

ROUGH PLAY IN THE OMHA



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INTRODUCTION

As the game of hockey continues to get faster, our job as officials continues to get tougher. The speed difference between players exposes those who lack similar skills. Sometimes teams and players resort to equalization tactics – or rough play – to close the skills gap.

The idea of this module is to help identify what to do before this escalation develops into a rough play. We will also give you things to consider if rough play erupts.



ROUGH PLAY IN THE OMHA

INTRODUCTION

While the Hockey Canada Officiating Manual has some specific instructions and guidance to follow about techniques to break up and prevent rough play, the reality is that each game is unique and the style of play has evolved since many of these techniques were first developed.



A photograph of several hockey players in action on an ice rink, overlaid with a semi-transparent red filter. The players are wearing various jerseys, including one with 'HURRICANES' and another with 'FLORIDA STATE'. They are holding hockey sticks and appear to be in a competitive play. The text 'LET'S LOOK AT 5 CLIPS' is centered over the image in a large, white, sans-serif font.

LET'S LOOK AT 5 CLIPS











LET'S LOOK AT 5 CLIPS

As you can see fighting in Minor Hockey takes many different forms, and varies from ages, calibres, and experience levels.

While some are pre-planned (often via social media), most fights come from frustration and escalating rough play like gatherings, scrums and post-whistle contact.



LEARNING HOW TO COPE WITH ROUGH PLAY

LEARNING HOW TO COPE WITH ROUGH PLAY

COMMUNICATE

- w/ Referee
 - player numbers
 - infractions
 - time to enter fight
 - which skirmish to enter when multiples



LEARNING HOW TO COPE WITH ROUGH PLAY

COMMUNICATE

- w/ Partner
 - who has which player
 - in order to enter at same time
 - to be together
 - when help needed or control is lost



LEARNING HOW TO COPE WITH ROUGH PLAY

COMMUNICATE

- w/ Player
 - to identify yourself as an official
 - to protect the player
 - positively to de-escalate
 - that you will release restraint when appropriate



LEARNING HOW TO COPE WITH ROUGH PLAY

OBSERVE

- Danger Zones
 - mood, atmosphere, feeling of the game
 - revenge for action in this or previous game
 - team facing elimination/embarrassment
 - 2-on-1 confrontations



LEARNING HOW TO COPE WITH ROUGH PLAY

OBSERVE

- 360° Viewpoint
 - benches and player changes
 - multiple skirmishes on the ice at same time
 - goalies' location and actions
 - gatherings of players too close to altercations



LEARNING HOW TO COPE WITH ROUGH PLAY

OBSERVE

- Exiting
 - routes to avoid other team's bench
 - holding areas – penalty bench, own team's bench
 - spacing distance created by timing
 - preparations before leaving – dressing room key and off-ice safety



LEARNING HOW TO COPE WITH ROUGH PLAY

POSITIONING

- Body
 - create distance between combatants
 - use as shield for bottom/defenseless player
 - be agile to continue separation from dangers
 - use your weight for steering, not squashing



LEARNING HOW TO COPE WITH ROUGH PLAY

POSITIONING

- Commitment
 - stay with players until fully off the ice
 - repeat verbal commands until compliance
 - break focus of aggressor from target
 - engage player with calming conversation once separated



LEARNING HOW TO COPE WITH ROUGH PLAY

POSITIONING

- Location
 - stay within reach as combatant passes opponents
 - if own bench is close, use as a de-escalation stop
 - avoid path of exit past any injured opponents
 - be aware of debris and obstacles on the ice



LEARNING HOW TO COPE WITH ROUGH PLAY

EMOTIONS

- Discussions w/ Partners
 - answer Referee's questions honestly and without argument
 - speak about infractions directly observed
 - use voice only, eliminating body language
 - be aware of surroundings and being overheard



LEARNING HOW TO COPE WITH ROUGH PLAY

EMOTIONS

- Use of Force
 - applying restraining force only
 - tell player what will happen
 - stop player from breaking any more rules
 - release when separated but be ready to re-engage



LEARNING HOW TO COPE WITH ROUGH PLAY

EMOTIONS

- Explanations to Teams
 - if applicable refer to the Referee (3 or 4-official)
 - go as needed w/Referee to benches, but do not speak unless Ref invites input
 - defend actions based upon player safety and task completion
 - defend penalties with 'Here's what I saw...'



A photograph of several hockey players in action on an ice rink, overlaid with a semi-transparent red filter. The players are wearing various jerseys, including one with 'HURRICANES' and another with 'LAUGHN'. They are holding hockey sticks and wearing helmets and skates. The text 'LET'S LOOK CLOSER AT 5 CLIPS' is centered over the image in a large, white, sans-serif font.

**LET'S LOOK CLOSER
AT 5 CLIPS**

LET'S LOOK CLOSER AT 5 CLIPS

Let's look at these again with a focus on how to COPE and if there are things, we can do to prevent some of these escalations from reaching to a fight:



CLIP #1



CLIP #1

COPE & PREVENTION

- What went well?
 - Good teamwork
 - Didn't enter from behind
- What would you do differently?
 - Could they have entered sooner?
 - How did escort finish?
- What is your analysis?
 - Overall job well done



CLIP #2



CLIP #2

COPE & PREVENTION

- What went well?
 - 1st linesman read and reacted to situation
 - Linesman got aggressor off the ice right away, past goalie
- What would you do differently?
 - 1st linesman skates hard the whole way in, he gets there before anything starts
 - 2nd focuses on the aggressor when only his hand was on the jersey
 - Never get aggressive with players – think about what video sees
- What is your analysis?
 - Despite the issue with the 2nd linesman being aggressive only 1 player was wanting to engage. All could have been avoided easily



CLIP #3



CLIP #3

COPE & PREVENTION

- What went well?
 - Officials did get to the altercation swiftly
 - Both stayed with their combatants until off the ice
- What would you do differently?
 - Initially stayed at wrong location too long. Choose main event first
 - Intercept the goalie. 200 feet to see him coming
 - Be assertive in removals
- What is your analysis?
 - Read the situation then react quickly and communicate with your partner



CLIP #4



CLIP #4

COPE & PREVENTION

- What went well?
 - All three officials were positioned well at the horn
 - Bench-side Linesman talks to Blue and looks at White benches
- What would you do differently?
 - Far-side linesman breaks off too early after period ends
 - Bench-side linesman needs to ensure shooter gets past opponent's bench
 - All three officials grabbed players from behind
 - At end of clip, 4 Blue players move deep into zone while Ref/Lines talk
- What is your analysis?
 - Inexperience of the officials is shown by their response
 - Complacency at end of game
 - Hockey IQ? Player shoots puck at goalie after whistle. Response?



CLIP #5



CLIP #5

COPE & PREVENTION

- What went well?
 - Despite multiple conflicts, they entered each conflict together
 - Got each player to their respective place
- What would you do differently?
 - React much quicker. One linesman already in zone to prevent but did not move in
 - Be decisive in choosing where to insert yourselves
- What is your analysis?
 - Once these two officials started they did a good job breaking up each conflict



A hockey player in a red jersey and black helmet is shown in a dynamic pose, holding a hockey stick. The player's jersey has the number '8' visible. The background is a solid red color. Overlaid on the image is the text "SO WHAT DOES THIS ALL MEAN?" in a large, white, bold, sans-serif font. The text is centered and spans across the middle of the image. The hockey stick has "EASTON" written on it.

**SO WHAT DOES
THIS ALL MEAN?**

SO WHAT DOES THIS ALL MEAN?

COPE IN PREVENTION

- **Communicate** Consistently talking with participants will increase your chances that they will think twice before doing something bad
- **Observe** Use your hockey sense and IQ to see what players see and process their next move
- **Positioning** Use your body position and arms to put you in a place to be able get between players first
- **Emotions** Players are not angry with you, so interrupt them to break their focus before stuff happens



SO WHAT DOES THIS ALL MEAN?

THE TAKEAWAYS

Hopefully this will begin a thought process, making you better prepared to anticipate trouble by:

- Understanding the benefits of being proactive
- Developing awareness on the ice at all times
- Knowing that teamwork is critical



THE END

