
- when to talk and when to listen
- the rules
- how to respond to circumstances
- the value of respecting your opponents
- the interest level of your child
- that it's only a game – relax

Listen:

- to your child. Don't force him to play
- to your gut feelings
- to the referee
- and learn, then respond
- often and well to your child when they speak
- always or more
- to everyone but correct people who are wrong
- to what your child has to say about the game
- to what other parents and coaches have to say
- to your coach
- to your parents and coaches
- with an open mind
- to your parents
- to what others have to say
- to your child after each game – act accordingly
- to your coach
- for sounds others
- and learn to control ones emotions
- to your child's stories after the game
- to any concerns your child has

Make:

- friends with the parents on other teams
- an effort to see all children and treat them fairly
- the right decisions in your life so your child will learn
- no negative comments
- sure you don't get too emotional – it's just a game
- sacrifices to help your child achieve his/her goals
- well thought-out decisions
- your personal goals
- every game your best game
- the right choices
- the best of every moment
- efforts to improve things
- the hockey experience something to remember fondly
- friends
- allowances for efforts of others
- the game fun always
- yourself available to watch your child play the game
- time for your children

Never:

- discourage or use profanity
- take out your anger on the child
- say never
- degrade
- criticize
- let your kids hear about the politics of hockey – i.e. parents issues
- say negative things to your child after losing a game
- put pressure on your kid
- quit
- put down another player
- give up
- publicly criticize a volunteer
- embarrass your child (or anyone else) in a public arena
- get upset about a shot not going in the net
- reject support from others
- stop pursuing your dream
- make negative comments about another player
- make your child feel bad

Offer:

- encouragement and be supportive
- encouragement to players and coaches
- to help
- encouragement, love, understanding and support always
- encouragement
- to resolve conflicts
- to help your child to improve his/her skills
- your experience for the good of the team
- what you do best
- encouragement to your goalie who is having a rough game
- your support
- yourself to help
- compliments often and constructive criticism when appropriate
- encouragement “win or lose”
- help
- that which can help another
- encouragement
- your time as often as you can
- to help at fundraisers for the team

Plan:

- goals and work towards them
- to spend five or more hours at the rink per week
- for other activities besides hockey
- for success for your child, and they will feed from this
- ahead
- to enjoy the game and the hockey experience
- your time wisely so everybody will benefit from the game
- trips to the rink with family, boosts confidence of child
- events
- parties and get togethers with team
- social events
- your future
- to avoid conflict
- to stay involved
- your plays
- your next move if possible
- passion and patience, they are part of the game
- the day of the game so that your son/daughter doesn't arrive at the arena too late
- your schedule to make time to attend games

Question:

- qualities – many good qualities come from hockey
- your motives
- a sudden change in attitude or game play
- often so you can understand their feelings
- your own motives
- why the associations don't follow the rules
- things that you feel will not help in the development process
- the sometimes abstract motives of coaches/players
- what you don't understand
- the coach, not the referee
- anything you don't understand
- if in doubt
- decisions in a respectful manner
- how you can "make a difference"
- your coach if you don't understand
- anything that comes too easily
- never, never quit
- unfairness on the ice
- your child, do they enjoy the game?

Recognize:

- your mistakes and work to correct them
- your faults and do better next time
- a good effort
- positive influences and attributes
- their troubles, offer guidance
- your child's potential
- that its only a game
- negative things about the game and turn them into a positive
- that not all parents share the same view point as you
- your own ability and those around you
- all players for their accomplishments
- his hard work
- your potential
- that things sometimes happen in "the heat of the game"
- when your child is trying his/her best
- compassion
- you must always respect your opponent
- the value of volunteers
- the fun aspect of the game

Show:

- support for your child's decisions
- love, compassion and support
- respect
- compassion
- your son/daughter how to behave – set an example
- your child that winning is not everything
- pride in your child
- if you live it, then show it
- your true colors when it is appropriate
- your love and support
- that you can do anything if you wish
- the way by using good judgment
- appreciation when your child is working at his/her best
- respect
- compassion
- support for your teammates, coaches and parents
- your child the value of camaraderie
- consideration & respect for referees and other players

Thank:

- the volunteers for a job well done
- God for a safe season
- volunteers
- your child for trying their hardest and thank the volunteers
- them for their love
- God for your child
- the volunteers for their time
- the coaches that help to mold your child on and off the ice
- the coaches for their counsel towards your child
- your coaches and those who help
- God you are able to play hockey
- him or her for always trying their best
- volunteers for their efforts
- those who volunteer
- everyone
- those who have sacrificed
- be thankful for having the opportunity to participate
- the coaches for their time
- the coaches

Understand:

- the decisions and choices made by coaches
- that these players are just kids
- your child's feelings and sensitivity
- how they struggle at times, offer support always
- that it's just a game
- that people make mistakes
- some of the reasons why things do not always go in your favor
- the nature of the game
- the game and its rules
- that mom and dad can't afford all-star
- how they feel
- others and their feelings
- the issues/details before commenting
- that minor hockey is about your child – not you!
- the sport
- why others are as they are
- why you are playing the game
- your child's rate of development
- that everyone makes mistakes

Vary:

- from hockey to different sports in the summer
- victory is not the most important goal
- your approach to skill development to avoid boredom
- your approach when necessary
- your schedule and your child's
- the activities you participate in
- expectations may vary from game to game
- approach if met with bad results
- your teammates to make new friends
- your positions when you're young
- vengeance is not good
- vocal – being vocal is a positive trait
- your approach – try to see things from different perspectives
- your child's exposure to physical activity to be more well-rounded
- positions – learn all of the sport
- circumstance to show adaptability
- we are very fortunate to be able to play hockey
- the activities in which you enroll your child in the early years to provide choice and overall level of development as a person
- your child's activities

Work:

- hard and play clean
- with other parents to make hockey fun
- with your child on skill development if asked
- with them not against them
- hard
- on your weak points
- achieves results and accomplishment
- so your child can achieve what he is capable of
- hard
- hard and have fun
- on always being a better parent
- means success
- towards a common goal
- hard at developing a good person who just happens to love hockey
- hard and have fun
- to achieve
- in both practices and games
- towards a positive attitude after a lost game
- hard

X-Ray:

- the possibilities that you can have
- vision wouldn't solve your problem
- your head if you want your child to injure someone
- their feelings and souls
- your plan
- the goalie for horseshoes!!
- required if an injury has occurred
- the femur or foreman
- his head
- the ice to see if the lucky loonie is in your end
- your brain if your one of those crazy parents!
- shows your insides, this is important
- don't x-ray each situation, relax
- hopefully you'll never need one
- to see what is internal in others
- excellence
- any broken bones (suspected)
- your child's friends, i.e. know them

You:

- youth – enjoy because it is a once in a lifetime thing
- can make a difference
- can make a difference
- teach them right and wrong every day
- can make it if you want to
- need to think before you act
- should never think that you know everything about hockey
- can do better than this (the parent not the kid)
- can do what makes you happy
- are always the best player to your parents
- are his or her #1 fan
- are your own being, remember this for your life
- are responsible for your own actions
- have a responsibility to set a good example
- need to play your best and have fun
- are as good as your last action
- are part of a team
- are responsible for your actions
- need to remember it's only a game

Zeal:

- Zealand, Canada is way better
- Zippers go up and down, be flexible and show you can see all sides
- Is what lives on “zee” iceflows
- for life
- for life
- and keep it real
- for life
- is good in the right proportion
- in the right way
- will move you forward in life
- zest for life (which includes hockey) don't lose it
- for life
- appreciate the zamboni driver
- Zena was a woman of strength to be admired
- for the game



2006 Fall Forum – Hockey New Brunswick

1. What is the greatest life lesson you have been taught through the game of hockey?

- Participation
- Sportsmanship
- How to control personal feelings
- Hockey is just a game
- Interaction
- Discipline
- Can't please them all
- Keep your stick on the ice
- Patience when dealing with novice players
- Respect – Have fun – Enjoy life (hockey)
- Teamwork – carries onto life long situations

2. In your opinion, what is the biggest obstacle to minor hockey player development?

- Cost (Ice, Equipment, Camps, Registration)
- Lack of Volunteers
- Finding & Retaining quality coaches for all Rec level teams
- Parents
- Location – Rural clubs
- Lack of facilities
- Lack of involvement by community personnel
- Winning at all cost
- Coaches/Parents
- Ice time
- Lack of funds from community

3. Canada is widely considered the world leader in hockey. In what developmental aspects of hockey do you think Canada could learn something from other countries?

- Off-Ice training/conditioning (mental aspect)
- Individual on-ice skill development/tactics strategies
- Skill Development – We don't use the resources that we give to rest of the countries
- Resources
- More programs e.g. Kids-Sport, Hockey in school programs
- Nothing – Soccer, encourage multiple sports
- European skating programs

4. As hockey is our national game what role should it take in the school curriculum in order to enhance the efforts of Hockey Canada and its Branches?

- Killer Ball 3 times a week
- Teaching fundamentals
- School teams for other levels other than High School (including female)
- Make it a “Block” just like swimming, tennis, etc... 4 – weeks of phys. Ed classes devoted to hockey... rent the ice while it's idle!!
- Phys-ed 3 times a week does not allow Canadian children the opportunity to become lifelong learners in activities (physical sports)
- Increase phys-ed in schools first then make hockey a spin off for activities
- Include it in the phys-ed program
- Shouldn't even be in school curriculum

5. What examples of “politics” have you seen in your experiences that significantly impact minor hockey?

- Draft (team selection) pre-picking
- Coaches assigned to teams
- Coordinators driving personal agendas
- Conflict of interest
- Financial compensation for favorable player placement (for this... pick my kid!)
- Parents volunteering for the good of “I”
- Own agendas – not for the good of the children
- Team selection

6. What can your local MHA, Branch and Hockey Canada do to better serve parent customers?

- Seminar for parents only
- HC - use money for grassroots vs high level
- HNB – helping more with MHA with skill programs
- MHA – driving program available from HNB/HC to grassroots
- Provide complete orientation kits
- Promote the game for “young” “new” players. Let’s start over. Put funds in place to develop & promote!
- Give parents a “purpose” to do
- Practice “Toolbox” Program
- Communication/Information through websites, etc...
- Education: asking them what they can do for their association and not what their association can do for them

7. If you could make one change to the sport of hockey, or the minor hockey system itself, what would it be?

- Let’s go back to grassroots & let’s have FUN!
- Less emotions
- Equal footing for competitive & recreation teams. (Less on winning)
- Eliminate scoreboard
- More fun
- Define hockey development streams
- Limit numbers of tournaments teams attend
- Communicate the full program to those involved so that they understand the program from bottom to top!

8. With all the negative publicity around the sport of hockey, what still remains GOOD about the game?

- Players
- Fun
- Friends, physical activity
- Greatest game on earth!
- Social aspect of game
- It is still Canada’s game. Sportsmanship, life skills
- Kids still want to play!
- The Game

9. What are your favorite and least favorite things about being involved in the sport of hockey?

Favorite

- The kids
- The kids – life long friends
- Fun
- Dealing with children
- Relationship
- People we meet
- Watching kids bond as a team
- Friendships

Least Favorite

- The 10% of parents
- Politics
- Dealing with conflicts
- Negative parents
- Game is too short
- People
- Cold arenas
- Fundraising
- Parent Abuse

10. What is your personal goal within the sport of hockey and what do you feel is the best path to achieve this?

- Fully certified/qualified bench personnel – no education/sanctions
- Support community programs to help the children to be better citizens – Be a role model & educate
- Make it fun for everyone involved!
- Improve organization, follow the rules for everyone
- Getting involved
- Fair play
- More Females! More ice time for female hockey “Equal”
- To achieve: educate
- Everyone who wants to play, can play (find the \$)
- Make sure the kids have fun “Equality”



National Hockey Parents Day

Hockey Canada has initiated National Hockey Parents day to salute hockey parents across Canada. Minor hockey associations are invited to conduct parent seminars designed to help parents assist in making the game 'Safe and Fun' in conjunction with nationally delivered initiatives towards parents in the game.

Click here to learn about last year's ***National Hockey Parents Day!***

<http://members.hockeycanada.ca/bulletins/public/bulletins.asp?ID=347>

Guiding Principles For Hockey Parents of Value

- Hockey Canada needs parents of value – parents of value need Hockey Canada.
- Parents of Value prefer activities that allow their children to succeed, not just a chance to participate.
- Parents of Value hold high but reasonable expectations for their children.
- Parents of Value understand that their children's reach should exceed their grasp not that of their parents.

- When there is a disagreement or a conflict, expressing feelings and opinions in a respectful manner is vital.
- Parents of Value are familiar with a communication protocol, when they have a concern/complaint about an incident involving their son/daughter or about an unsatisfactory relationship.
 - 1st discuss the matter with the individual(s) concerned;
 - 2nd failing resolution, speak to your local MHA President;
 - 3rd if still unsatisfied, contact the Branch representative for your area, district, zone or region for guidance;
 - 4th as a final resort contact your Branch Office.

- Parents of Value are considerate of others, they know that caring is at the heart of a great person, a great family, a great team (a great community, and a great hockey association)
- Parents of Value understand that average parents try to get their children to think more of them and the extraordinary parent tries to get their children to think more of themselves.
- Parents of Value understand that the great moments when family and friends cheer are not the moments that count. The ones that count are when people stop believing in your son/daughter. These are the moments that define them.

- Parents of Value understand there must be a balance between hockey and life.
- Parents of Value Live, Love, Listen, Learn and Leave a Legacy to encourage another generation of hockey excellence.

- Parents of value understand that it is nice to be important, but it's more important to be nice.
- Parents of Value understand that life in the hockey arena is to experience the game as part of the total education that young people need to prepare for the future

Hockey Parents of Value Roles and Responsibilities

- To always display personal standards modeling positive and responsible behavior;
- To treat opponents, officials and fellow parents with due respect both in victory and defeat;
- To show confidence in your son/daughter's ability and skill development, always avoiding comparisons to teammates;



- To emphasize the importance of values like sportsmanship, cooperation, fairness, respect, excellence and teamwork;
- To celebrate the acquisition of skills and milestones achieved;
- To ensure your son/daughter wears proper equipment;
- To promote a healthy lifestyle including proper nutrition and sufficient rest;



- To model and expect respect and courtesy;
- To remind your son/daughter that checking from behind is a cowardly act;
- To assist in helping eliminate embarrassing behaviors which detract from our national game;
- To never provide or advocate the use of drugs or performance enhancing substances;



- To refrain from the use of profane, insulting, harassing or otherwise offensive language;
- To assume the major responsibility for your son/daughter's on ice conduct and attitude;
- To resolve conflicts in peaceful ways so that everyone's dignity is maintained;



- To be a great source of love, support, caring and encouragement;
- To encourage your son/daughter to make a difference on their team and in their community;
- To advise your son/daughter that whatever they do in the game of life, give it all you've got;
- Parents of value understand that trying one's best is more important than doing the best.





Hockey Canada PSA Campaign Synopsis

Together outside of the hockey arena, Hockey Canada and USA Hockey have partnered for the 2003-2004 hockey season by launching a new series of integrated public service announcements under the banner of **"Relax, it's just a game"**.

The North American public service campaign **"Relax, it's just a game"** was designed to raise awareness and promote discussion about the continuing problem posed by adults (parents, coaches and fans), who put too much pressure on young players involved in amateur hockey and other sports. Instead of focusing on the role-reversal of parents and children, the new campaign focuses more on how ridiculous some parents sound when they pressure their children at play.

<http://www.hockeycanada.ca/7/5/1/2/index1.shtml>



A MINOR HOCKEY TOOLBOX FOR PARENTS - THE TOOL INVENTORY LIBRARY

***This document is constantly being reviewed
and new tools are added as required.***

Development Programming

Hey Parents!

Hockey Canada has resources for you as you grow with your child in the game!

Want to learn how to become a good hockey parent?

FAIR PLAY CODE
... FOR PARENTS



10 WAYS TO BECOME A GOOD
HOCKEY PARENT

http://www.hockeycanada.ca/index.cfm/ci_id/7523/la_id/1.htm

How much do you RESPECT the game of hockey and all its participants?

Shared Respect
players•coaches•officials•parents

Hockey Canada's "**Shared Respect Initiative**" asks you to consider your role in showing "Respect" for the game, and for the people who make this the great game it is. To find out more on the "Shared Respect Initiative" click here:

http://www.hockeycanada.ca/index.cfm/ci_id/7260/la_id/1.htm



Wondering what your role as a hockey parent is?

To help you out, you can [download](#) the Chevrolet Safe & Fun Parent's Manual. Here you will find information on:

- ➔ Parent to **Player** relationship
- ➔ Parent to **Coach** relationship
- ➔ Parent to **Parent** relationship
- ➔ Parent to **Official** relationship
- ➔ Parent to **Minor Hockey Association** relationship

Or even better, you can take part in a Chevrolet Safe & Fun Parent's [Seminar](#).

Check out the Chevy Safe & Fun Hockey website at www.safeandfunhockey.ca

Want to get your child involved in Hockey, but you're not sure they will like it?

Check out the **Hockey Canada Development Information**. These programs make your children's first contact with hockey a safe and positive experience. To learn more about the following programs, simply click below:

- Initiation Program: <http://www.hockeycanada.ca/1/8/7/6/6/index1.shtml>
 - Novice Program: http://www.hockeycanada.ca/index.cfm/ci_id/7654/la_id/1.htm
 - Atom Program: http://www.hockeycanada.ca/index.cfm/ci_id/7535/la_id/1.htm
 - Peewee Program: http://www.hockeycanada.ca/index.cfm/ci_id/7655/la_id/1.htm
 - Bantam Program: http://www.hockeycanada.ca/index.cfm/ci_id/7536/la_id/1.htm
 - Midget Program: http://www.hockeycanada.ca/index.cfm/ci_id/7653/la_id/1.htm
 - Goaltender Program: http://www.hockeycanada.ca/index.cfm/ci_id/7630/la_id/1.htm
-

Is your child at the grassroots level? If so Chevy Safe & Fun hockey is for you!



Chevrolet and its Dealers have proudly supported grassroots hockey in Canada through the **Chevrolet Safe & Fun Hockey Program** since 1999. In an ongoing effort to teach and foster the values of Respect & Responsibility in young players aged 5-8 years and their parents, the Chevrolet Safe & Fun Hockey Program offers a fun approach to teamwork, sportsmanship, hockey fundamentals and valuable lessons that can be used on and off the ice.

To visit the Chevrolet Safe & Fun hockey website click here:

www.safeandfunhockey.ca

Do you know of an outstanding community leader who dedicates his or her time to grassroots hockey?



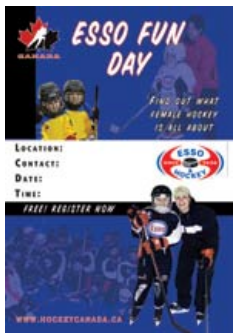
RBC Insurance, Hockey Canada and the Hockey Hall of Fame are recognizing outstanding community leaders from across the country who dedicate their time to supporting grassroots hockey as part of the second annual RBC Local Hockey Leaders program.

The winners (one from each of Hockey Canada's 13 branches) are chosen from nominations received in a cross-country search. RBC Insurance will donate \$10,000 to local minor hockey in each regional winner's name, plus each will be recognized in the Hockey Hall of Fame and receive a signed Team Canada jersey.

If you would like to find out more information about the RBC Local Hockey Leaders please click the link:

- ➔ RBC Local Hockey Leaders Home Page: <http://www.rbclocalhockeyleaders.com/index.html>
 - ➔ 2004-2005 winners: <http://www.rbclocalhockeyleaders.com/winners-2005.html>
 - ➔ 2005-2006 winners: <http://www.rbclocalhockeyleaders.com/winners-2006.html>
 - ➔ 2006-2007 winners: <http://www.rbclocalhockeyleaders.com/winners-2007.html>
-

Is your daughter interested in the game? If so the Esso Fun Days are for HER!



This Program is meant to be a fun day of hockey for the first time participant in the female game. If you are a female between the ages of four to eighty-one and want to give hockey a try, the Esso Fun Days are for you and it's free! To find out more on the **Esso Fun Day**, click here:

http://www.hockeycanada.ca/index.cfm/ci_id/7082/la_id/1.htm

Want to learn more about Female Hockey?

You can learn more about **Female Hockey Development** by downloading the following Development Guides, just click on the link below:

- ➔ Female Hockey: http://www.hockeycanada.ca/index.cfm/ci_id/7066/la_id/1.htm
-

Confused about the rules of the game?



Hockey Canada has made the Hockey Canada Rule Book available to you. It is a necessity for all officials, coaches, players and parents. To find out more, simply click on the link below:

http://www.hockeycanada.ca/index.cfm/ci_id/7158/la_id/1.htm

Would you like to know more about parents and Officials?



To find out more about parents and officials, and understanding the role of the official click the link below:

http://www.hockeycanada.ca/index.cfm/ci_id/7260/la_id/1.htm

Want to get your player involved in skill development?



Get them involved in the *National Skill Standards & Testing Program*. This program is based on the fundamental philosophy that skill development should be fun and challenging and at the same time accessible to all players in the Canadian minor hockey system.

To find out more about the *National Skill Standards & Testing Program* click here:

http://www.hockeycanada.ca/index.cfm/ci_id/7726/la_id/1.htm

Need help with hockey equipment? Would you like more information on the proper fitting, protective quality and maintenance of hockey equipment?

[Click here](#) and you will get all the information you need.



Questions about checking in the game?



Check it out! Hockey Canada has developed a four step progression to teaching and learning checking...

Introduction manual:

http://www.hockeycanada.ca/index.cfm/ci_id/6860/la_id/1.htm

Want to help your young player prevent injuries? How about starting out with a great warm-up!



While the player may be in top form in terms of their physical conditioning, participation in vigorous sports like hockey require a proper warm-up to help prepare the body for the increase demands and to help prevent injuries. Click here to download the

stretching information guide:

http://www.hockeycanada.ca/index.cfm/ci_id/18411/la_id/1/document/1/re_id/0

Want to learn more about the risk of concussions in the game?

The Hockey Canada Safety Program's emphasis is on injury prevention and safety through risk management and education. Check out these helpful links:

- ➔ Hockey Canada Safety Program click here:
http://www.hockeycanada.ca/index.cfm/ci_id/7697/la_id/1.htm
- ➔ Concussion awareness click here:
http://www.hockeycanada.ca/index.cfm/ci_id/7699/la_id/1.htm
- ➔ Emergency action plan click here:
http://www.hockeycanada.ca/index.cfm/ci_id/7719/la_id/1.htm



Get additional concussion information at www.thinkfirst.ca

http://www.thinkfirst.ca/concussion_education.asp



Click here to download instructional videos on:

- ➡ Being a good skater: <http://www.thinkfirst.ca/media/tip1.mpg>
 - ➡ Keeping your head up: <http://www.thinkfirst.ca/media/tip2.mpg>
 - ➡ Being aware and staying alert: <http://www.thinkfirst.ca/media/tip3.mpg>
 - ➡ Approaching the boards: <http://www.thinkfirst.ca/media/tip4.mpg>
 - ➡ Protecting yourself: <http://www.thinkfirst.ca/media/tip5.mpg>
 - ➡ Knowing the danger zone: <http://www.thinkfirst.ca/media/tip6.mpg>
-

Questions on the prevention of abuse, harassment and bullying in Hockey?

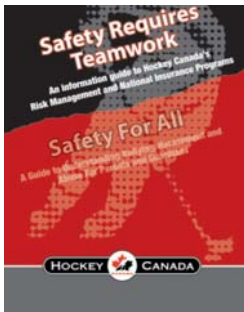
The Hockey Canada Speak Out! program encourages players to discuss these issues to either their parents or a grown-up they trust.

To learn more about the Hockey Canada Speak Out! program click here: http://www.hockeycanada.ca/index.cfm/ci_id/7811/la_id/1.htm



Is your player between the ages of 14-20?

If so, Speak Out! has provided age specific information and encourages youth to support their peers on these issues. To download the brochure specifically intended for players aged 14-20 click here: http://www.hockeycanada.ca/index.cfm/ci_id/16823/la_id/1.htm



Would you like to learn more about understanding Bullying, Harassment and Abuse?

“Safety for All” is a comprehensive guide to understanding Bullying, Harassment and Abuse;



Click here to download your own copy:

http://www.hockeycanada.ca/index.cfm/ci_id/23917/la_id/1/document/1/re_id/0



Check it Out!



The “Check It Out” DVD is an educational tool for coaches, players, officials, administrators and parents on checking in the game. The DVD includes sections on safety and respect, and the progressive steps involved with teaching checking effectively. For more information visit:

<http://www.hockeycanada.ca/6/8/6/0/index1.shtml>



Goodsport



http://www.hdco.on.ca/web_pages/goodsport.html

Goodsport is a program created by the Hockey Development Centre for Ontario and its member organizations to encourage good sportsmanship, so that the true spirit of hockey will endure.

For more information contact mail@hdco.on.ca



***A MINOR HOCKEY TOOLBOX FOR
PARENTS -
THE TOOL INVENTORY LIBRARY***

***This document is constantly being reviewed
and new tools are added as required.***

Branch Programming



Team First - Together Everyone Achieves More



<http://www.bcaha.org/bcaha/teamfirst.asp>

This BC Hockey developed program revisits the positive social values of Fair Play - integrity, respect and fairness - which are essential elements of the game.

For more information contact teamfirst@bchockey.org



Play S.M.A.R.T. - Shaping Minds, Attitudes and Respect Together



www.hockey-alberta.ca/association.aspx?p=play_smart

Play S.M.A.R.T. was developed by Hockey Alberta's Game and Conduct Management Committee as a program that would provide the foundation for all initiatives in relation to the administrative area of GCM (Game Conduct Management). ***Shaping Minds, Attitudes and Respect Together*** will be the constant theme that will encourage all participants to take responsibility and ownership in making the game of hockey an enjoyable experience for all.

For more information contact Mike Olesen at molesen@hockeyalberta.ca



Franc-jeu



According to testimonies' obtained in leagues where the program is applied, Franc-jeu made it possible to reduce by 20 % on average the number of minutes of penalties per game.

<http://www.hockey.qc.ca/pub//programmes/franc/introduction/internal.jsp>

For more information contact Mariève Blais at marieve.blais@hockey.qc.ca



Branches/Districts and Minor Hockey Associations Constitutions and Operations Manuals

Get informed! Contact your Branch or Minor Hockey Association for a copy of the constitution and/or operations manual.

BC Hockey

6671 Oldfield Rd
Saanichton, BC, V8M 2A1
Tel: 250-652-2978
Fax: 250-652-4536
www.bchockey.net

Hockey Alberta

1-7875, 48th Avenue
Red Deer, AB, T4P 2A1
Tel: 403-342-6777
Fax: 403-346-4277
www.hockey-alberta.ca

Saskatchewan Hockey Association

2-575 Park Street
Regina, SK, S4N 5B2
Tel: 306-789-5101
Fax: 306-789-6112
www.sha.sk.ca

Hockey Manitoba

200 Main St
Winnipeg, MB, R3C 4M2
Tel: 204-925-5755
Fax: 204-925-5761
www.hockeymanitoba.mb.ca

Hockey Northwestern Ontario

516 East Victoria Ave
Thunder Bay, ON, P7C 1A7
Tel: 807-622-4792
Fax: 807-623-0037
www.hockeyhno.com

Ontario Hockey Federation

1185 Eglinton Avenue East, Suite 202
North York, ON, M3C 3C6
Tel: 416-426-7249
Fax: 416-426-7347
www.ohf.on.ca

Ottawa District Hockey Association

1247 Kilborn Place, Suite D300
Ottawa, ON, K1H 6K9
Tel: 613-224-7686
Fax: 613-224-6079
www.odha.com

Hockey Québec

4545 Ave Pierre-de-Coubertin
Montréal, QC, H1V 3R2
Tel: 514-252-3079
Fax: 514-252-3158
www.hockey.qc.ca

Hockey New Brunswick

165 Regent St, Suite 4
Fredericton, NB, E3B 4Z9

Tel: 506-453-0089

Fax: 506-453-0868

www.hnb.ca

Hockey PEI

40 Enman Crescent
Charlottetown, PE, C1A 4L1

Tel: 902-566-5171

Fax: 902-894-5412

www.hockeypei.com

Hockey Nova Scotia

6300 Lady Hammond Rd, Suite 200
Halifax, NS, B3K 2R6

Tel: 902-454-9400

Fax: 902-454-3883

www.hockeynovascotia.ca

Hockey Newfoundland and Labrador

13B High Street
Grand Falls Windsor, NF, A2A 2J4

Tel: 709-489-5512

Fax: 709-489-2273

www.hockeynl.ca

Hockey North

47 Pine Crescent
Hay River, NT, X0E 0R5

Tel: 867-874-6903

Fax: 867-874-4603



B. Create and Communicate

Association Philosophies

- Team selection***
- Ice time***
- Code of Conduct***
- All involved including parents***

Remember – We can't expect people to act within our expectations if we don't let them know what our expectations are!



Branches/Districts and Minor Hockey Associations Constitutions and Operations Manuals

Get informed! Contact your Branch or Minor Hockey Association for a copy of the constitution and/or operations manual.

BC Hockey

6671 Oldfield Rd
Saanichton, BC, V8M 2A1
Tel: 250-652-2978
Fax: 250-652-4536
www.bchockey.net

Hockey Alberta

1-7875, 48th Avenue
Red Deer, AB, T4P 2A1
Tel: 403-342-6777
Fax: 403-346-4277
www.hockey-alberta.ca

Saskatchewan Hockey Association

2-575 Park Street
Regina, SK, S4N 5B2
Tel: 306-789-5101
Fax: 306-789-6112
www.sha.sk.ca

Hockey Manitoba

200 Main St
Winnipeg, MB, R3C 4M2
Tel: 204-925-5755
Fax: 204-925-5761
www.hockeymanitoba.mb.ca

Hockey Northwestern Ontario

516 East Victoria Ave
Thunder Bay, ON, P7C 1A7
Tel: 807-622-4792
Fax: 807-623-0037
www.hockeyhno.com

Ontario Hockey Federation

1185 Eglinton Avenue East, Suite 202
North York, ON, M3C 3C6
Tel: 416-426-7249
Fax: 416-426-7347
www.ohf.on.ca

Ottawa District Hockey Association

1247 Kilborn Place, Suite D300
Ottawa, ON, K1H 6K9
Tel: 613-224-7686
Fax: 613-224-6079
www.odha.com

Hockey Québec

4545 Ave Pierre-de-Coubertin
Montréal, QC, H1V 3R2
Tel: 514-252-3079
Fax: 514-252-3158
www.hockey.qc.ca

Hockey New Brunswick

165 Regent St, Suite 4
Fredericton, NB, E3B 4Z9

Tel: 506-453-0089

Fax: 506-453-0868

www.hnb.ca

Hockey PEI

40 Enman Crescent
Charlottetown, PE, C1A 4L1

Tel: 902-566-5171

Fax: 902-894-5412

www.hockeypei.com

Hockey Nova Scotia

6300 Lady Hammond Rd, Suite 200
Halifax, NS, B3K 2R6

Tel: 902-454-9400

Fax: 902-454-3883

www.hockeynovascotia.ca

Hockey Newfoundland and Labrador

13B High Street
Grand Falls Windsor, NF, A2A 2J4

Tel: 709-489-5512

Fax: 709-489-2273

www.hockeynl.ca

Hockey North

47 Pine Crescent
Hay River, NT, X0E 0R5

Tel: 867-874-6903

Fax: 867-874-4603



Hockey Canada PSA Campaign Synopsis

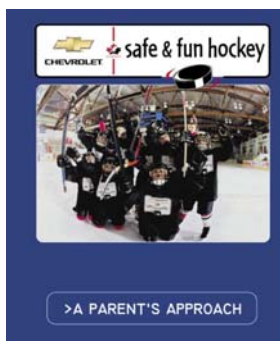
Together outside of the hockey arena, Hockey Canada and USA Hockey have partnered for the 2003-2004 hockey season by launching a new series of integrated public service announcements under the banner of **"Relax, it's just a game"**.

The North American public service campaign **"Relax, it's just a game"** was designed to raise awareness and promote discussion about the continuing problem posed by adults (parents, coaches and fans), who put too much pressure on young players involved in amateur hockey and other sports. Instead of focusing on the role-reversal of parents and children, the new campaign focuses more on how ridiculous some parents sound when they pressure their children at play.

<http://www.hockeycanada.ca/7/5/1/2/index1.shtml>



Hockey Canada's nationally recognized parents' education curriculum **"A Parent's Approach"**



As a parent, there's a lot you can do to help your child develop a positive attitude toward healthy competition, co-operative teamwork, fair play and grace under pressure.

For more detailed information, [download](#) the Chevrolet Safe & Fun Hockey "A Parent's Approach" Manual.

Visit the website at www.safeandfunhockey.ca



PARENT CONDUCT GUIDELINES



These guidelines were created to eliminate violent and unwanted behaviour of non playing participants, spectators, coaches and other volunteers in the game. This will be accomplished by promoting education and awareness and by implementing fair and effective procedures and sanctions in dealing with unacceptable behaviour.

Copies are available by contacting Brandy Tanenbaum of the OHF at btanenbaum@ohf.on.ca.



Team First - Together Everyone Achieves More



<http://www.bcaha.org/bcaha/teamfirst.asp>

This BC Hockey developed program revisits the positive social values of Fair Play - integrity, respect and fairness - which are essential elements of the game.

For more information contact teamfirst@bchockey.org



Play S.M.A.R.T. - Shaping Minds, Attitudes and Respect Together



www.hockey-alberta.ca/association.aspx?p=play_smart

Play S.M.A.R.T. was developed by Hockey Alberta's Game and Conduct Management Committee as a program that would provide the foundation for all initiatives in relation to the administrative area of GCM (Game Conduct Management). ***Shaping Minds, Attitudes and Respect Together*** will be the constant theme that will encourage all participants to take responsibility and ownership in making the game of hockey an enjoyable experience for all.

For more information contact Mike Olesen at molesen@hockeyalberta.ca



Franc-jeu



According to testimonies' obtained in leagues where the program is applied, Franc-jeu made it possible to reduce by 20 % on average the number of minutes of penalties per game.

<http://www.hockey.qc.ca/pub//programmes/franc/introduction/internal.jsp>

For more information contact Mariève Blais at marieve.blais@hockey.qc.ca



Fair Play Program



Dartmouth Whalers Minor Hockey Association

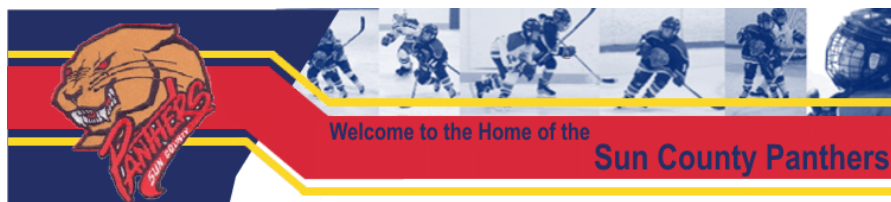
http://www.whalers.org/page.php?page_id=2124

The Dartmouth Whalers MHA in Nova Scotia has created a Fair Play Program with the purpose of enhancing and fostering safety and respect on and off the ice by all participants involved.

For more information contact info@whalers.org



PARENTING IN HOCKEY 101



<http://www.suncountypanthers.com/>

Prepared by Lydia Fiorini and edited by Dr. Vern Stenlund
this document was distributed as a way to provide support
for parents as they move along with their children in hockey.

<http://www.suncountypanthers.com/ParentingInHockey.pdf>



Let's Make It Fun Again



Sherwood-Parkdale
Rural Minor Hockey Association

<http://www.sprmha.com>

Our ***Let's Make It Fun Again*** program was developed by the SPRMHA in response to requests from all areas of our association. Concern has been expressed about the increasing levels of unacceptable behaviour exhibited at games, on and off the ice, and between and among all participants (players, coaches, spectators, officials, parents/guardians, administrators and volunteers) of the game. The program is, along with our Bylaws, the key governing document to carry our association and our sport into the future.

<http://www.sprmha.com/sites/9941/page.asp?Site=9941&ID=1595&LeagueID=9941&DivisionID=0>



B. Create and Communicate

Association Philosophies

- ***Team selection***
- ***Ice time***
- ***Code of Conduct***
- ***All involved including parents***

Remember – We can't expect people to act within our expectations if we don't let them know what our expectations are!

ZERO TOLERANCE OF VIOLENT BEHAVIOUR...No More Fooling Around

**Bill Upper, MSc., RRFA Professor
Region 6 Executive**

As far back as 1971, the Government of Ontario has been trying to understand and curb the violence that exists in Amateur Hockey. It was then that Mr. William R. McMurtry put the final touches on a report for the Provincial Government entitled, Investigation and Inquiry Into Violence in Amateur Hockey. The following seven causes of violence were identified in this groundbreaking report:

1. Influence of professional hockey (particularly the NHL) With its emphasis on winning and use of violence as a tactical instrument to achieve that goal.
2. Rule structure (in professional and amateur hockey) that not only tolerates violence but encourages its use by rewarding those who excel at physical intimidation. It also makes reciprocal violence inevitable;
3. Lack of any proper definition of the purpose and objectives of amateur hockey, with its own model and rule structure;
4. Referees: failure to apply existing rules, inconsistency and lack of support from fans, coaches and players;
5. Coaches: failure to control players, and an emphasis on winning games rather than instilling the true values of sport, and developing skill;
6. Lack of respect of players for rules and officials
7. Undue pressure from parents, fans and coaches with overemphasis on winning.

We've come along way since this report was published. It is important to say that at every level of sport in Canada organizations, volunteers, parents and players have worked very hard at improving the safety, enjoyment, and skill level for the participants of their sport. Still, after hundreds of thousands of dollars and countless rule changes, the sporting activities taking place in our municipality owned and operated facilities have caused individuals various levels of harm and in some circumstances, death.

In a study on violent behaviour occurring in or around recreation facilities in Ontario, the Parks and Recreation Federation of Ontario reporting to the Ministry of Culture, Tourism and Recreation in 1993, identified an increasing problem of instance of violent behaviour in or around recreation facilities. Of the 31.5% respondents who reported violence the report states that issues of violent behaviour in recreational environments appears to be concentrated in larger urban areas. About 40% of facilities in communities with more than 250,000 people reported a problem, compared with less than 20% in communities with less than 10,000 people. Verbal abuse, of staff, patrons and officials was the most frequently reported type of violent behaviour at recreational facilities, followed by damage to the facility as a result of break-ins or vandalism. Young patrons, aged 15-25 years of age, and more often males, were reported as the most significant perpetrators of violent behaviour in recreation facilities. To the degree that there were people at whom the violent behaviour was directed, young people, including both males and females, were also the victims or targets. A general lack of respect for rules and regulations (i.e. authority?) was cited as the most important factor associated with incidences of violent behaviour. Peer pressure, possibly in the form of gangs or groups, was also cited as a contributing factor

Given these statistics, public lawsuits were bound to take place and organizations as well as municipalities had to find means to protect themselves as well as the patrons using their facilities or participating in their leagues. Statistics have shown that an increase in the number of violent acts that occurred during competitive sport events were being and still remain, being addressed by applying the "Tort Law". Tort law is a matter between the public at large and the person accused of a criminal offence, focusing on the wrong or injury done to one person by another for which compensation is being asked. The tort action may reveal that some parties are held responsible for the conduct of others. Parents can be held responsible for the negligent conduct of children; sport organizations can be held responsible for the negligent conduct of their employees or volunteers, and coaches can be held responsible for the conduct of their athletes. It doesn't take a mental giant to know that the next step was for organizations and municipalities to seek ways to fully protect them.

When it comes to facilities, Zero Tolerance Violence Policies are now being written and passed by councils and sport organizations faster than Super Man and Flying bullet. It goes without saying that these measures are to ensure a healthy and respectful environment is being created. These policies are not the be all and end all, but still a good tool to help influence the conduct on the ice, or on the playing field - and assist the various user organizations develop a violent free culture and clearly show that anti-social behaviour is not acceptable. Other tools that need addressing are codes of conduct, effective game management (e.g. rule enforcement) and fair play practices.

Starting with the NHL where a ZERO Tolerance Policy was developed and continues to be enforced by the league. You may find additional information on this violence prevention initiative by visiting USA hockey website (http://www.usahockey.com/findlay_amateur_hock/main/prevention_pol/) but key points include: Class 1- Inappropriate verbal or non-verbal abuse not covered in class 2 or class 3 during NHL related functions and activities; Class 2- confrontation or reaction to specific events or triggers during NHL related functions and activities; Class 3 - Complete loss of self control during NHL related functions and activities. Be clear that violations will not be tolerated and will result in severe disciplinary action including immediate and possible permanent suspension from further program participation. For their part, The Hockey Canada developed the "Shared Respect Initiative" which encourages you to consider your role in showing "Respect" for the game, and for the people who make it the great game it is.

For coaches, officials, and players within various leagues, the mechanisms are in place to deal with issues relating to unacceptable or disruptive behaviour. What about our municipalities? Should they not also have either a policy in place or a policy that may be employed to support the various organizations renting our recreation facilities? Most municipalities encourage proper conduct from the patrons using their facilities. The expectation is there for coaches, parents, spectators and players to lead by example, by action and be on their best behaviour. By demonstrating these core values of sport and promoting positive aspects of these activities creates a model by which players can follow and parents and coaches can uphold. It makes for a better recreation experience.

Initiatives at a municipal level can be found in the City of Moncton where their efforts to increase the enjoyment of participants resulted in a Code Of Conduct for parents and spectators who use their recreational facilities. Unacceptable behaviour includes: physical violence or threats of physical violence; use of obscene, vulgar, or threatening language or gestures in any manner to anyone at any time; taunting of players, coaches, officials, or other spectators by means of baiting, ridiculing, or the use of abusive or demeaning language; throwing of any object in the spectators' viewing area, players bench, penalty box, where applicable, or on the playing surface; willfully damaging recreational facility property and/or equipment; any other behaviour which an official finds to be inappropriate, disruptive or abusive in the circumstances.

The policy goes on to detail the steps for incident reporting and potential results for the individual who is found at fault. For instance, unacceptable behaviour must be brought to the attention of an official, league or executive representative for appropriate action. The potential consequences of the parents' or spectators' inappropriate behaviour will result in the following action being taken by a league or executive representative: a) on a first Violation a league or executive representative shall meet with the individual and advise of the necessity of compliance with the policy; b) on a second violation, the individual must leave the city recreational facility until the league's governing body meets with the individual to discuss his/her conduct and determine the appropriate action, which may include a suspension from attendance to City facilities for a period of time; c) a third violation will result in the individual being banned from all league activities held City of Moncton facilities. The City reinforces these actions in that "if the league and/or executive representatives fail to properly enforce this Policy, the City of Moncton may impose sanctions on the league.

In September 2001, the City of Hamilton began enforcing its Zero Tolerance Policy. The City, through the department of Culture and Recreation, is committed to do all things necessary to ensure that preventive measures are in place so that incidents of violent or inappropriate behaviour do not occur in its recreational properties and facilities. Included in this commitment is an understanding that organizations

using City recreational properties and facilities must take PRIMARY responsibility for the behaviour of all associated with them: players, officials, and spectators. Similarly, The City of Mississauga has developed a community-based program focused on reducing the vandalism and improving personal safety. The Facilities Watch program relies on the participation of customers, residents and city staff to make the program work. Their motto is "Share, Care, Be Aware".

A previous Technical Corner outlined what Facility Owners need to be aware of when dealing with unruly behaviour

...Facility Managers are reminded that all persons having their privileges reduced at any public facility must be done so in accordance to the "Trespass to Property Act". Managers must have a clear policy on how staff is to handle unruly participants at public skating sessions to full physical and verbal confrontations by staff and/or other patrons. Staff cannot randomly hand out suspensions at will. Clear guidance must be given to all staff on what procedures control these situations. Persons being warned/banned from any area should be done so by a set procedure to ensure fair and equitable treatment. The Trespass to Property Act requires a written letter to be delivered to the person(s) along with copies to the appropriate authorities to be valid. (Technical Corner, Facility Forum 10:3 2000)

HALDIMAND COUNTY

POLICY No. 03-08

Subject: "FOR THE SAKE OF SPORT"
Acceptable Behaviour Policy in County Recreational Facilities

Purpose:

Haldimand County's recreation facilities such as arenas, swimming pools, parks, sports fields and associated parking lots exist to provide residents with opportunities to participate in sport and other recreational activities in a safe and positive environment. The County will ensure the most supportive climate possible so that people may enjoy their sport and learn about competition, teamwork, sportsmanship and fair play.

It is critical for the County, via the Leisure Services Division, to ensure that deterrents are in place to ensure that incidents of violent behaviour do not occur in the recreation facilities. Each visitor to Haldimand County's recreational facilities is expected to behave or act in a manner that respects the rights of others so that they may use and enjoy them.

Included in this commitment is an understanding that organizations that utilize County facilities must take PRIMARY responsibility for the behaviour of all individuals associated with them including players, officials, and spectators.

Policy:

Goals of the Policy

1. To ensure that everyone involved should act in a respectful and sportsmanship-like manner.
2. To eliminate violence and anti-social behaviour from the facilities.
3. Ensure a safe and encouraging environment.
4. Give facility staff and volunteers/organizations the authority to deal with unruly and violent behaviour with appropriate sanctions.

Definition of Violence

For the purposes of this policy the focus is on the behaviour of any participant within the Haldimand County recreational facility or playing field. Inappropriate acts and / or violence includes, but is not limited to, the following behaviours:

- loud verbal assaults, profanity
- physical violence

- physical vandalism to the facility
- refusal to follow the rules within the specific facility
- intimidation directed towards any individual attending the facility
- throwing articles in a deliberate or aggressive manner
- attempts to incite violence
- participation of any illegal act in the facility (i.e. drinking, smoking)

As the owners of the facilities, it is the County's role to assist in the management of our visiting public. We will be requiring our Sports Associations to adopt and promote rules of conduct, which when not followed, will trigger actions under this Policy.

Enforcement Steps

Leisure Services staff are authorized to take the following steps in County recreation facilities if inappropriate behaviour or activities are observed or reported. The Associations will act as agents providing assistance in implementation of this policy. Staff are expected to act as the situation warrants.

1. Witness or receive a report on unacceptable behaviour.
2. Assess situation.
3. Address individual/s in a courteous, but firm manner
4. Verbal request to cease inappropriate behaviour.
5. Verbal warning to co-operate with request.
6. Verbal direction to leave the property, as a result of refusing to co-operate with request to cease the inappropriate behaviour.
7. Upon refusal IMMEDIATELY contact police.
8. Advise Supervisor/On Call Personnel.
9. Complete report (include activity, actions, names, numbers and addresses).
10. Letter of sanction (issue notice of trespass to offenders) to be forwarded to all Sport Associations by Leisure Services within a 48 hour period.

Consequences

Individuals who engage in any of the above behaviours will be subject to the identified sanction in the Classifications/Sanction Chart. Any sanction imposed on an individual will be followed by a written report by the organization or staff involved. Subsequently, the Leisure Services Division of Haldimand County will notify all organizations of the sanction in writing.

CLASSIFICATIONS AND SANCTIONS

	Examples of Behaviour	Sanctions
Class 1	Inappropriate verbal or non-verbal disrespectful behaviour not covered in class 2 or class 3	Could result in immediate ejection

Class 2	<p>Open disputing or arguing with the decision of an official, coach, administrator, spectator, or players.</p> <p>Obscene or vulgar language or the use of a physical act which is vulgar or obscene, or swearing.</p> <p>Visual or verbal sign(s) of dissatisfaction with any official, coach or administrator's decision</p> <p>Encouraging disrespectful or unsportsman like behaviour in any player, coach, official, administrator or spectator</p> <p>Taunting or ridiculing of officials, coaches, players, administrators, or spectators</p> <p>Throwing of any object directed towards the spectator's viewing area, at a person, in the playing area (ice, field, pitch) or as to create the potential of a safety hazard</p> <p>Physical contact using the body or sport equipment (glove, stick, ball, puck) after the play has stopped or between innings or breaks in play.</p> <p>Not stopping any of this conduct (zero tolerance conduct) once advised to do so</p> <p>Not voluntarily leaving a facility or park once advised to do so by an official, administrator, or security personnel</p> <p>Participation of any illegal act in/at Haldimand County facilities/playing fields (i.e. drinking, drugs, smoking)</p> <p>Any vandalism to the facility/park inside or outside (including parking lots)</p> <p>Refusal to follow the rules at the event Threats of any nature</p> <p>Intimidation</p>	<p>All of these result in immediate ejection</p> <p>First Violation: minimum suspension for 1 month</p> <p>Second Violation: minimum suspension 2 months</p> <p>Third Violation: minimum suspension 4 months</p> <p>Appeal may be convened at the written request of the individual, the admin. fee is \$250.00 non refundable</p> <p>Those individuals identified as perpetrating vandalism to property shall be subject to suspension of not less then 2 months, as well as, assigned a repair of facility/playing field cost equal to two times the cost of repair.</p> <p>*All minimum ejections are laid out, however the final say will come from the Manager of Leisure Services depending on the violation*</p> <p>*Any of these actions resulting in third party control or police involvement, automatically moves to a class three and a six month suspension*</p>
---------	--	---

Class 3	Physical violence, fighting, or physical contact Returning to facility or park after being ejected Any actions that require the use of third parties to control the conduct or situation, such as facility personnel, league personnel, or security personnel	6 month minimum suspension Police will be involved in all class three actions as well as class two illegal actions
---------	---	---

****ALL INCIDENTS WILL BE REPORTED TO THE ONTARIO PROVINCIAL POLICE**

****THERE WILL BE NO RECONSIDERATIONS TO THE SUSPENSION TIME GIVEN**

All incidents will be reported to the Ontario Provincial Police and criminal charges may follow.

An appeal process may be convened at the written request of the individual suspended based upon the new information regarding the said behaviour with an appeal fee of \$250.00. It is at the discretion of the Manager of Leisure Services to deem whether the new information will be satisfactory to proceed with the appeal hearing. There is no appeal process with respect to length of suspension for the behaviour sanction. There will be no appeal process for individuals whom are attempting to decrease the length of the suspension based on their unacceptable behaviour. All decisions of the Appeal Board (three members approved by Haldimand County Council; to include the Manager of Leisure Services, a Haldimand County Councilor and a volunteer from a community Sports Association or Organization) will be deemed final. If the appeal is successful the appeal fee will be refunded.

Implementation

When approved by Haldimand County Council, the policy will take effect the fall of 2003. The Policy will be implemented in two phases:

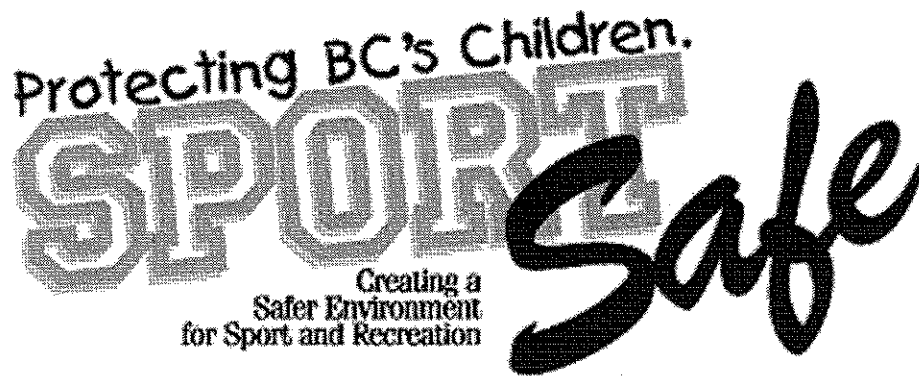
The Education Component will be launched immediately in order to provide fair warning to all parties. Various training seminars will be implemented across the County in conjunction with all of the organizations in order to ensure ample opportunity to educate the organizations and the community of the existence of the "For the Sake of Sport" Policy.

Staff training is imperative to ensure that all Leisure Service employees are aware of their roles and responsibilities as set out in this policy.

In conjunction with the educational component a promotional campaign will be implemented. This component will include signage to be hung in all facilities; promotional advertisements and articles through the local media, as well as circulation of the policy to all stakeholders. The posting of the policy in all County facilities will be immediate and it's inclusion as well as referenced in affiliate organization's newsletters and / or handbooks.

It is intended that through the education and participation of the staff, sport organizations, and the community that Haldimand County will foster an environment of sportsmanship and co-operation.

Topical Index	Community Services
Policy Number	03-08
Short Title	For the Sake of Sport
SMT Approval Date	April 17, 2003
Council in Committee	May 26, 2003 Recommendation # 15
Council Approval Date	June 2, 2003 Resolution # 149-03
Originating Department	CLS-LS-15-2003
Revisions	



SAMPLE POLICY

Anti-Violence Policy for Recreation Facilities

Creating a safer environment for kids in sport and recreation is everyone's responsibility ... participants, parents, coaches, volunteers, sport and recreation organizations, local clubs and associations, schools, facility owners, all levels of government.

Many sport and recreation activity centres have developed measures to ensure the sport and recreation environment is a healthy and respectful one. One of these tools is a Facility Anti-Violence Policy.

Such a policy can give facility staff the right to eject and if necessary, ban unruly spectators and facility users. In 1997, the City of Hamilton established an anti-violence policy for its city-owned facilities and in its first two years of implementation, the number of reported incidents dropped by 50 per cent each year.

While this policy would not be able to influence conduct on the ice, or on the playing field - which should be effectively addressed through the game's or league's rules - it helps to establish a culture where violence and anti-social behaviour is not acceptable.

Facility policies should be supported by other tools such as codes of conduct, effective game management (e.g. rule enforcement); fair play practices and programs implemented by sport groups using the facilities. For more resources, visit the SportSafe program website at www.sport.gov.bc.ca/ssafe.htm

Attached is a sample Facility Anti-Violence Policy.

For additional copies of this policy or other SportSafe resources see www.sport.gov.bc.ca/ssafe.htm

Facility Anti-Violence Policy

Background:

Sport and recreation facilities can play an important role in promoting a safe, fun and positive experience for kids – and indeed, all participants – involved in sport and physical activity. One tool for facility operators is a Facility Anti-Violence Policy.

The key to the success of this policy lies in two areas – education and enforcement. The cornerstones of this policy are:

- raising awareness among spectators and parents of their role and influence in creating a positive environment for kids participating in sport;
- ensuring that this policy has “teeth” and volunteers and staff have the mandate and means to deal with violent and anti-social behaviour.

This policy should complement efforts by the sport and recreation system already underway to address violence and anti-social behaviour – tools such as harassment and abuse policies and procedures, fair play programs, parent contracts, athlete and coach code of conducts and the games’ own diligence in interpreting and applying its safety and fairness rules and regulations.

Objectives:

- To reduce or eliminate violence and antisocial behaviour from recreation facilities (both indoor and outdoor).
- To ensure a positive, safe and encouraging environment for spectators, volunteers, staff and participants – a culture which supports safety, fair play and positive sport experiences for children and youth.
- To give facility staff and volunteers the authorization to deal with unruly and violent behaviour with appropriate sanctions.

Policy Statement:

This local government's recreation facilities – arenas, recreation centres, outdoor pools and parks, playing fields – exist to provide residents with opportunities to participate in sport and recreational activities in a safe and positive environment. By implementing this policy, the local government shows its commitment to providing facilities which try to achieve an atmosphere where kids can enjoy sport and physical activity and which values participation, teamwork, safety and fair play.

Guiding Principles:

- Violent, abusive or anti-social behaviour, such as verbal threats and insults, attempts to intimidate as well as physical assault and battery have no place in local government facilities.
- The B.C. sport and recreation systems are driven by hard-working committed volunteers and staff members who dedicate time and energy to allow children and youth to participate safely in sport. These community-minded citizens contribute in many ways to the success of local sport and recreation activities and should have the ability to work in a safe and positive environment.
- Sport and physical activity teach children and youth important social skills such as teamwork, goal-setting, and fair play and promote healthy lifestyles. Violence, harassment and anti-social behaviour can turn a positive experience into a negative one.
- Sport rules and regulations exist to protect the players. Referees and officials are charged with ensuring the fair and even application of the rules to ensure safety of the players and integrity of the game.
- Promotion of this policy and positive spectator behaviour will assist in the reduction of violent behaviours and contribute to a safer and fun sport experience for kids.

Roles and Responsibilities:

The rules of the game and officials of minor sports retain responsibility for managing excessive violence on the field of play. Associations and groups are responsible for managing the behaviour of coaches, volunteers and spectators. Local government staff will be available and ready to support the officials, coaches and other volunteers and implement the ejection and banning component of the policy.

The responsibility of local government to maintain safe facilities comes out of the *Occupiers Liability Act*, which generally requires all owners and occupiers of land and buildings to take care to ensure that persons will be reasonably safe when using their premises. In cases of assault and battery, the Criminal Code of Canada would apply.

Definition of Violence:

For the purposes of this policy, the focus is on the behaviour of non-players, except in a situation in which a player leaves the area of play to engage in a violent act.

Violence is seen to be the following behaviour:

- Loud verbal assaults
- Threats and attempts to intimidate
- Throwing of articles in a deliberate or aggressive manner
- Aggressive approaches to another individual
- Physical striking of another individual
- Attempts to goad or incite violence in others

Consequences:

Individuals who engage in any of the above behaviours will be subject to immediate ejection from the facility by a person(s) designated by the recreation facility and a further ban from all local government recreation facilities for a period of time to be determined by the person in charge of recreation facilities (or person authorized by local government).

Incidents of a verbal nature may be tolerated initially with a warning from facility staff, but will be noted and reported to the organization using the facility.

Serious and physical assault incidents will be reported to the local police authorities.

Subsequent violent behaviours by individuals using facilities may prohibit their organization from future facility access.


If an individual asked to leave the facility refuses to do so, facility staff or an adult associated with the teams using the facility (e.g. referee, coach, commissioner) will stop the game until the individual leaves. If this doesn't work, the local police may be called in.

Education and Awareness:

Local government, with its sport partners, will undertake a promotional and educational campaign aimed at raising awareness among parents, volunteers, and spectators of the Anti-Violence Policy and, in particular, the importance of their role and influence in creating a positive sport environment for kids and facility users. This campaign may include posters hung in all facilities, circulation of the policy to all stakeholders as well as posting of the policy in all municipal/regional district facilities and reference to this document's policy statement (or variation) in rental agreements, local government and affiliate program guides, newsletters/notices.



**Ministry of Small Business,
Tourism and Culture**

	DATE: June 14, 1999	TITLE: Behaviour Management Report
	REPORT: R&L99-13	
WARD: City Wide		PREPARED BY : Lori Ludwig
FILE:		DEPARTMENT: Community Development/Program
ATTACHMENTS: Behaviour Management Policy (1 pg)		CLEARANCE: Team Leaders (June 14, 1999) SMT (June 23, 1999) Council (June 28, 1999)

Recommendations:

That Council approves the proposed Policy regarding Inappropriate Behaviour and Activities in City of Waterloo Facilities.

SUMMARY

Individuals who participate in recreation programs conducted at City of Waterloo facilities expect that they can do so in a safe and positive atmosphere. Individuals who visit and use City facilities are expected to behave in a manner that respects the rights of others to use and enjoy them for their intended purpose. When individuals disturb others by using profane language, intimidating or attacking other spectators, these behaviours create an environment that diminishes people's rights to enjoy our facilities. In addition, organizations that rent City facilities must take primary responsibility for the behaviour and actions of persons associated with their event.

The proposed Behaviour Management Policy was developed together with City of Kitchener staff, K-W Sports Council, and Waterloo Council representation, Councillor Dave Roeder. The proposed policy is intended to encourage appropriate behaviour and to promote a safe and positive atmosphere in our City facilities. The proposed policy includes some fundamental premises, goals of the policy, a list of inappropriate behaviours, enforcement options and consequences.

This proposed policy is a tool that Staff and community groups may use to give them defined directions regarding the action steps they can take when an individuals behaviour infringes on the rights of others to use and enjoy City facilities.

Public meetings were held in both Kitchener and Waterloo in late March 1999 to provide an opportunity for individuals and community groups to comment on the proposed policy. Approximately 40 people attended each meeting which included representation from minor sport groups, police, older adults, neighbourhood associations and youth. As well, it was presented at the K-W Minor Sports Presidents BBQ on May 19, 1999. The response to the proposed policy was overwhelmingly in favour. This proposed policy is meant to be cooperative. We all have a role to promote and educate the public in regards to the expected behaviour.

APPROVALS

Director	Date	Team Leader	Date
Chief Administrative Officer	Date	Other	Date

R&L99-13 Behaviour Management Report

In addition the K-W Sports Council and Kitchener Safe Cities Committee also endorse the proposed policy. The City of Kitchener approved the Behaviour Management Policy at June 14, 1999's Council meeting.

Staff will be encouraged to participate in ongoing workshops regarding "dealing with difficult customers, serving diverse communities, and conflict resolution" learning labs operated through our Human Resources department to facilitate further education and training.

BEHAVIOUR MANAGEMENT POLICY

ARTICLE I **A Policy regarding INAPPROPRIATE BEHAVIOUR AND ACTIVITIES IN CITY of WATERLOO FACILITIES such as arenas, recreation centres, swimming pools, parks, sports fields and associated parking lots.**

Section i **Policy Statement**

The City of Waterloo's facilities exist to provide residents with opportunities to participate in recreational and leisure activities in a safe and positive atmosphere. The City will endeavour to encourage the most supportive climate possible so that all people may enjoy these facilities. Each visitor to Waterloo facilities is expected to behave or act in a manner that respects the rights of others so that they may use and enjoy them.

It is understood that organizations that rent City facilities must take PRIMARY responsibility for the behaviour and actions of all persons associated with their program or event.

ARTICLE II **Goals of the Policy**

Section i To encourage appropriate behaviour and activities in all City facilities.

To promote a safe and positive atmosphere in all City facilities.

ARTICLE III **Inappropriate Behaviours and Activities**

Section i For the purposes of this Policy, the focus is on positive behaviour of any person present at or using City facilities. Behaviour and activities that obstruct or hinder the rights of others to use and enjoy City facilities is unacceptable and prohibited.

Section ii Activities that are unacceptable and prohibited include:

- ❖ Creating a disturbance
- ❖ Fighting/molesting/harassing
- ❖ Using profanity/obscene language directed at/or disturbing to others
- ❖ Vandalising property
- ❖ Any activity intimidating/threatening others, or disrupting a program or event
- ❖ Engaging in horseplay, causing unsafe conditions
- ❖ Wearing attire or displaying material intolerant of human rights
- ❖ In-line skating/skateboarding/bicycling, except where permitted at City facilities
- ❖ Blocking thoroughfares/corridors/stairways/exits
- ❖ Causing unsanitary conditions

LEISURE SERVICES

Zero Tolerance

Purpose:

The City of Burlington's recreational programs, facilities and properties exist to provide residents with opportunities to participate in sport, culture and recreational activities.

Participation in recreational activities is an important element in the human development process. The City of Burlington operates programs, facilities and properties that encourage such participation and is committed to ensuring the safety of patrons as well as staff.

As with other communities, many of Burlington's community-based programs are managed and operated by volunteers. These community-minded citizens contribute greatly to the quality of life in Burlington. The City endeavours to ensure that they too, have the ability to volunteer in a safe and positive environment.

Therefore, the City through Parks & Recreation ensures that measures are in place so that incidents of violence or inappropriate behaviour do not occur in its programs, facilities and properties.

Included in this commitment is an understanding that organizations and the general public using Parks & Recreation programs, facilities and properties must take primary responsibility for the behaviour of all associated with them: participants, officials, spectators, patrons, parents, etc.

Scope

This Policy applies to all Parks & Recreation programs, facilities and properties and to all patrons and guests as well as activities that are structured (i.e. permit issued) and unstructured (i.e. no permit issued).

No form of vandalism, or violence is acceptable on properties, or in facilities.

For the purposes of this Policy, "vandalism" is defined as the malicious, willful, and deliberate destruction, damage or defacing of property owned or permitted through the Parks & Recreation Department.

Unacceptable Behaviour:

- loud verbal assaults directed at participants, referees, members of the public and City staff deemed to be aggressive or intimidating or having the objective of inciting violence.
- threats and attempts to intimidate
- throwing of articles in a deliberate or aggressive manner
- aggressive approaches to another individual
- physical striking of another individual
- attempts to goad or incite violence in others
- vandalism to building or property owned or permitted through the Parks & Recreation Department
- racial or ethnic slurs
- illegal consumption of alcohol or drugs
- harassment

LEISURE SERVICES

Zero Tolerance (Continued)

Policy Statement

Burlington Parks & Recreation programs, facilities and properties are places that promote learning, leisure, and respect in a safe environment. All patrons, staff, volunteers and spectators have the right to be safe and to feel safe while attending a program, facility or property. With this right comes the responsibility to be accountable for actions/behaviour that put at risk the safety of others.

The City of Burlington will not tolerate violence or vandalism in its programs, facilities or properties and will take appropriate action where necessary to deal with these incidents.

Goals of this Policy

1. Recognize and meet the needs of all Parks & Recreation programs, facilities and properties to implement a Zero Tolerance Policy.
2. To reduce or eliminate violence in Parks & Recreation programs, facilities and properties including all indoor and outdoor venues.
3. Increase the level of awareness to users regarding good behaviour and the importance of a positive and supportive environment.
4. To implement a standard operating guideline for staff and users to follow.

Outcomes of this Policy

1. To develop and recommend a Policy and Procedures that can be used in Parks & Recreation programs, facilities and properties regarding Zero Tolerance.
2. To provide a comfortable and safe environment for patrons and guests of the City's Parks & Recreation programs, facilities and properties.
3. To provide a comfortable and safe work environment for City staff and volunteers.
4. To outline the process that will be taken to address vandalism, including recovery costs incurred to repair damages.

General Rules of Procedure:

1. Receive/ witness unacceptable behaviour
2. Assess situation
3. Address individual(s) in a courteous but firm manner
4. Request co-operation and advise of next steps
5. If no co-operation, enforce trespass action if necessary
6. Contact police if necessary
7. Advise authorized staff supervisor or on call supervisory personnel if necessary
8. Prepare report, if required.
9. Issue a letter of ban if necessary
10. Appeal process.

LEISURE SERVICES

Zero Tolerance (Continued)

Implementation of Policy

This Policy will take effect for the City of Burlington on October 1, 2003. Pending implementation, existing policies and practices will remain in effect and will continue to be enforced.

Key Personnel:

Parks & Recreation Facility Staff, Roads and Parks Maintenance Staff.

Procedure:

A ENFORCEMENT OPTIONS

In accordance with the Occupiers' Liability Act, the Occupational Health and Safety Act, the Trespass to Property Act, the Criminal Code, Municipal By-Laws and other Provincial Legislation, Parks & Recreation staff are authorized to provide enforcement options at a City facility if inappropriate behaviours or activities are observed or reported.

When staff will act:

- upon observation of any physical violence or vandalism
- upon observation of verbal abuse or threat
- at the request of a community group representative, who acting reasonably is unable to get co-operation from parents/coaches/spectators
- at the request of a community group or individual who, as part of their operations, are threatened, intimidated, or persistently disrupted for the purposes of inciting negative activity

Requirements of Staff:

- Upon observing physical violence:
 - assess situation to determine if Policy should be enacted
 - advise identified party, without jeopardizing one's safety, that they stop activity immediately
 - call Police and report individual(s)
 - advise authorized staff supervisor or on call supervisory personnel immediately
 - prepare incident report
 - incident to be reviewed by staff if action taken

LEISURE SERVICES

Zero Tolerance (Continued)

- Upon reported actions by Community Group/Representative or Volunteer:
 - assess situation to determine if Policy should be enacted
 - advise identified party, without jeopardizing one's safety, to exit the property
 - if party does not co-operate inform identified party they are now trespassing and Police will be called
 - if individual refuses to leave, do not engage in argument or physical confrontation, leave and call the Police
 - advise authorized staff supervisor or on call supervisory personnel
 - prepare Incident Report
 - request full written report from community group/representative
 - prepare incident report
 - incident to be reviewed by staff if action taken
- Upon witnessing continued verbal abuse or activity:
 - assess situation to determine if Policy should be enacted
 - advise, without jeopardizing one's safety, that if the party continues they will have to leave
 - if party does not co-operate, inform the identified party, without jeopardizing one's safety, that they are now trespassing and Police will be called
 - advise authorized staff supervisor or on call supervisory personnel
 - if removing instigator (s) from property, request full written report from community group/representative after removal.
 - Prepare incident report.
 - Incident to be reviewed by staff if action taken

Requirements of Users and Volunteers:

- have a representative for each group or team on site
- have representatives understand the use of Policy
- advise, without jeopardizing one's safety, identified party they are contravening the Zero Tolerance Policy
- provide full written report related to incident
- notify City personnel of issues pertaining to the Policy

LEISURE SERVICES

Zero Tolerance (Continued)

B CONSEQUENCES:

Individuals who engage in any unacceptable behaviour, as outlined in this document, may be subject to immediate ejection from the premises and if necessary, a suspension for a period of time not less than one month. The suspension may apply to all programs, facilities and properties, if warranted. Minimum periods have been established as guidelines (See Appendix A-2) and may be extended by the City's Director of Parks & Recreation or designate.

All incidents that result in a suspension or banning from programs, facilities and properties will be followed-up in writing by the Parks & Recreation Department, outlining the details of the suspension. The final decision related to the details of the suspension or banning will be made by the Director of Parks & Recreation or designate.

Appropriate staff in facility sections and/or geographic areas will be notified of individuals who receive a ban from City properties and facilities.

Staff will bring an incident to the attention of a community group if the individual(s), who is identified and suspended in accordance with this Policy, hold(s) a position within a community group.

Repercussions:

- Banning from programs/facilities/properties
- Incidents may be reported to the Halton Regional Police Service. Criminal charges may follow.

Where new information is available, a suspended individual may request reconsideration of the fact on which the suspension is based. Such request must be addressed to the Director of Parks & Recreation or designate, who will consider the new information and make his or her decision.

NOTE: There may be exceptions to the above IF:

- The participant does not have the ability to control his/her behaviour.
- The participant cannot understand his/her actions.
- The participant has special needs and cannot appreciate his/her actions and the impact it has on others.
- Medical proof may be required.

Where vandalism/theft has been perpetrated, not only will the individual(s) responsible be subject to suspension as outlined in the Procedure, they may also will be required to reimburse the City for all costs associated with any repairs as well as any lost revenues.

LEISURE SERVICES

Zero Tolerance (Continued)

Appeal Process:

An individual who has been suspended or banned from City programs, facilities and properties may appeal the decision. Appeals must be submitted, in writing, to the Director of Parks & Recreation or designate, within 14 days of the decision. A \$200 non-refundable fee must accompany all appeals. If the fee is not received, the appeal will not be considered. The Director of Parks & Recreation or designate, in consultation with the Section Manager, will review appeals. The decision by the Director of Parks & Recreation or designate is final.

C PUBLIC EDUCATION & AWARENESS

Burlington Parks & Recreation, with its community partners, will undertake a promotional and educational campaign aimed at raising awareness among parents, volunteers, spectators and patrons of the Zero Tolerance Policy and, in particular, the importance of their role in creating a positive atmosphere.

This component will include posters to be displayed in Parks & Recreation facilities and properties; circulation of the Policy to stakeholders; along with the inclusion of reference to the Policy in community organizations' newsletters/ handbooks. The Policy will be displayed in facilities and referenced in the Terms & Conditions stated on our permits.

It is anticipated that the education and promotional campaign will have an immediate impact. Staff will review promotional materials and work together with volunteer organizations to raise awareness of the Policy.

On an ongoing basis, staff will follow-up with representatives of organizations that have had a participant/parent, volunteer or staff impacted by this Policy, to review the process and resulting consequences to ensure the Policy is addressing inappropriate behaviour in an effective manner.

D STAFF EDUCATION & AWARENESS

Staff will receive orientation information and the Zero Tolerance Policy will be an integral part of staff training sessions on an annual basis.

ZERO TOLERANCE ENFORCEMENT GUIDELINES

The following chart represents guidelines and outlines the consequences for acts of inappropriate behaviour in Parks & Recreation programs, facilities and properties. It is understood this does not include all types of behaviour, that each incident will be reviewed based on information available, and that consequences outlined below are guidelines may be adjusted to reflect conduct/actions. Consequences may be harsher if criminal convictions are involved.

Time banned is from all Parks & Recreation programs, facilities and properties of the City of Burlington.

LEISURE SERVICES

Zero Tolerance (Continued)

INCIDENT	CONSEQUENCES OF 1st OCCURRENCE	CONSEQUENCES OF 2nd OCCURRENCE	CONSEQUENCES OF 3rd OCCURRENCE	ANY SUBSEQUENT OCCURRENCES
<ul style="list-style-type: none"> ▪ Loud verbal assaults 	Minimum 1 month ban	Minimum 3 month ban	Minimum 1 year ban	Minimum 3 year ban and review to determine if further consequences are warranted.
<ul style="list-style-type: none"> ▪ Threats and attempts to intimidate ▪ Aggressive approach to another individual ▪ Attempts to goad or incite violence in others 	Minimum 3 month ban	Minimum 6 month ban	Minimum 2 year ban	Minimum 3 year ban and review to determine if further consequences are warranted.
<ul style="list-style-type: none"> ▪ Throwing of articles in a deliberate/aggressive manner ▪ Physical striking of another individual ▪ Vandalism to building or property/theft ▪ Racial or ethnic slurs ▪ Illegal consumption of alcohol or drugs ▪ Harassment 	Minimum 6 month ban	Minimum 1 year ban	Minimum 3 year ban	Minimum 3 year ban and review to determine if further consequences are warranted.

BEHAVIOUR MANAGEMENT POLICY

ARTICLE I A Policy respecting **INAPPROPRIATE BEHAVIOUR AND ACTIVITIES IN CITY of KITCHENER PARKS AND RECREATION DEPARTMENT FACILITIES** such as arenas, recreation centres, swimming pools, parks, sports fields and associated parking lots.

Section I **Policy Statement**

The City's Parks and Recreation facilities exist to provide residents with opportunities to participate in recreational and leisure activities in a safe and positive atmosphere. The City will endeavor to encourage the most supportive climate possible so that all people may enjoy these facilities. Each visitor to Parks and Recreation facilities is expected to behave or act in a manner that respects the rights of others so that they may use and enjoy them.

It is understood that organizations that rent City facilities must take PRIMARY responsibility for the behaviour and actions of all persons associated with their program or event.

ARTICLE II **Goals of the Policy**

Section I To encourage appropriate behaviour and activities in all Parks and Recreation facilities.

To promote a safe and positive atmosphere in all Parks and Recreation facilities.

ARTICLE III **Inappropriate Behaviour and Activities**

Section I For the purposes of this Policy, the focus is on positive behaviour of any person present at or using Parks and Recreation facilities. Behaviour and activities that obstruct or hinder the rights of others to use and enjoy Parks and Recreation Department facilities is unacceptable and prohibited.

Section ii Activities that are unacceptable and prohibited include:

- a) Creating a disturbance
- b) Fighting/molesting/harassing
- c) Using profanity/obscene language directed at/or disturbing to others
- d) Vandalising property
- e) Intimidating/threatening others
- f) Disrupting a program or event
- g) Engaging in horseplay, causing unsafe conditions
- h) Wearing attire or displaying material intolerant of human rights
- i) In-line skating/skateboarding/bicycling, except where permitted at Parks and Recreation facilities
- j) Littering



Appropriate Use of Documents: Documents may be downloaded or printed (single copy only). You are free to edit the documents you download and use them for your own projects, but you should show your appreciation by providing credit to the originator of the document. You must not sell the document or make a profit from reproducing it. You must not copy, extract, summarize or distribute downloaded documents outside of your own organization in a manner which competes with or substitutes for the distribution of the database by the Leisure Information Network (LIN). <http://www.lin.ca>

- k) Blocking corridors/thoroughfares/stairways/exits
- l) Causing unsanitary conditions



Appropriate Use of Documents: Documents may be downloaded or printed (single copy only). You are free to edit the documents you download and use them for your own projects, but you should show your appreciation by providing credit to the originator of the document. You must not sell the document or make a profit from reproducing it. You must not copy, extract, summarize or distribute downloaded documents outside of your own organization in a manner which competes with or substitutes for the distribution of the database by the Leisure Information Network (LIN). <http://www.lin.ca>

ARTICLE III **Inappropriate Behaviour and Activities**

Section iii Activity contrary to Canadian Criminal Code, other federal statutes, provincial statutes and municipal by-laws and policies.

Section iv Other activity as may be prohibited from time to time by further resolutions of City Council.

Section v The list of inappropriate behaviour and activities will be posted at all Parks and Recreation facilities in a prominent location. Copies of this policy will be available upon request at the facility where staff are on duty.

ARTICLE IV **Enforcement Options**

Section i The Parks and Recreation staff are authorised to take the following enforcement steps at a Parks and Recreation facility if inappropriate behaviour or activities are observed or reported.

Section ii **Enforcement Steps**

- a) Witness, or receive a report on, inappropriate behaviour or activity
- b) Assess situation
- c) Verbal requests to refrain from a prohibited activity
- d) Verbal warnings to refrain from a prohibited activity
- e) Verbal directions to leave the property, citing as the reason the failure to refrain from a named prohibited activity
- f) Upon refusal, call City Security or Police
- g) Advise Supervisor/On call personnel
- h) Prepare a report including: activity, action taken, identification of offender including name, phone number, address

ARTICLE V **The Consequences**

Section i Anyone who commits inappropriate and prohibited behaviour or activity under ARTICLE III Sections ii, iii, and iv, may be ejected from the facility immediately and prohibited from returning to a program or event for a period of time.

ARTICLE VII **Implementation:**

Section i The policy will take effect in June 1999.

Approved by City Council June 21, 1999



Appropriate Use of Documents: Documents may be downloaded or printed (single copy only). You are free to edit the documents you download and use them for your own projects, but you should show your appreciation by providing credit to the originator of the document. You must not sell the document or make a profit from reproducing it. You must not copy, extract, summarize or distribute downloaded documents outside of your own organization in a manner which competes with or substitutes for the distribution of the database by the Leisure Information Network (LIN). <http://www.lin.ca>

CODE OF CONDUCT CITY OF MONCTON RECREATIONAL FACILITIES POLICY

Preamble

The City of Moncton encourages the proper conduct in the use of its recreational facilities. This Policy is intended to promote appropriate and respectful behaviour, and good sportsmanship. The City of Moncton believes that all people involved in sports, including coaches, parents, and spectators, should lead by example, by acting in a positive and appropriate manner at all times, as well as promoting the fundamentally positive aspects of sports, such as excellence, fair play, honest competition and effort, and integrity.

1.0 Policy Statement

In an effort to make sporting events at City of Moncton recreational facilities a more desirable and rewarding experience for all participants, this Policy implements a Code of Conduct for parents and spectators at City of Moncton recreational facilities. The Policy is designed to require parents and spectators to maintain a positive, supportive and sportsmanlike atmosphere, and to eliminate disruptive or abusive conduct during sporting events held at City recreational facilities.

It should be noted that although coaches, officials and players within the leagues have their own mechanisms in place to deal with issues relating to unacceptable or disruptive behavior, the City of Moncton expects everyone during a sporting event to conduct themselves in a sportsmanlike manner and abide by the Policy.

2.0 Code of Conduct Agreement

Both parents, where applicable, must sign the Code of Conduct Agreement (*see appendix A*) **which will** be provided by the league's executive using City of Moncton recreational facilities. The purpose of this Agreement is to ensure that everyone taking part in a sporting event at a City of Moncton recreational facility is aware of the Policy and the conduct expected during a sporting event.

3.0 Unacceptable Behavior

Unacceptable behavior shall include but not limited to:

- Physical violence or threats of physical violence;
- Use of obscene, vulgar, or threatening language or gestures in any manner to anyone at any time;
- Taunting of players, coaches, officials or other spectators by means of baiting, ridiculing, or the use of abusive or demeaning language;
- Throwing of any object in the spectators' viewing area, players' bench, penalty box, where applicable, or on the playing surface;

- Willfully damaging recreational facility property and/or equipment;
- Any other behaviour which an official finds to be inappropriate, disruptive or abusive in the circumstances.

4.0 Dealing with Unacceptable Behavior

- 4.1 Unacceptable behaviour as outlined in this Policy should be brought to the attention of an official, league or executive representative for appropriate action. |
- 4.2 An official who has determined that behaviour by a parent or a spectator is inappropriate may advise the appropriate coach or coaches of the unacceptable behaviour and identify the person who is behaving in an unacceptable manner.
- 4.3 If so directed by the official, the coach shall notify the disruptive individual that his/her conduct is unacceptable and must cease. If the official so directs, the individual shall be asked by the appropriate coach to leave the premises.
- 4.4 Any official has the authority to stop or interrupt the game where a parent or spectator is displaying inappropriate and/or disruptive behaviour.
- 4.5 If the individual refuses to comply with the directions of the official or coach, the official may, if he/she so chooses, terminate the game.
- 4.6 When such an incident occurs, it shall be the duty of the official and coach to record the circumstances of the complaint in writing and forward it to the league's governing body for review and investigation. The person making the complaint must receive a written acknowledgment by the league's governing body of the receipt of the complaint and of its disposition.
- 4.7 The league's governing body shall review the circumstances of the complaint and take appropriate action. It should be noted that complaints made towards an official, league or executive representative will be forwarded directly to their governing body for review, investigation, and disciplinary action.
- 4.8 Consequences of the parents' or spectators' inappropriate behaviour will result in the following action being taken by a league or executive representative:
 - a) On a first violation, a league or executive representative shall meet with the individual and advise of the necessity of compliance with the Policy.
 - b) On a second violation, the individual must leave the City recreational facility and shall not return to a City recreational facility until the league's governing body meets with the individual to discuss his/her conduct, and determine the appropriate action, which may include a suspension from attendance to City facilities for a period of time, or such other consequences as the league deems appropriate in the circumstances. A

written acknowledgement of the disposition shall be signed by the individual and on behalf of the league, and provided to the person making the complaint and to the City of Moncton.

- c) A third violation will result in the individual being banned from attendance at all league activities held at City of Moncton facilities. Written confirmation shall be provided to the person making the complaint and to the City of Moncton.
- d) If the league and/or the executive representatives fail to properly enforce this Policy, the City of Moncton may impose sanctions on the league.

5.0 General

The leagues' executive representatives are responsible to ensure that coaches meet with the players' parents at the start of the season to review the Code of Conduct at City of Moncton Recreational Facilities Policy and ensure both parents of the player(s), where applicable, sign the Code of Conduct Agreement.

The City of Moncton will ensure that the expected behaviour of all participants is clearly posted at all City recreational facilities. This will act as an educational tool as well as a quick reference to remind parents and spectators of the expected behavior at City recreational facilities.

6.0 Definitions

This Policy does not apply to "non-recreational" sporting events being a sporting event where the players are remunerated for their services.

"City Facility" means all City of Moncton recreational facilities including any facility booked through the City of Moncton, e.g., arenas, sport fields, pools, and gymnasiums.

"Executive representative" means any person with managerial or administrative responsibility for the league.

"League representative" means any person officially associated with a sport's team (i.e. coach, assistant coach, etc.).

"Official" means any person who supervises a sporting event to ensure that the competitors obey the rules.

Which, if any, Emergency Services were involved?
☐ Police ☐ Fire Department ☐ Ambulance ☐ Warden Service

Official's Name: _____

Badge/ID #: _____ Occurrence File #: _____

Other Follow-up Action Taken

Parent/Guardian Contacted: ☐ Yes or ☐ No Date: _____ Time: _____ am/pm

Name of Parent/Guardian: _____

Home Phone: _____ Work Phone: _____

Community Services Director/Manager Contacted: ☐ Yes ☐ No

If yes, when? Date: _____ Time: _____ am/pm

Witness: _____ Phone Number: _____

Were representatives from the Media present? ☐ Yes or ☐ No

Media Company	Reporter's Name
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

This form must be submitted to a senior member of Community Services on the next workday.

Reviewed By:

Community Services Director (or designate) _____

Date: _____ Time: _____

This personal information is being collected under the authority of the Municipal Government Act for the purpose of recording any incidents and/or injuries while attending the facilities listed above. It is protected under the privacy provisions of the Freedom of Information and Protection of Privacy Act. If you have any questions about the collection, contact the Town of Banff, P.O. Box 1260, Banff AB, T0L 0C0, 403-762-1251



Appropriate Use of Documents: Documents may be downloaded or printed (single copy only). You are free to edit the documents you download and use them for your own projects, but you should show your appreciation by providing credit to the originator of the document. You must not sell the document or make a profit from reproducing it. You must not copy, extract, summarize or distribute downloaded documents outside of your own organization in a manner which competes with or substitutes for the distribution of the database by the Leisure Information Network (LIN). <http://www.lin.ca>



C

ENGAGE

Create Solid Partnerships

- ***Get parents involved***
- ***Strong parent/coach relationships***



Team Meetings

A big key to effective parent/coach relationships is an understanding of what is involved in running an organized team through the season. Communication is the key!

There are **two major areas** that can be conveyed by team officials to parents that should create a cooperative relationship that will ultimately benefit the team.

The first is clearly outlining the responsibilities of the team and the delegation of those tasks.

The second area is team meetings. Meetings should be done as often as necessary but as a general rule they should be done during the pre-season, mid-season, and at the end of the season.

The attached chart provides an overview of possible duties a team may have throughout a season and what tasks parents and coaches will be responsible for.

Roles and Responsibilities

Task	Head Coach	Assistant Coach	Manager	Trainer	Parent
Registration Fees					
Carding, paperwork					
Ice Booking, scheduling					
On-ice equipment					
Team jerseys and equipment					
Off-ice equipment					
Stats and game sheets					
Accommodations					
Off-ice programs					
On-ice drills and practice plans					
Team rules					
Goaltenders					
Tournaments					
Dressing Room Supervision					
Risk Management					
Fund Raising					
Game Officials					
Game dispute mechanism					
Seasonal Plan					
Skills to be taught					
Systems to be taught					



Pre-Season Meeting

Purpose:

- Introduce coaching staff and outline their qualifications and responsibilities;
- Outline coaching philosophy;
- Provide an overview of the seasonal plan along with skills to be taught;
- Enlist the support of parents to handle a number of team duties;
- Outline basic team rules and expectations of players, parents, and coaches.

Mid- Season Meeting

Purpose:

- To touch base with parents;
- Reinforce the key points of your program;
- Introduce new ideas for the second part of the season;
- Allow opportunity to discuss player development;
- Seek parent involvement for any specific projects that may have arisen.

End of Season Meeting

Purpose:

- Allow parents and players to evaluate the year specific to program and player development;
- Provide coaches feedback on the season and plans for the upcoming season;
- Provide opportunities for the players to seek further development in the off season;
- Celebrate the season with an end of year party;
- Giving out of ribbons and trophies, end the year on a positive note.

Special Meetings

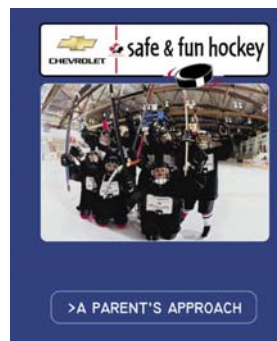
Purpose:

- Organizing tournaments;
- Fundraising projects;
- Special events like team building activities

Knowing the responsibilities of a team and understanding clearly what the goals and objectives are will alleviate misunderstanding and foster open communication between parents and coaches. Understanding is a big part of communication.



Safe and Fun Parents Approach Seminar



As a parent, there's a lot you can do to help your child develop a positive attitude toward healthy competition, co-operative teamwork, fair play and grace under pressure.

Minor Hockey Associations and Coaches, bring your parents together and host a Chevrolet Safe and Fun Parents Approach Seminar! Click below for all the materials you need!

http://www.hockeycanada.ca/index.cfm/ci_id/16478/la_id/1.htm

www.safeandfunhockey.ca



National Coach Mentorship Program

The Hockey Canada National Coach Mentorship Program (NCMP) is a Hockey Canada initiative in response to the 1999 Molson Open Ice Summit on player development in Canada. The NCMP provides the 'human resource' for coaches wishing to take their coaching to the next level.

Mentor...

A wise and trusted teacher, advisor, counselor, instructor, tutor, trainer.

Mentoring...

A relationship between a guide (mentor) and a coach which enables the coach to become more successful in all aspects of his/her coaching skills.

Mentoring involves...

Stimulating and managing the individual growth necessary to support coaching performance in the delivery programs beyond the present levels of delivery within the Canadian hockey system.

Benefits of mentoring...

Provides coaches with the required skills, knowledge and support to promote and sustain higher levels of performance within the coaching field.

Program Purpose...

The purpose of this program is a result of direct action Hockey Canada and its member Branches have taken since the Coaching Association of Canada's evaluation of the NCCP in 1995 and the Molson Open Ice Summit on player development of 1999. In both events, it was determined that the mentoring of coaches at all levels and specifically minor hockey is the key to the future growth of coaching in Canada. The ultimate outcome is improved athlete development through the establishment of a national coach mentoring program. As a result, at the 2000 Annual General Meeting, the Board of Hockey Canada approved unanimously the creation and implementation of the National Coach Mentorship Program (NCMP) to foster the future growth of coaching and player development in Canada.

<http://www.hockeycanada.ca/6/9/3/6/index1.shtml>



D-

Respond

Informal Response to Complaints
Communication
Conflict Resolution



National Coach Mentorship Program

The Hockey Canada National Coach Mentorship Program (NCMP) is a Hockey Canada initiative in response to the 1999 Molson Open Ice Summit on player development in Canada. The NCMP provides the 'human resource' for coaches wishing to take their coaching to the next level.

Mentor...

A wise and trusted teacher, advisor, counselor, instructor, tutor, trainer.

Mentoring...

A relationship between a guide (mentor) and a coach which enables the coach to become more successful in all aspects of his/her coaching skills.

Mentoring involves...

Stimulating and managing the individual growth necessary to support coaching performance in the delivery programs beyond the present levels of delivery within the Canadian hockey system.

Benefits of mentoring...

Provides coaches with the required skills, knowledge and support to promote and sustain higher levels of performance within the coaching field.

Program Purpose...

The purpose of this program is a result of direct action Hockey Canada and its member Branches have taken since the Coaching Association of Canada's evaluation of the NCCP in 1995 and the Molson Open Ice Summit on player development of 1999. In both events, it was determined that the mentoring of coaches at all levels and specifically minor hockey is the key to the future growth of coaching in Canada. The ultimate outcome is improved athlete development through the establishment of a national coach mentoring program. As a result, at the 2000 Annual General Meeting, the Board of Hockey Canada approved unanimously the creation and implementation of the National Coach Mentorship Program (NCMP) to foster the future growth of coaching and player development in Canada.

<http://www.hockeycanada.ca/6/9/3/6/index1.shtml>

PARTICIPANT'S WORKBOOK

SPEAK OUT! It's more than just a game
Officials Module



An educational program on the prevention of
conflict for Officials

**CANADIAN HOCKEY ASSOCIATION
SPEAK OUT! It's more than just a game –
Officials Conflict Prevention Module**

PARTICIPANT WORKBOOK

Name: _____

Introduction: It is important that all officials are safe in hockey, both on and off the ice. This module was developed in response to the fact that some officials are not safe in hockey. Officials told their stories in focus groups across the country about the hostile environment they are sometimes required to work in, the harassment from peers, abuse from adults and sometimes the violence they may be subjected to, from parents, coaches or community members, when they do their job of enforcing the rules of play. This module is written to respond to some of the concerns we heard and to help officials understand anger, conflict and how your personal power, as an official, can help you in dealing with difficult situations, both on and off the ice.

PURPOSE OF MODULE

- Educational program for officials
- Provide you with an opportunity to learn about anger and conflict
- Gain an understanding of personal power
- Practical experience in dealing with anger and conflict on and off the ice

OUTCOMES

- Define types of personal power and use of power during a game
- Define anger and healthy expression of anger
- Define conflict and how to avoid or minimize conflict on the ice

THE POWERS OF AN OFFICIAL

POWER:

Definition: Power is the ability to act, the capacity to choose and the ability to make decisions. Your role as an official, your job description, gives you the authority, the right and therefore the power to make certain decisions. Using this power can help you become a better official and make your job easier and safer.

Current powers of an official:

- The referee can assess penalties to any team official for disorderly conduct on or off the ice and any place in the rink.
- A penalty can be assessed to any player or team official who disputes a call or displays unsportsmanlike conduct.
- A Misconduct shall be assessed to any player (a Bench Minor if a Team Official) who: uses obscene, profane or abusive language or gestures to any person, persists in disputing or shows disrespect towards an official, intentionally knocks or shoots the puck out of reach of an official who is retrieving the puck.
- If the official is unable to identify the person responsible for the use of obscene, profane or abusive language a Bench Minor shall be assessed to the offending team.
- If a player does not proceed directly to the penalty bench when penalized they shall be given a Misconduct by the official.
- A Misconduct shall be given to a player who, after a warning by the referee persists with conduct such as threatening or abusive language or gestures designed to insight an opponent into a penalty.
- Any player or Team Official who engages in:
 - Verbal taunts
 - Insults or intimidation based on discriminatory grounds (race, ethnicity, religion, gender, sexual orientation, language)shall be assessed a penalty.

At the discretion of the referee a Gross Misconduct may also be assessed for a first infraction to any player or Team Official.

Officials must complete a game report for any call made under this section of the rule.

- A penalty will be assessed to any player or players who enter the Referee's crease while the referee is reporting or consulting with any game official.

If a team official is given a penalty under this rule the referee shall report the individual in full details to the president who may assess further penalties.

- A Bench Minor shall be assessed a team where any player or team official protests a call through verbal or physical gestures that may be considered disrespectful in any way or who bangs the boards or ice surface with a stick or any other object in protest of a ruling.

What kind of pressure does the community put on officials?

Community is defined as the arena and the local hockey community.

In the arena and on the ice:

- Officials are expected to be perfect
- They are often subjected to a hostile environment
- Top performances expected by coaches, players, parent and administrators
- All the above cause high self expectation and high expectations from the officials peers

Off the ice:

Pressure outside of the game at school, work, etc

- Peer pressure because "everyone knows everyone"
- Pressure on family and from family

On the ice:

- Expected to know all the rules
- Expected to officiate to the coaches and volunteers expectations rather than by the rules
- The pressure of relationships (i.e. Family, parent-child, peers)

DISCUSSION QUESTION #2:

If power was used, not misused, what would be the benefit to the officials and the teams?

Key Responses:

- A respectful environment
- A stronger learning environment for officials
- A better retention of young officials
- More experienced senior officials
- Less conflict on and off the ice

DISCUSSION QUESTION #3:

If power is misused what is the effect on the officials and on the teams?

[illegible]

Key Responses:

- Hostile environment
- Less competent officials due to an intolerance for learning from coaches, players, volunteers and parents
- Failure to retain young officials
- Lack of experienced senior officials

DEALING WITH CONFLICT

Conflict is inevitable. Anger and grudges are not. Conflict resolution does not take the place of people taking responsibility for their behavior. Our ability to respond to conflict can often determine whether a conflict escalates or is resolved.

Each one of you has personal power, which gives you the choice about who you are and what you do; access to resources and information. Recognizing personal power can often give us the tools to deal with conflict. Being aware of your personal power and how to use it effectively and appropriately can influence your life and have a direct influence on dealing with conflict.

Every conflict has two parts - how people think and how people feel. In order to resolve conflict, which is a difference of opinion, we need to consider how people feel, their emotions. Conflict can range from a disagreement of ideas or interests to a violent struggle or contest. Your role as an official is to learn to manage conflict to avoid escalation of a disagreement into a violent struggle or contest, if this is possible. Sometimes the other person is so angry that the best reaction is to skate away. The expression of anger and how each person manages their anger will determine how severe the conflict becomes.

.

DISCUSSION QUESTION

Define what personal power you have as an official?

- Organizational power:
- Position power:
- Expert power:
- Information Power:

Define what personal power you have as an official?

- Organizational power: officials are given specific authority, rights and privileges to make decisions on the ice about the game. Senior Officials and Official Supervisors also have authority over younger, less experienced officials.
- Position power: the position of official gives you the capacity to influence others' lives through the decisions you make on the ice. The position of assignor gives one the capacity to influence official's lives.
- Expert power: officials have unique expertise, skills and knowledge about the rules and about the game.
- Information Power: officials have information not only about the game but also about the people playing hockey, and the hockey culture. Parents and coaches may not have the same information about the game.

DISCUSSION QUESTION #2:

How can you use this personal power to deal with conflict?

KEY POINTS:

The official is the master of the process. You have the power and authority to make decisions on the ice during a game; possibly explaining those decisions to the captain and dealing with the response to the decision while figuring out how to continue on with the game. You may have 5-15 seconds to diffuse a situation.

To effectively utilize personal power, on the ice, officials must be able to:

- Stay cool - make eye contact and maintain a non-threatening posture. Keep your hands at your sides or behind your back, not crossed in front of you. Crossed hands in front of you indicate you are not receptive to what is being said.
- Set boundaries and stick to them.
- Determine how you want to be treated and communicate this to others.
- Determine how you want to treat others.
- Use the authority given by the position and the uniform wisely - do not misuse the authority by not listening to legitimate concerns by a captain; swearing back at someone; never admitting an error was made.
- Share your expertise, skills and knowledge about the rules and the game with parents and coaches.
- Be able to make decisions - make the calls consistently.

UNDERSTANDING ANGER

Definition: Anger is a completely normal, usually healthy human emotion. Out of control anger is destructive. Anger is "an emotional state that varies from mild irritation to intense fury and rage". When you get angry, your heart rate, blood pressure and hormone levels, which determine your response, go up. Anger is a response to threats and is necessary to survival. Expression of aggressive behavior towards other people when they irritate or annoy us or have a different opinion is not a healthy expression of anger.

Angry people tend to jump to conclusions and act on them. This can cause conflict.

HOW TO DIFFUSE ANGER?

- ✓ Before you speak or do anything else, stay cool and calm
- ✓ Take several slow, deep breaths and relax for a few seconds to slow down your heart rate.
- ✓ Take a few seconds to think about how you can diffuse the situation and avoid a confrontation - this allows the other person to have a moment to cool off
- ✓ Maintain eye contact and watch your body posture - keep your hands down at your side or behind your back - not crossed in front of you which is a body posture that indicates you are not receptive to what is being said. You may however want to use your hand to indicate clearly that the harassment must STOP. By putting your hand out in this manner, it indicates clearly to everyone that you have heard enough
- ✓ It is okay to skate away from this fight
- ✓ Consider all the options for responding and their possible results

IT IS NOT POSSIBLE TO RESOLVE A CONFLICT WHEN EITHER PERSON IS ANGRY. TAKE A BREAK AND ATTEMPT TO RESOLVE THE CONFLICT LATER, IF APPROPRIATE.

How to respond to conflict?

On the ice:

- Listen to understand
- Take a few seconds to think about the comments and/or actions and determine your response
- Determine if a reply is necessary
- If a reply is necessary at that time, then reply to diffuse the situation only.
- Continue on with the game
- Remember you may only have 10-15 seconds to do this

Off the ice:

- Acknowledge what you have heard and the other person's position
- Ask for clarification to understand their reason or rationale
- Summarize what you have heard and verify this is correct
- State your position IF the person is ready to listen
- State what points you agree on
- State points of disagreement
- When the person responds, acknowledge what they have said
- Continue until you have resolved the issue or agreed to disagree
- Bring in a neutral person if possible

SCENARIO #1:

A coach or captain is ranting and raving at you, the official. Do you respond and if so, what is your response?

KEY POINTS TO REMEMBER DURING GROUP WORK:

- Listen to the person briefly unless it is abusive or the person is expressing anger in an aggressive manner
- Acknowledge what the person is saying with an empathic response i.e. It sounds like you are really concerned etc.
- Summarize what you have heard to ensure you understand what the person is saying
- State your point of view and the points you agree and disagree on
- Be empathetic and discuss until this issue is resolved or you have agreed to disagree.

QUESTIONS TO KEEP IN MIND DURING ROLE PLAYS

When would you ignore this and walk away?

What actions could cause this to become more serious?

What rules, if any, apply to this situation?

ACTIVITY #1: DIRECTION, DIRECTION

A

From the book "The wrecking yard of games and activities":

Purpose of activity:

In this activity someone gets a set of rules and the group gets to see how easy it can be to make mistakes in passing them on. The objective is for people to recognize the importance of good communication skills when giving directions and recognize the difficulties encountered when trying to interpret rules, directions.

B

Separate the group into two teams. Select one member from each team and explain the rules of the game to each of them. The rules of the game could be two or three rules from hockey that are less commonly used.

C

Ask the team member to go back to the rest of their team and explain the rules to the team. Give them an opportunity to discuss the rules. Then ask for one member from each team (not the same member at the beginning) to explain the rules to the other team.

D

Discuss the interpretation and explanation of the rules as they were received during the game. How successful were the team members at communicating the rules.

Key Point:

Clear and concise communication is important. Each person may interpret rules in their own way. This individual interpretation may cause a person to believe an official is not familiar with the rules of the game.

Rules of the Game

1. When it is your turn you may roll the dice or select a card.
2. If you roll the dice and get:
 - **Odd** - you must put a piece of candy in the "pot"
 - **Even** - you take a piece of candy from anyone else's pile
 - **Double** - you must give a piece of candy to someone else in the group (this does not count as an even number)

If you draw a card and get:

- **Heart** - you must give a piece of candy to the person on your right
 - **Club** - you must give a piece of candy to the person to the person on your left
 - **Diamond** - you must put a piece of candy in the pot
 - **Spade** - you get two pieces of candy from the pot (or from a person/s of your choice if the pot is empty)
3. If anyone is unfortunate enough to lose all of their candy, they are then eliminated from the game.
 4. If you are eliminated from the game you may continue to sit in the circle, but can return to the game only if someone gives you a piece of candy during the course of the game (no candy may be given to an eliminated person out of the goodness of your heart; it must be determined by the cards or dice).
 4. The leader decides who displayed the best sportsmanship during the game, and this person gets to keep all the candy left in the pot at the end of the game.
 5. After an allotted time the person who has the most candy wins, and everyone may keep any candy they have acquired.

Game - Discussion Questions

1. Was this game unfair? Why or why not?

2. How do you feel now?

3. How are you going to respond if you feel this way in a similar situation?



National Coaching Certification Program

The Game Day Action Plan

Problems and Conflicts

Game Day Challenges for Coaches at the Recreational Level

Roles of the Support Staff

Game Day Checklist – The Management of Routines

Creating a Safe and Positive Environment



PROBLEMS AND CONFLICTS

One of your primary roles as a coach will be to resolve conflicts and solve problems. Your leadership and communication skills will play huge roles in determining the success of your efforts.

There are three types of situations you may experience.

1) Problem-solving: Problems seek and need solutions. Be certain you have the facts, and not opinions, when trying to solve problems. There is an abundance of technical and tactical information to support you in your search for answers. Human problems, though, are much more difficult to solve.

Problem:

A question or situation that needs consideration or a solution.

Examples:

Which line will start the game?
Who will be on the ice for the last minute?
How do I evenly rotate 7 forwards and 5 defencemen?

What are some problem-solving strategies (ie. ways to deal with problems)?

Decision-making: Many situations require important decisions and when there are a number of possible solutions, the coach must choose one of them. For instance, questions with the word “should” in them will require you to choose from several alternatives.

Decision:

– a final conclusion or choice; judgement. This implies there are multiple possibilities from which to choose.

Examples:

What should you do if a player forgets his sweater at home?
Should you shorten your bench?
Should you criticize a player's actions?

What are some decision-making strategies?



National Coaching Certification Program The Game Day Action Plan



Resolving Conflicts: Conflicts may arise when there are differences of opinion, belief or attitude. The ones rooted in differing values, needs, wants or perceptions will not always be easy to resolve.

Your options may include negotiating, “giving in”, using

Examples:

A player refuses to do what you ask.
A parent challenges your coaching.
Your assistant publicly criticizes you.

Conflict:

– the actual or perceived opposition or needs, values, wishes or perceptions resulting in stress or tension.

a neutral person to mediate, or unilaterally making a final decision. Some conflicts are even resolved by legal services. Regardless, a “win/win” solution is the most desirable.

Before the dispute is resolved, all parties must recognize the problem and be willing to resolve it.

What strategies can the coach use to effectively resolve conflicts?



National Coaching Certification Program

The Game Day Action Plan



Game Day Challenges For Coaches at the Recreational Level

CHALLENGES	SOLUTIONS
Preparation <u>Issues</u> <ul style="list-style-type: none">• Indecision• Coming unprepared• Acting disorganized• Poor communication• Make up plans as you go along Dressing Room <u>Issues</u> <ul style="list-style-type: none">• Is it clean?• Who's supervising?• Bags, Sticks, Skates• Behaviour eg. Fooling around• Parents in the room Warm Up <u>Issues</u> <ul style="list-style-type: none">• Organization• Purpose• Safety Line Ups <u>Issues</u> <ul style="list-style-type: none">• Players don't show up• Players don't want to play together• Strong/weak opponent• Problem players, weak players• Injuries	 <u>Solutions</u> <ul style="list-style-type: none">• Be on time• Have the equipment ready• Use a checklist• Have a game plan• Keep a game log• Have a Risk Management Plan <u>Solutions</u> <ul style="list-style-type: none">• Get the room cleaned & leave it clean• Actively supervise the room. Prevent verbal abuse and fooling around• Have & enforce rules, have consequences• Have a routine• Schedule regular parent meetings <u>Solutions</u> <ul style="list-style-type: none">• Design a warm-up routine• Reflect on the purpose of warming up• Provide drills which reflect game and player needs• Movement, activity, core skills• Address goalie needs• Teach pre-ice stretches in the room <u>Solutions</u> <ul style="list-style-type: none">• Have flexible training plan – players try all positions at some time• Look for positives, how can they both win, review growth and development• Set short term goals, focus on performance not outcomes• Emphasize strengths, measure/maximize your strengths and minimize your weaknesses• Be flexible- train players to expect anything – rotate players to all positions



National Coaching Certification Program The Game Day Action Plan



Bench Management

Issues

- Language, conduct
- Location of players
- Safety concerns
- Playing everyone

Solutions

- Code of conduct, rules and consequences
- Be a role model
- Offer options – benefits
- Have rules for sticks, spitting, debris, gates, helmets
- Work for fair ice time. Consider reducing ice time as a punishment for breaking rules, not to punish people
- Follow Fair Play values
- Be consistent – have a philosophy

Post Game

Issues

- Responsibilities
- Administration
- Problems
- Last to leave

Solutions

- Use a checklist
- Rule of “3” – 3 positives before the first negative
- Be accessible, talk to people
- Someone on your staff should be the last to leave the arena.
- Relate effort to the larger picture

Parents

Issues

- In the room
- In stands
- After game
- Overall Criticism

Solutions

- Have routines and rules
- Parent's meeting, code of conduct
- Educate parents – help them use strategies for dealing with their children on the way home
- Education, parent's meetings, review expectations at this level.



National Coaching Certification Program The Game Day Action Plan



Roles of the Support Staff

The coach should take an active role in establishing good communication with staff and outlining everyone's responsibilities. You can do the following to ensure the development of harmonious relationships.

Tips for building relationships with your staff	Game responsibilities for the assistant coaches	Game responsibilities for the manager	Game responsibilities for the trainer
<ul style="list-style-type: none">• Be a leader• Clearly define each person's role and responsibilities• Respect and appreciate one another's roles• Offer each other mutual support and work together in an honest and open relationship• Be fair and consistent in your interaction with your assistants• Meet regularly, especially before games, to review administration and the game plan• Periodically evaluate your assistants and provide them with positive feedback• Encourage your support staff to provide you with feedback and suggestions• Give credit and recognition when appropriate• Make your staff feel like they are a needed part of your hockey program.	<ul style="list-style-type: none">• Analyze the play of both teams• Make suggestions on team strategy• Talk to individual players, giving specific correction on their play• Provide statistical summaries for the team and individual players• Provide written comments on each player• Assist with coaching on the bench• Act as a liaison between the head coach and players or parents• Read the feelings of the team• Assist in the administration or management• Help monitor the health habits of the athletes• Check on injuries and the therapies being administered	<ul style="list-style-type: none">• Handle registration, team finances and insurance• Negotiate ice time for practices and games• Handle equipment• Handle game reports• Make necessary travel arrangements• Submit tournament applications• Arrange for dressing rooms and security• Provide an ear for parents• Act as liaison with local association and league	<ul style="list-style-type: none">• Provide first aid as required• Check equipment for proper fit• Inspect equipment to see that it is properly maintained and legal• Teach athletes about how to care for their equipment• Perform medical follow-up for injuries• Educate player and parents on injury prevention• Help monitor nutrition and hydration requirements



National Coaching Certification Program The Game Day Action Plan



GAME DAY CHECKLIST – The Management of Routines

After consulting with your fellow coaches, list below the five most important responsibilities a coaching staff has and who will carry out each of the tasks.

Before you get to the rink:

- ☐
- ☐
- ☐
- ☐
- ☐

Upon your arrival at the rink:

- ☐
- ☐
- ☐
- ☐
- ☐

Pre-game preparations:

- ☐
- ☐
- ☐
- ☐

Game Management:

- ☐
- ☐
- ☐
- ☐

Post-game management:

- ☐
- ☐
- ☐
- ☐

Bench Management: What the Pros Think

Craig Ramsay - Buffalo

- Utilize your assets - make use of and trust your assistants
- Do not over-coach
- Present a Positive Bench Image, but be ready to raise your intensity
- Show "trust" in your players

Marc Crawford - Vancouver

- Carefully lay out each aspect of bench operation
- Establish consistency for game-in and game-out routines
- Be focused and composed
- Change lines/players well



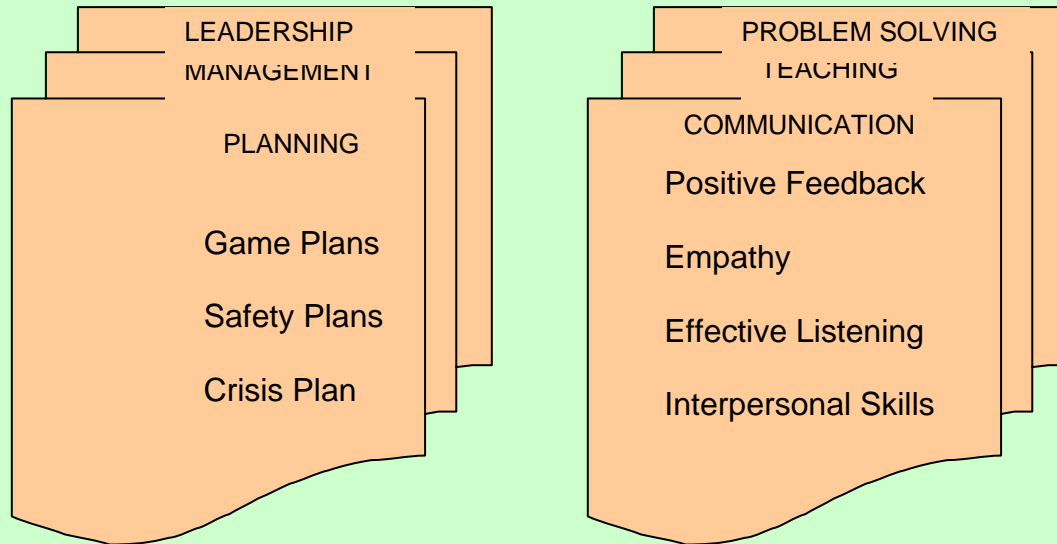
National Coaching Certification Program The Game Day Action Plan



Creating a Safe and Positive Playing Environment

Experienced coaches will tell you that your role as a game coach is to create an environment where young athletes can develop and have fun doing it. Having fun depends largely on the environment being safe, positive and one where athletes have an opportunity to play.

What skills does a coach need to create this kind of environment?



Is competitive sport too stressful for children?

Competitive sport may be too stressful if a child is made to feel that self-worth depends on how he or she plays. When the things most important to children – such as love and approval- are made contingent on playing well, they are likely to experience great stress. Research shows that the fear of failure and a child's concern about not performing well may be the main source of stress and anxiety in children.

Children worry that they will fail, that they will not be able to live up to the demands of competition. Children can feel competitive stress before, during and after competitions. One U.S. study showed that 62% of youths worried about not playing well and about making a mistake, and 23% said anxiety could prevent them from playing in the future.

Straight Talk About Children and Sports - CAC

What is a “safe” environment, according to your colleagues?

What elements make a positive environment? A negative environment?

How do you and your colleagues define “fun”?
How will you know if your athletes are having fun?
Will fun be the same for everyone?

Game Statistics – A Pee Wee Game Analysis

The puck was on player's stick an average of 8 sec/game!
Players took an average of 1 or 2 shots per game!
Players took an average of 18 shifts per game.



The Winning Philosophy

Athletes First - Winning Second!

One of the most important actions you will take as a coach is to formulate a successful coaching philosophy by evaluating the role of winning. Specifically, what outcomes should be important to you and your athletes?

Here is one “winning” philosophy that will surely gain the respect of your athletes and your colleagues, as well as improve your chances of success. ***Put your athletes first, and strive to win second.***

This is a powerful philosophy. It means every decision you make and how you behave should *first* reflect what is best for your athletes as people and players.

A coach who does not consider the needs of his athletes may damage their self-esteem and they may eventually leave the game. On the other hand, a coach who ignores the innate desire to win may also hurt the spirit of the team as a whole. Striving to win is essential for enjoyment of the game, but at what cost?

It makes sense then that a winning philosophy puts the athletes' well-being first, but still pursues the thrill of victory. The outcome depends on your decision.

What do your coaching colleagues say about the role of winning?



E-

Resolve

Formal Response to Complaints

Follow procedures consistently

Sanction consistently



Branches/Districts and Minor Hockey Associations Constitutions and Operations Manuals

Get informed! Contact your Branch or Minor Hockey Association for a copy of the constitution and/or operations manual.

BC Hockey

6671 Oldfield Rd
Saanichton, BC, V8M 2A1
Tel: 250-652-2978
Fax: 250-652-4536
www.bchockey.net

Hockey Alberta

1-7875, 48th Avenue
Red Deer, AB, T4P 2A1
Tel: 403-342-6777
Fax: 403-346-4277
www.hockey-alberta.ca

Saskatchewan Hockey Association

2-575 Park Street
Regina, SK, S4N 5B2
Tel: 306-789-5101
Fax: 306-789-6112
www.sha.sk.ca

Hockey Manitoba

200 Main St
Winnipeg, MB, R3C 4M2
Tel: 204-925-5755
Fax: 204-925-5761
www.hockeymanitoba.mb.ca

Hockey Northwestern Ontario

516 East Victoria Ave
Thunder Bay, ON, P7C 1A7
Tel: 807-622-4792
Fax: 807-623-0037
www.hockeyhno.com

Ontario Hockey Federation

1185 Eglinton Avenue East, Suite 202
North York, ON, M3C 3C6
Tel: 416-426-7249
Fax: 416-426-7347
www.ohf.on.ca

Ottawa District Hockey Association

1247 Kilborn Place, Suite D300
Ottawa, ON, K1H 6K9
Tel: 613-224-7686
Fax: 613-224-6079
www.odha.com

Hockey Québec

4545 Ave Pierre-de-Coubertin
Montréal, QC, H1V 3R2
Tel: 514-252-3079
Fax: 514-252-3158
www.hockey.qc.ca

Hockey New Brunswick

165 Regent St, Suite 4
Fredericton, NB, E3B 4Z9

Tel: 506-453-0089

Fax: 506-453-0868

www.hnb.ca

Hockey PEI

40 Enman Crescent
Charlottetown, PE, C1A 4L1

Tel: 902-566-5171

Fax: 902-894-5412

www.hockeypei.com

Hockey Nova Scotia

6300 Lady Hammond Rd, Suite 200
Halifax, NS, B3K 2R6

Tel: 902-454-9400

Fax: 902-454-3883

www.hockeynovascotia.ca

Hockey Newfoundland and Labrador

13B High Street
Grand Falls Windsor, NF, A2A 2J4

Tel: 709-489-5512

Fax: 709-489-2273

www.hockeynl.ca

Hockey North

47 Pine Crescent
Hay River, NT, X0E 0R5

Tel: 867-874-6903

Fax: 867-874-4603



A word about your relationship with your Minor Hockey Association

The mandate of the local minor hockey association (MHA) is to administer and promote the game of hockey within its' local community. This responsibility includes ensuring that all levels of competition and player ability are addressed.

The minor hockey association is also responsible for ensuring an Executive Board is in place to administer the day-to-day function of the association during the hockey season. As well, it is responsible for ensuring the appropriate legal requirements are addressed with respect to registering under the Society's Act, having a constitution, providing financial reports, having insurance, and registering with the provincial hockey body [Branch].

The local association operates within the Constitution and Playing Rules adopted locally, by the Branch, and by Hockey Canada.

The Relationship of a Parent and the Local Minor Hockey Association

A parent's first contact with the local minor hockey association usually comes when they register their son or daughter to play hockey. This is the entry point both for your child's involvement in the sport and yours.

Parents are encouraged to attend general meetings of the local MHA to become aware of how the association operates and the many opportunities available to support the players in their hockey development.

The Association offers many options, on-ice and off-ice for parents to become involved with their child.

Off-ice, parents can be involved as team parents, team managers, fund-raisers, concession workers, scorekeepers, timekeepers, tournament organizers and as members of the MHA executive. These are all important support positions where volunteers are needed. Through volunteering you will meet and become friends with the parents of the players on your child's team, parents across the MHA, and make many contacts throughout the community.

On-ice, parents can be involved as coaches and officials. The MHA will arrange clinics so you can become familiar with Hockey Canada's Initiation Program, Coaching Programs, Safety Programs and Officiating Programs. These clinics will teach you the fundamentals to be an effective leader with the players. They will provide you with the tools to succeed in your volunteer position while enhancing the experience the players will have under your supervision.

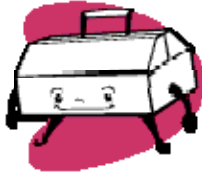
Many MHA's offer parent education opportunities for you to attend. Through these sessions you will be able to find out the philosophy of the association, where to take any concerns that may arise, who will be working with your child, and the role of the parent in the association.

For parents of children entering hockey for the first time there are naturally concerns about your child and the adults who will be involved with your child. Hockey Canada's Speak Out Program is designed to address these concerns. Ask your MHA how they are implementing Speak Out to safeguard your child.

As well, many MHA's have programs such as 'Turning Point' or 'Team First' to guide appropriate behaviour for parents, spectators and team officials. If yours does not, you could ask when they will be starting such a program.

During your years ahead as a minor hockey parent there will be a variety of opportunities to support your child in their hockey development. If or when concerns arise, speak with your child's coach or a MHA executive member. ***Most often it is just a matter of a misunderstanding that can easily be addressed.***

Both you and your child will grow and develop skills through your involvement with hockey. You will both learn and develop life skills to use in other aspects of your life.



Other Programs of Interest

*Note these programs have not necessarily been reviewed by Hockey Canada and therefore are being provided as information only.



HIGH FIVE



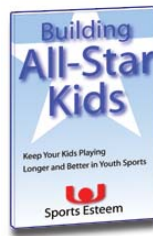
www.highfive.org

HIGH FIVE is a program of Parks and Recreation Ontario designed to support the safety, well-being and healthy development of children in recreation and sport programs. We do this by providing parents and professionals with tools, training and resources that promote and support the principles of healthy child development. They have also developed the HIGH FIVE Quality Assurance Process - a unique accreditation system for recreation and sport programs.

For more information contact highfive@prontario.org



Building All-Star Kids



Keep Your Kids Playing Longer and Better in Youth Sports

Parents play a critical role in the success of their child in youth sports. Unfortunately, most parents get it wrong and over 70% of all kids playing organized sports quit by age 13. *Building All-Star Kids™* help parents address this problem by providing insights into how parents can help shape their child's youth sports experiences so that kids continue playing longer and better. With information covering a wide variety of topics, *Building All-Star Kids* educates parents on how to balance a child's need to have fun with the need for learning life-lessons and skills.



The Perfect Sports Fan



The "PERFECT SPORTS FAN"™ is both a book and a program that addresses the violence and poor sportsmanship all too often displayed by parents and fans towards players, coaches, officials and even other fans. The book is also a guide, full of useful tips, designed to assist parents with the joys of raising a minor league athlete.

For more information contact Tim Meyer at tim@perfectsportsfan.com



The Hurried Child – Dr. David Elkind, Ph. D.

This bestselling book helps parents balance worthwhile activities for their children with free-time they must have.

Kid's Hockey

The Parents Guide – Dr. Gary Abraham with Michael Smith

Whatever your concern, you will find it addressed in *Kids' Hockey*. It is written by a medical doctor who is a specialist in sports medicine. He's also a hockey parent, a Pee wee coach and a teacher at his own hockey school. It is this unique background -- a life-long love of the game combined with medical experience -- that gives Gary Abraham the edge on other writers. From finding a team to buying equipment to bandaging a bruise, from skill drills to skate guards, and from rules to referees, he covers everything you need to know to be a confident hockey parent.

Kids' Hockey covers:

- The Origins of Hockey
- How the Leagues are Organized Today
- The Rules
- Basic Skills
- Playing Goal
- How to buy Equipment
- Equipment -- pre-game preparation and maintenance
- Hockey Health and Safety
- Good Hockey Parenting
- Hockey Schools
- Backyard Rinks
- Teaching Hockey the Right Way
- Physical Contact and Violence
- Organizations and Resources for Amateur Hockey.



Parents for Good Sports



<http://www.parentsforgoodsports.org/>

The mission of Parents for Good Sports is to enrich the lives of young athletes and their families through parent-driven, community-based educational programs.



Attitudes are Contagious



Mass Youth Soccer - Attitudes are Contagious

http://www.mayouthsoccer.org/pages/488_attitudes_are_contagious.cfm?searchterm=Attitudes_are_Contagious

Mass Youth Soccer has developed and produced an outstanding video focusing on the issues of sideline behavior of adults, and specifically on how that behavior is affecting the retention of qualified referees. While many have talked about the issue of adult sideline behavior, Mass Youth is the only organization to turn the talk into a valuable tool that teams, towns, clubs and leagues can put into immediate use to help curb the unwanted noise along the sidelines.

For more information contact acosentino@mayouthsoccer.org



S.T.A.R. Hockey



<http://www.maha.org/STAR/index.htm>

The S.T.A.R. Hockey program is the result of nearly a year's effort by a committee of the Michigan Amateur Hockey Association. It is there response to increasing reports of misconduct, abuse, and violence in youth hockey and other youth sports.



<http://www.ephockey.com/hep.htm>

HEP is a bold initiative designed by Minnesota Hockey to improve the youth hockey environment in Minnesota and will impact all players, coaches, officials, and players.

HEP was first envisioned and endorsed by two great hockey visionaries Ted Brill and Herb Brooks. It is supported by extensive research provided by the Mayo Clinic's Sports Medicine Center and sports psychologist Dr. Frank Small. Quebec Hockey successfully implemented a similar program years ago.



EFFORT = Encouraging Fairness, Fun, Opportunity, Respect, and Teamwork



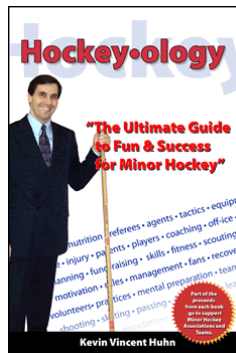
<http://www.masshockey.com/Effort/>

EFFORT strives to create athlete-centered youth hockey in Massachusetts. It establishes a common philosophy in rinks and training centers that yields optimal hockey and personal development. An environment highlighted by:

- Players respecting themselves and fellow competitors
- Coaches focused on developing hockey players and citizens
- Families supporting coaches, their children, and other youth
- Spectators cheering the efforts of all game participants
- Respect for the game of hockey
- A zero-tolerance policy on violence and cheating
- A fun, encouraging atmosphere



Hockey-ology – The Ultimate Guide to Fun & Success for Minor Hockey



<http://www.thehockeysource.tv/sectionshop/shopresource.php>

Hockey-ology - The Ultimate Guide to Fun & Success for Minor Hockey is an **easy-read** resource book for both the novice and the seasoned. It is a fundamental resource for minor and youth hockey, containing how-to instruction, facts, tips and other references. You want to know more about the game this is the book that will teach you.

September 2005

Hockey Rink Etiquette For Parents

Though most of us are hoping for many more weeks of nice weather, the shorter days mean the 2005-'06 youth hockey season is around the corner.

From house-league to the highest competitive levels of all-star or AAA "rep" teams, players — and their parents — have already gone through a tryout process, often jockeying to see which team they will represent over the next several months.

Youth hockey is an intense game on the ice, and sometimes it can be just as intense — and tense— off the ice.

There, we see parents jawing at each other, at players, at coaches, at game officials. The temperature is a little too high in the building, and some of us parents can be a little too tightly wound.

While we all say it's about "fun", watching our own kids play can bring out the worst instincts that we have.

We all want our sons and daughters to play, to play hard, to play well, and — there's that phrase again— have fun. We want them to be well-coached, play on a team that is competitive in their category, and benefit in a host of ways from being involved in competitive athletics.

Yet we, as parents, sometimes undercut how much fun our kids really have, and how much they will actually benefit.

This happens by and through our often toxic behaviour, especially during games.

Unfortunately, many of us don't recognize our own negative behaviour. We only see it in others!

So here is a primer, a reminder, of little things that we can do at and around the rink this fall and winter to make the new hockey season more pleasant for all concerned — most importantly, for the kids.

15 things to keep in mind while watching from the stands this winter:

1. Let the coaches' coach. If you are telling your son or daughter — or any other player for that matter — to do something different from what their coach is telling them, you create distraction and confusion.
2. It is very unnerving for many young players to try and perform difficult tasks on the ice on the spur of the moment when parents are yelling at them from the sidelines. Let the kids play. If they have been well coached, they should know what to do on the ice. If they make a mistake, chances are they will learn from it.
3. Do not discuss the play of specific young players in front of other parents. How many times do you hear comments such as, "I don't know how that boy made this team...." or "she's just not fast enough...". Too many parents act as though their own child is a 'star', and the problem is someone else's kid. Negative comments and attitudes are hurtful and totally unnecessary and kill parent harmony, which is often essential to youth team success.
4. Discourage such toxic behaviour by listening patiently to any negative comments that might be made, then address issues in a thoughtful, positive way. Speak to the positive qualities of a player, family or coach. It tends to make the outspoken critics back off, at least temporarily.
5. Do your level best not to complain about your son or daughter's coaches to other parents. Once that starts, it is like a disease that spreads. Before you know it, parents are talking constantly in a negative way behind a coach's back. (As an aside, if you have what you truly feel is a legitimate beef with your child's coach — either regarding game strategy or playing time, arrange an appointment to meet privately, away from the rink and other parents.)
6. Make only positive comments from the stands. Be encouraging. Young athletes do not need to be reminded constantly about their perceived errors or mistakes. Their coaches will instruct them, either

- during the game or between periods, and during practices. You can often see a young player make that extra effort when they hear encouraging words from the stands about their hustle.
7. Avoid making any negative comments about players on the other team. This should be simple: we are talking about youngsters, not adults who are being paid to play professionally. I recall being at a 'rep' baseball game some years ago, when parent on one team loudly made comments about errors made by a particular young player on the other team. People on the other side of the diamond were stunned— not to mention hurt and angry, and rightfully so. Besides being tasteless and classless, these kinds of comments can be hurtful to the young person involved and to their family as well.
 8. Try to keep interaction with parents on the other team as healthy and positive as possible. Who's kidding whom? You want your child's team to win. So do they. But that should not make us take leave of our senses, especially our common sense. Be courteous 'till it hurts; avoid the 'tit for tat' syndrome.
 9. Parents on the 'other' team are not the enemy. Neither are the boys or girls on the other team. We should work to check any negative feelings at the door before we hit the arena.
 10. What is the easiest thing to do in the youth sports world? Criticize the referees. Oh, there are times when calls are missed, absolutely. And that can, unfortunately, directly affect the outcome of a contest. That said, by and large those who officiate at youth hockey games are a) hardly over-compensated, and b) give it an honest — and often quite competent — effort. At worst, they usually at least try to be fair and objective.
 11. On that note, outbursts from parents on the sideline made toward the referees only signal to our on children on the ice that they can blame the refs for anything that goes wrong. Learning early in life to make excuses and to blame others is not a formula for success in sports — or life.
 12. Yelling out comments such as "Good call, ref" or "Thanks ref" may only serve to alienate an official. The ref always assumes they made the proper call, that's why they made it. Trying to show superficial support because the call went 'your' way is simply annoying to the officials, and to anyone within earshot.

13. The stands are for enjoying watching your child play, and the companionship of other parents— not for negative behaviour. If you want to coach, obtain your coaching certification and then apply for a job.
14. We all feel things and are apt to be tempted to say things to others — fellow parents, officials, our own kids — in the ‘heat of the moment’. But we don’t excuse athletes for doing inappropriate things in the ‘heat of the moment’ (there are penalties, suspensions, etc.) so we should apply similar standards to our own behaviour at the rink. Make yourself pause and quickly check yourself and ask: Will I be proud of what I am about to say or do when I reflect on it tomorrow?
15. The parking lot is not the time to ‘fan the flames’. Whether it is a coach’s decision, a referee’s call, a comment that was made, let it go. Don’t harass the coach or an official or a parent on the other team after the game is over. Go home, relax, and unwind. Talk positively with your child. Many of us have made the mistake of “chewing out” our own son or daughter on the way home for perceived poor play. The ride home is sometimes as important as the game itself. Make that time a good memory for your son or daughter by discussing as many positives as you can about him/her, their coach and their teammates.

Michael Langlois, founder of Prospect Communications Inc., is the author of the book, “A Guide to Better Communication for Minor (Youth) Hockey Coaches”. Prospect’s web site is located at <http://www.beyondthegame.net>