

The Playing Tough and Clean Handbook:

How to Come Back from Your Suspension a Better Hockey Player and a Better Person

For the MAHA Suspension Course



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Name of Student: _____

I watched the Playing Tough and Clean Workshop in its entirety and have completed this workbook with the intention of learning from this suspension by using ideas from the course.

Signature of Student: _____ Date: _____

****Please complete any question that has a space for you to write in like the one below. Pause the presentation to complete your workbook. Make sure you are following along in the workbook as the presentation runs!**

Why are you taking this course? (Please write out exactly what your role was in getting suspended)

1st Time Suspended? Or has this happened before?

Dirty, Aggressive, Unsportsmanlike Hockey is...

- Any behavior that has the purpose of ***hurting*** another player.
- Hurting them either physically or mentally (intimidation).
- Disrespecting the game, an opponent, a referee.

Roadmap to Tough and Clean Hockey:

1. What it means to be tough and clean
2. Competing with emotional toughness makes you a more effective player
3. An on-ice routine for emotional toughness: the 3 R's
4. An action plan for playing tough and clean

Playing Tough and Clean is:

- Playing physical, intense hockey within the rules.
- Respect for opponents, the game, teammates...
- Cannot get under their skin – toughest player to play against
- Do not make selfish decisions

Write in Your Examples of Who You think is a tough and clean hockey player and then why:

A Closer Look at the Terms: What are We Talking About Here?

Emotions - powerful, momentary feelings that feel automatic and out of your control.

Emotional control – ability to manage emotions in and out of competition.

Emotional toughness – ability to respond positively to negative or normally debilitating emotions and in adverse situations.

Emotional control/toughness skills – tools needed to manage stress and emotional energy in and out of competition.

A Profile of Tough and Clean Hockey: Nicklas Lidstrom Stat Overview (from ESPN.com)

	GP	G	A	PTS	+/-	PIM	SOG	SPCT	PPG	PPA
2005-06	80	16	64	80	21	50	243	6.6	9	41
Career	1096	189	617	806	298	326	2766	6.8	91	323

Nick Lidstrom, defenseman for the Detroit Red Wings, has long been underappreciated by NHL fans (not those in Detroit however!) despite winning multiple Norris Trophies and scoring the game winning goal in the 2006 Olympic Gold Medal game. Sometimes you don't even notice Lidstrom on the ice because he takes care of his job as a defenseman flawlessly, and without board-shaking body checks or physical confrontations after the whistle. Much of Lidstrom's success comes from his "hockey smarts" and excellent positional play. John Davidson talked about Lidstrom in a 2001 article on ESPN.com. "His positioning is always perfect. He's not a robust defenseman, but he may be the smartest one in the game today. Chris Pronger is a great defenseman, great passer and very physical, whereas Lidstrom is not known as a thumping defenseman. Similar to Brian Leetch, Lidstrom uses his smarts to get him through everything. Who can forget the 1997 Stanley Cup Finals against Philadelphia when Lidstrom was paired with Larry Murphy to shut down Eric Lindros? That wasn't a physical matchup. That was a smarts matchup -- a positional play matchup."



Lidstrom is well known by NHL coaches for his smart play and willingness to compete while rarely taking bad penalties. Because of his great skating and positional play Lidstrom does not put himself in positions where he has to use illegal means to keep opponents from scoring. Just as important, Lidstrom always seems to be in control of his emotions and is a model of tough and clean hockey.

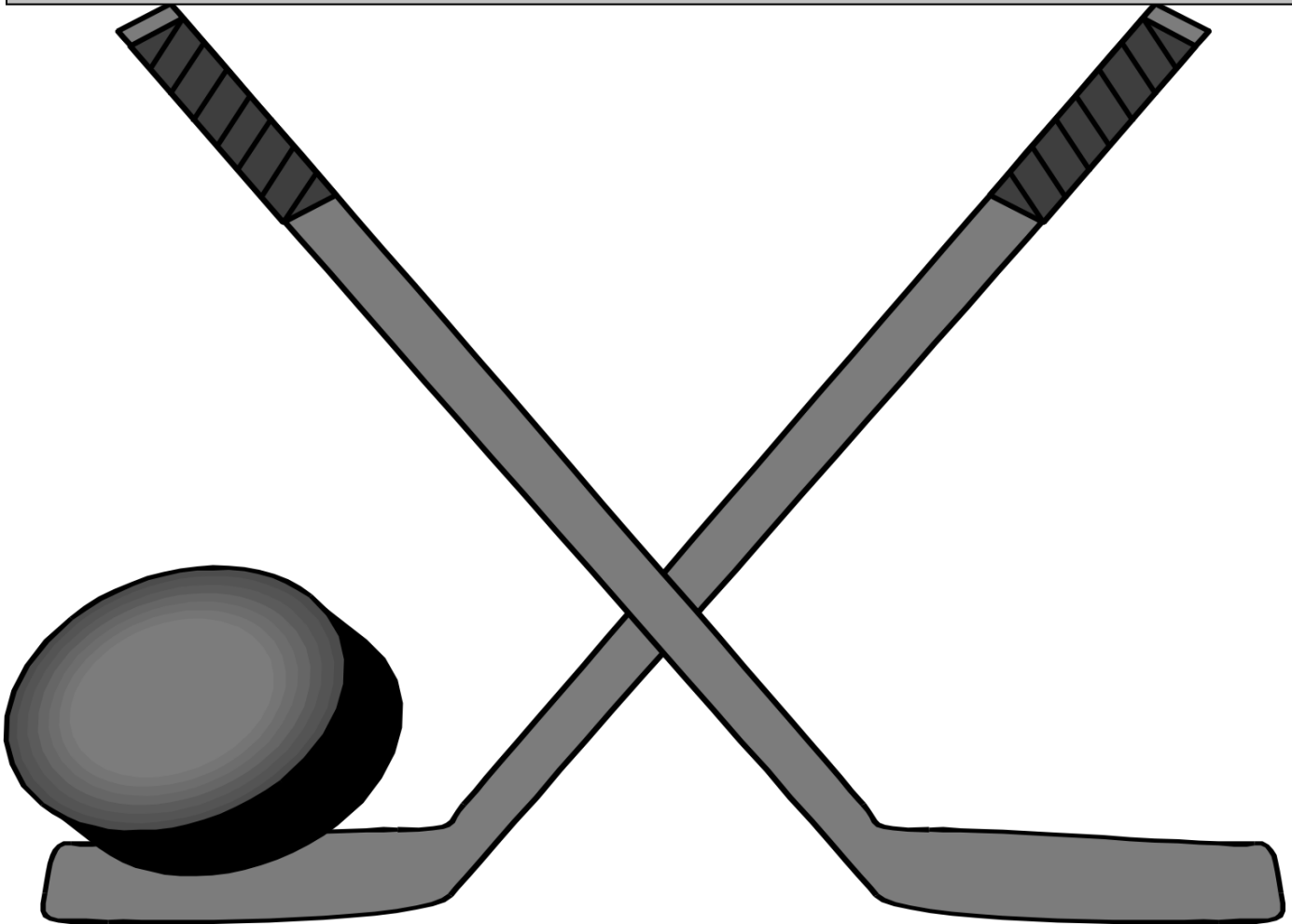
Prerequisites for Hockey Excellence (as determined NHL scouts and coaches)

- ◆ Controls temper (does not needlessly retaliate after a hit or setback).
- ◆ Reacts to referees, coaches, teammates, and fans in a mature & positive way.
- ◆ Adapts to the stress of success, travel, and playing with different partners without negative effects on attitude or play.
- ◆ Stays cool and confident under pressure.

(taken from Orlick, 1990, page 12)

FINDING THE LINE - TOUGH & CLEAN VS. DIRTY, AGGRESSIVE HOCKEY

What does it mean to play tough and clean?



Directions:

1. List all of the behaviors that you think are tough and clean.

2. List all of the behaviors you think are dirty and aggressive.

3. Write the tough and clean behaviors on the stick and the dirty and aggressive ones in the white space.

What it means to me to Play Tough and Clean:

TOUGH AND CLEAN HOCKEY MODEL

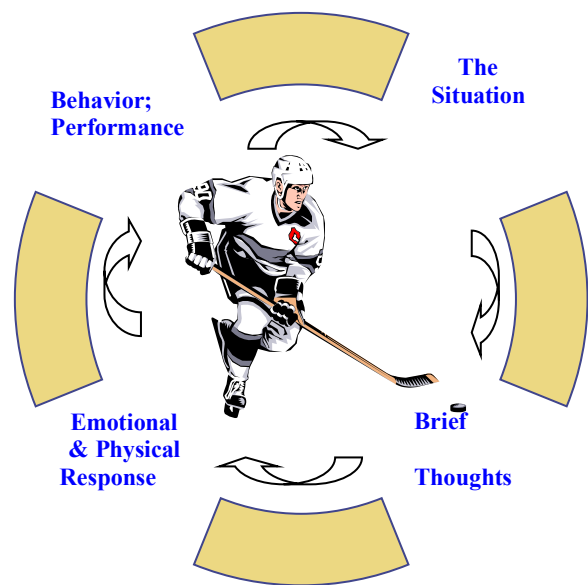
Examine the model of emotion and behavior found below by starting with “the situation” and working your way clockwise.

The Situation: The situation is the demand placed upon you - such as a big game, a losing streak, or being elbowed in the corner.

Brief Thoughts: The situation then creates very brief thoughts that are learned ways of thinking about different situations. For example, you may view big games as an opportunity to challenge your team or as a threat to your record.

Emotional & Physical Responses: The way you view the situation then creates emotions and physical responses. If you view a big game as a challenge then you may be excited and motivated with an increase in heart rate. If you view it as a threat, you will also have an increase in heart rate, but now it is accompanied with feelings of anxiety.

Behavior/Performance: Your responses (thoughts, feelings, and physical sensations) to the situation then influence your behavior and performance. Again, taking the big game example, if you are excited and viewing it as a challenge you are more likely to perform well as a coach or as an athlete. In contrast, negative responses to this situation will also influence your behavior and make it likely you won’t perform at your best. This behavior then cycles back into the situation. Good performance often creates positive situations and vice versa.



“Whoever loses emotional control first loses the competition.”
(Taylor, 2000)

EMOTIONAL TOUGHNESS

Emotional Toughness is responding positively to a negative situation or to negative feelings and thoughts.

What benefit, in hockey, do you get when you are:

- a. Angry _____
- b. Frustrated _____
- c. Embarrassed _____
- d. Feeling Guilty _____

CONTROL is the key. You don't necessarily control how you feel, but you do control how you respond to those feelings (emotions).

Developing Emotional Toughness

4 Step Plan

1. Respond positively to your emotions
2. Identify your Triggers
3. Rewire your Triggers
4. Develop a plan for on-ice and on-the-bench emotional toughness

Step 1: Respond positively to your emotions

- Don't bottle them up.
Accept the emotion.
- Each emotion has value.

Step 2: Identifying Your Personal Triggers in Hockey

Directions:

- Please complete this worksheet to determine what situations cause you to have a strong, negative emotional reaction.
- First, identify a non-hockey trigger (situations that always cause you to have a negative emotional response) in your life.
- Second, identify a trigger in hockey.
- Third, answer questions 3-6 on your personal triggers.

1. **My Trigger in my *general life* is:**

2. **My *Hockey Trigger* is:**

3. **What events usually lead up to your hockey “trigger” situation?** Who else is involved (e.g., an opponent high sticks you, coach yelling at you)? Is there a chain of events that typically unfolds every time your hockey trigger is triggered?

-
-
-
4. What emotions do you feel in this “trigger” situation, and how strong (intense) are the emotions (1 = weak, 10 = very strong)? What thoughts are you having at this time?

Emotion	Intensity	Thoughts
<i>Anger</i>	<i>10</i>	<i>“I’ll get you back!”</i>

5. How have you behaved in the past during this “trigger” situation?
-
-
-

6. What steps have you taken in the past to try to change your emotional response in this *hockey trigger* situation?
-
-
-

Trigger Tips

1. Have someone else help you identify your triggers that lead to negative responses.
2. Avoid being defensive about your triggers. Triggers create problems because we hang on to them.
3. Seek out critical feedback to improve your emotional toughness.

Adapted from Murphy, S. (1996). The achievement zone: 8 skills for winning all the time from the playing field to the boardroom. (The Sixth Skill). G. P. Putnam’s Sons: New York.

Step 3: It's Time to Rewire Your Hockey Trigger

Think about how you want to feel and act in the situation that triggers your hockey hot trigger. Describe in detail your new set of responses to your hockey trigger in the space below. These two questions may help you get started:

1. What feelings will help you deal with this *trigger* situation?

2. What thought(s) will help you deal with this trigger situation?

3. How could you act more effectively in the event this *trigger* occurs?

3 R's Routine for Emotional Toughness

Respond
Relax
Refocus

3 R's

- The 1st R:

Respond – negative emotion occurs, feel it but don't let it control your reaction

*Respond positively to negative emotions

*Cue: "Let it go.", "That didn't hurt!"



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3 R's

- The 2nd R:

Relax – calm down by:

- a. **Deep breath – centering**
- b. Self-talk/mental cue – “chill it”
- c. Visualization – responding positively



(Go to next slide for the centering video)

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3 R's

- The 3rd R:

Refocus – return to play immediately

- *Redirect emotion and energy to getting back into play
- *Cue – “focus on hockey”, “backcheck”
- *Visualize – getting back into the play



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4. Please list your on-ice 3 R's *emotional toughness routine*:

RESPOND: _____

RELAX: _____ **CENTERING** _____

REFOCUS: _____

3 R's

EXAMPLE:

Developing Emotional Toughness

3 R's Plan for Refocusing

1. Respond “*Didn’t hurt*”

2. Relax Centered breath

3. Refocus “Focus on hockey”

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5. The next step is to practice your new response to your trigger. Take a few moments to think about the ways you could practice your Emotional Toughness (e.g., imagery of new responses in the trigger situation). List them in the space provided below.

Adapted from Murphy, S. (1996). The achievement zone: 8 skills for winning all the time from the playing field to the boardroom. (The Sixth Skill). G. P. Putnam’s Sons: New York.

Learning from Watching the Game Activity

Directions:

- Watch a professional hockey game on television or attend a game.
- Find 5 or more aggressive and dirty behaviors or unsportsmanlike behaviors some of which are listed in the box at the bottom of this page.
- When you see a behavior look for the result of that behavior – how does the player receiving the aggressive and dirty shot react?
- Then, write the type of aggressive, dirty behavior (for example, slashing, fighting, check from behind) in the first column.
- Next, put an “X” in the columns that explain what happened as a result of the aggressive behavior (player was cut, bleeding, knocked out, etc.).
- An example is listed in the first row.

The Game I watched was: _____ vs. _____ Date: _____

The Result of the Dirty Aggressive Play was a player was:

Type of Dirty or Unsportsmanlike Play	Cut	Blood	Knock-out	Laying on the Ice	Missed part of the game	Penalized for Retaliating	Nothing Happened	Led to a Goal or Got the Puck
<i>Checking from behind</i>			X	X	X			

Types of Dirty Plays include:

Slashing

High Sticking

Tripping

Fighting

Roughing

Butt-ending

Elbowing

Check from behind

Cross-checking

Unsportsmanlike Conduct

Head butting