



2022

FIELD HOCKEY PRESEASON GUIDE



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HIGHLIGHTS

01

Hair Adornments

Hair control devices and other adornments in the hair that are securely fastened to the head and do not present a risk to the player and opponents are allowed.

02

Illegal Equipment

Once a coach has certified/verified that players are properly and legally equipped, the athletes should be held responsible for their uniform and equipment and therefore, the penalty should fall on the athlete, not the coach.

03

Time-out

One 90-second time-out back in the game.

04

Definition of a Sweep

Sweep is a legal stroke which involves a swinging movement of the stick, maintained horizontal and close to the ground, toward the ball. When playing the ball in this manner, all guidelines of rule 8-1-1b, c, f & h must be met.

01

FIELD HOCKEY RULES CHANGE HIGHLIGHTS

1-5-6: The change clarifies that hair adornments, such as beads, may be worn in the hair if they are secured and do not present a risk of injury to the player, teammates or opponents.

Rationale: Clarifies that hair adornments can be worn in the hair if they do not endanger other players as well as being more inclusive of participants' cultural and religious beliefs.

1-5, 1-6, 1-8 Penalties, 1-9: Applies penalty to the athlete for illegal equipment after the game has begun.

Rationale: Once a coach has certified/verified that players are properly and legally equipped, the athletes should be held responsible for their uniform and equipment and therefore, the penalty should fall on the athlete, not the coach.

3-2-4: Uses consistent language with using the term "free hit" only as a consequence of a foul.

Rationale: Clarifies the 25-yard hit is not a free hit as a consequence of a foul, even though it is taken just like a free hit.

3-3-11: Clarifies the definition of a sweep.

Rationale: Simplifies language to allow for use of either edge or the flat side of the stick on both the forehand and backhand when using the sweep. Guidelines of rule 8 already exist to address improper striking of the ball while utilizing the sweep.

4-1-3, 4-2-2e: Allows one, 90-second timeout to each team during the game.

Rationale: Time-out permits coaches to deliver a quick pep talk, refocus players, or change strategy.

10-Penalties 5: Clarifies the penalty language for the inserter not properly inserting the ball with at least one foot behind the endline.

Rationale: Provides procedures for the officials and penalty specifics when the inserter has both feet in the field of play.

11-2-3: Clarifies where players on either team not involved in the penalty stroke stand during the taking of the stroke

Rationale: Clarifies that players not involved in a penalty stroke need to be out of the sight line of the goalkeeper.

2022 Editorial Changes:

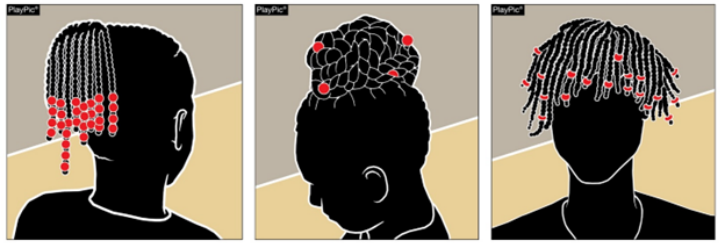
1-2-4j

This information is also on the NFHS.org Website at:

<https://www.nfhs.org/sports-resource-content/field-hockey-rules-changes-2022/>

Rule 1-5-6

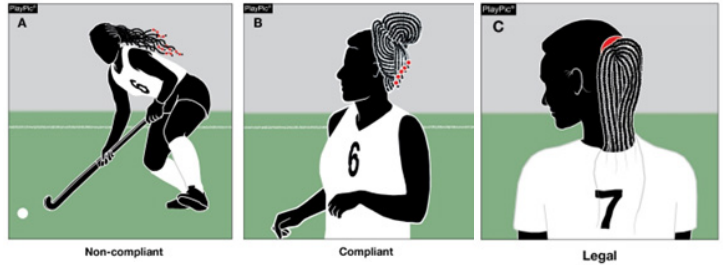
The rule has been modified to indicate “Hair control devices and other adornments in the hair that are securely fastened to the head and do not present a risk to the player and opponents are allowed. The rationale for this change is to enhance participation among players who would otherwise be penalized for wearing hair adornments based on their cultural or religious beliefs.



- If the hair is short enough with beads and it doesn't swing out of the “sphere of the shoulders” then it doesn't need to be secured to the head.



- Hair control devices that are securely fastened and do not increase risk to the athlete, teammates and opponents are permitted.
- Hair clips that are hard, protrude from the head and/or are easily dislodged do not comply and are not legal.



Long hair that may swing out of the “sphere of the players shoulders” into an opponent or teammate can be brought into compliance

02 POINTS OF EMPHASIS

- | | | |
|--|--|--------------------------------|
| <p>1. Intentional Fouls Inside the 25-Yard Line</p> <p>2. Tackling</p> | <p>3. Aerial Dribbling</p> <p>4. Enforcing Prompt Re-start of Play</p> | <p>5. Sportsmanship</p> |
|--|--|--------------------------------|

Intentional Fouls Inside the 25-Yard Line

It is vital that officials recognize that intentional/breakdown fouls by the defense that occur inside the 25-yard line and outside the circle disrupt the offense such that more than a free hit to opponents is warranted. If the official deems the foul to be intentional, the foul must be penalized by awarding a penalty corner to the opponent [Rule 10-1-1b]. Additionally, a misconduct penalty may be awarded using the card progression.

Tackling

Smooth passing and dribbling techniques are two core skills all players should know how to do. Players should also know how to tackle the opponent when the ball is in their possession. The NFHS rules book defines tackling as a technique executed by a player in an attempt to gain possession or

cause the opponent to lose possession of the ball. To properly execute a tackle, the player must be in the proper position to avoid a foul. The player shall not use the stick dangerously, nor deliberately make body or stick contact to gain any advantage when tackling. Remember that a player can't hit, hook or hold an opponent's stick with the stick [Rule 8-1]. There should be clear intent to play the ball by the tackling player and the timing of the movement must be exact.

Aerial Dribbling

Playing and carrying the ball off the ground has become more and more frequent in field hockey. In order to manage this properly, it must be understood which player is responsible for any danger that could occur. Just as in any case where the ball pops up in the air between two players, the player who last touched it or deflected it up is responsible for

causing the danger. Carrying the ball with an aerial dribble within playing distance of an opponent is not in itself a foul, but carrying the ball close to an opponent who is legitimately trying to play the ball creates a dangerous situation with two players trying to play the ball while it is in the air. Any danger is created by the player who put the ball up which would be the player executing the aerial dribble. The defenders should not be penalized for trying to play the ball legally even though it is off the ground.

Enforcing Prompt Re-start of Play

Teams shall be ready to restart play at the end of any timed breaks (team time-out or breaks between quarters). In the same way that teams are warned 15 seconds before the end of a team time-out, officials should encourage both teams to break their huddle 15 seconds before the end of the quarter breaks. Coaches should also be managing the time in each break to make sure players are back on the field promptly. This assists with the overall time management of the game.

Sportsmanship

Good sporting behavior is one of the fundamental ingredients to the continued success and enjoyment of education-based high school sports and activities. In fact, in the 103-year history of organized high school sports in the United States, good sportsmanship has been one of the most important outcomes of high school activity programs.

NFHS playing rules are written to encourage sportsmanship. Participation in these programs should promote respect, integrity and sportsmanship. However, for these ideals to occur, everyone involved in these programs must be doing their part.

The NFHS is concerned that unsporting behavior in education-based athletics has increased across all sports. As a result, the NFHS has made sportsmanship the No. 1 Point of Emphasis for the 2022-23 school year.

Sportsmanship, or good sporting behavior, is about treating one another with respect and exhibiting appropriate behavior. It is about being fair, honest and caring. When these types of appropriate behavior occur, competitive play is more enjoyable for everyone.

Coaches set the tone at athletic contests with their display of sportsmanship. If these individuals act in a sportsmanlike manner, their behavior sets the tone for players, spectators

and others. If coaches, however, are complaining constantly about the decision of contest officials, spectators are more likely to do the same.

There must be a collaborative, working relationship between contest officials and game administration to promote good sportsmanship and safely conduct the contest. Everyone has their roles to play in creating a positive, sportsmanlike atmosphere at contests.

Officials should focus on the actions of players, coaches and other bench/sideline personnel. A positive, open line of communication between officials and coaches ultimately results in a better contest for everyone involved.

Contest officials, however, should never engage with spectators who are exhibiting unsporting behavior. Once the contest begins, school administration is responsible for dealing with unruly spectators. A proactive approach by school administration includes monitoring the behavior of spectators and intervening as needed.

If spectators are using demeaning or profane language at officials – or at others in the stands – those individuals should be removed from the contest by school administration.

In recent years, a heightened level of unsportsmanlike behavior has been occurring by spectators at high school sporting events, and it must be stopped. The use of demeaning language, or hate speech, by students, parents and other fans must cease.

High school sports and other activities exist to lift people up, not demean or tear people down. The goal is to treat everyone fairly and treat each other with respect. Any speech or harassment that is insulting, demeaning or hurtful will not be tolerated.

High schools must establish a culture that values the worth of every single person – both players on the school's team and players on the opposing team. There must be a no-tolerance policy regarding behavior that shows disrespect for another individual.

Good sports win with humility, lose with grace and do both with dignity. It takes the efforts of everyone every day to ensure that sportsmanship remains one of the top priorities in education-based activity programs.

03 PRESEASON AERIAL BALL REMINDERS

Players today are perfecting and using the overhead aerial pass with much more frequency than ever before. With the advanced equipment and proper training of the skill, the ball is being thrown higher and farther, taking today's game to another level. The best way to understand the rules and its application is to understand the reasoning why there is a 5-yard space required for the ball to be played safely.



Photo provided by California Interscholastic Federation.

Rule 8, Section 1, Article 1g covers the aerial ball rule. The rule itself is written and applied in a way that the umpire's decision can be made well before any actual danger can occur. The only mention of danger in the rule is when an opponent approaches within 5 yards of the clear receiver. This is an easy decision, and the call should be made well before two players can play the ball.

The rule has always referenced the "falling" raised ball (aerial ball). Therefore, when the ball is falling (after reaching the apex) the umpire must decide if there is a clear receiver awaiting the pass. If there is a clear receiver, that player has the right to receive, control and play the ball to the ground. Once that decision is made, it cannot change even if a player steps in front to try to play the ball.

The player who comes in from 5 yards away is creating a possible dangerous situation and the play should be blown dead, before the two players can contest for the ball. If it is not clear who will receive the ball, then while the ball is still in the air, a free hit should be awarded to the team who did not throw the aerial pass.

In a situation where an opponent is already within 5 yards of the falling raised ball, but there is still a clear receiver, that opponent must not make any attempt to engage or contest for the ball until the receiver has the ball under control and on the ground. If the receiver does not immediately control the ball and it goes out of the 5-yard area around the reception, then the ball can be played by the opponent in a safe manner. The rule does not require a player to back away 5 yards but does require the receiver to be able to control the ball and play it to the ground. Any deflection towards a player who is within 5 yards of the receiver has put themselves in a dangerous position and a free hit should be awarded to the receiver's team.

The key to managing the raised ball (aerial ball) is early recognition. The whistle timing and signaling to prevent a contest for the ball are paramount in eliminating the possibility of danger before it can occur.

04 MANAGING FREE HITS



Photo provided by Bob Russell, Maryland.

In field hockey, free hits are awarded more than any other penalty in the game. The need to manage them consistently and fairly is paramount to keeping the game controlled so that no undue advantage is given to either team. The concept of a free hit is quite easy; the administration and management of them is very subjective and can lead to confusion and frustration among players, coaches and spectators. Below are 10 guidance points to help in the understanding and application of the Free Hit Rules.

1. On any free hit, the team who committed the foul is responsible for giving the team who was awarded the free hit unrestricted access to the first 5 yards of ball movement in any direction.
2. There are no marks on the field so the actual decision of what constitutes 5 yards can be subjective. **BE CONFIDENT AND CONSISTENT IN THE ESTIMATION YOUR 5 YARD DISTANCE, DO NOT CUT IT SHORT OR MAKE IT TOO LONG.** This will help eliminate the misunderstandings, confusion and frustrations surrounding free hits.
3. With the speed of the game and the institution of the self-start, many times a defender cannot get 5 yards away before the free hit is taken. *This is ok provided the defender DOES NOT engage or influence the attacker until the ball has moved a minimum of 5 yards. (Engage: Trying to play the ball...Influencing: trying to channel or make the attacker go in a certain direction)*
4. A defender is permitted to shadow the player with the ball for the first 5 yards. *(Shadow: running alongside or in the same direction without getting involved in the play)*
5. Once the defender gives enough space for the free hit to be taken, even though it may not be 5 yards, they MUST be aware that the attacker can move in any direction, even towards the defender during the first 5 yards of ball movement. Any impedence by the defender should be considered a foul for engaging in play and penalized accordingly.
6. After the ball has moved 5 yards, a defender may engage in the play even if they were not 5 yards at the start of the free hit.
 - a. *We have seen many umpires penalize a player who was not 5 yards at the start, but only shadows for the allowed 5-yard distance, then engages and is penalized because they were not 5 yards away at the start...THIS IS NOT CORRECT.*
7. Players cannot just disappear after committing a foul. Therefore, if an attacker immediately takes the ball into the defender, who has no chance of getting away, the attacker is creating danger. But, if it is apparent that the defender had the time to step away from the area of the free hit, then the defender is creating the foul. As a guidance, the defender only needs about 2 seconds to get away from the spot of the free hit.

8. In applying the free hit rules, remember the ball does not have to move 5 yards away from the spot of the foul, the ball only must move a total of 5 yards in any direction. Players may attempt to dribble the ball in various directions in a short area that can add up to 5 yards... be attentive and aware of what the attacker is doing with the ball.
9. Be sure the free hit is taken near to where the penalty was awarded. It is not appropriate to allow the ball to roll forward over a long distance then permit the team awarded the free hit to take it well ahead of the spot of the foul, creating an undue advantage while leaving the defending team in confusion of exactly where and what the foul was awarded for. After the whistle is blown to award a free hit, playing advantage is not an option.
10. It must be clear where the free hit is taken and that it is taken properly. Even though the ball may not come to a complete rest, it must be clear that everyone has recognized that a foul did occur, and the restart is in the area where the foul happened. Allowing a player to run onto a moving ball and continue play only leads to confusion of the umpire's decision which also leaves the players, coaches and spectators not understanding what is happening in the game.



Photo provided by Bob Russell, Maryland.

05 NFHS SUBSTITUTION

Over the years, the substitution rule has been tested in many ways in field hockey. Mass changes and players coming off and on in the wrong areas has been a challenge for umpires, spectators and opponents. The rule is in place to keep things consistent, understandable and fair for everyone, not for convenience.

The substitution rule must be applied consistently throughout the whole game, and is not dependent on specific circumstances, like a dead ball situation or after the scoring of a goal. Until recently, a player who left the field for a reason other than substitution (for example to use an inhaler brought by a parent on the other side of the field from the benches) was allowed to re-enter the field from where they had gone off. As of this season, any player entering the field for any reason is required to go in from the substitution area. Having one substitution and re-entry area that applies at all times is easier for everyone to understand and manage.



Photo provided by California Interscholastic Federation.

The rule is simple: All substitutions must take place through the team substitution area, with the player coming off the field before the substitute may go onto the field (Rule 4-4-5). The only exception is that time is stopped for a goalkeeper

substitution. The coach must inform the near side official, who will stop time at the next available stoppage of play, regardless of which team has possession of the ball. The goalkeepers must abide by the rule, exchanging in the substitution area; however, the incoming goalkeeper can start running toward the goal while the outgoing goalkeeper is running toward to the substitution area (in the interest of time).

Keeping the substitution rule consistent throughout the game will avoid the chaotic mass substitutions going on where more than 11 players are on the field, each new player trying to find who they are replacing, leading to a delay of re-start of the game and umpires having to re-count players after each goal. The umpires are responsible for the timely re-start of the game and the game should not be delayed for a lengthy substitution after a goal. If the game restarts and not all substitutions are done, it's not an issue, as players can continue to sub while play is resumed.

A suspended player re-entering the field of play must follow the substitution rule, which means the player can go on at any time (without having to wait for a player to come off as the team is playing short until that point), except if a penalty corner was called just before the suspension time ran out. In that case, the suspended player must wait for the penalty corner to be inserted before entering the field.

Everyone must remember that substitutions are not allowed during the time after a penalty corner has been called until the ball has been inserted. However, this rule allows for a player to come off the field during the setup of the penalty corner. The entering player can get ready at the edge of the substitution area, prepared to go onto to field as soon as the ball is inserted and taking full part in the resulting play. Remember, the substitution area is 10 yards long (5 yards on each side of the center line) and is the same area for both teams. It is not just the 5 yards from the center line on each team's bench side. Players from both teams can substitute from anywhere along that 10-yard area.

Keeping substitutions simple and understandable will allow the game to be more enjoyable and fairer as there is a clear exchange of players throughout the entire match.

06 SOME THINGS ARE BETTER THAN WINNING

The National Federation of High School Association (NFHS) has celebrated more than 100 years of being at the forefront of High School Sports throughout the country. Over those years, there have been countless women and men who have worked diligently to evolve each sport into the 21st century. They have created an energetic and positive environment for the athletes, coaches, and umpires/referees through educationally based sports. We can continue their legacy by enhancing and contributing to the environment surrounding all High School Sports.

The positive environment starts with the players being part of a team and something bigger than themselves. Many of the friendships that are created last a lifetime. Being around your peers, in a positive environment, especially in today's world, can be the springboard for future success with our youth. The support we have seen from players for each other, whether they win or lose, has been phenomenal in recent years. They have developed the skill of standing together through thick and thin with the respect that whatever happens in the game is part of learning and growing as a player and a person. This has contributed to problems or outbursts by players during a contest being almost nonexistent. They fully enjoy what they are doing and who they are doing it with. Winning is not the most important thing to them.

When outside forces begin to encroach on the performances in a match, the environment can change drastically, affecting the enjoyment and positive nature of any event. Players are given a game plan and instructions from their coaches and are expected to do their best to "stick to the plan." It is a great environment when parents and fans cheer them on for their accomplishments and skills. When the cheering becomes giving directions or questioning an umpire's decision, the positive environment begins to deteriorate. As a match goes on and the intensity rises, the game can be cast into a state of confusion and emotion that is now negative and in no way as enjoyable for the players. The players are aware of a parent's presence and even more aware of their voice. Adding outside instruction or negative energy to a match not only affects the performance of the players but also their ability to showcase their talents. Family support in a positive manner goes a long way into developing our youth for their next stages into adulthood.

In all sports, decisions must be made by umpires/referees that are intended to keep the game fair and consistent. Everyone watching has their opinions and perspectives of what is a correct or an incorrect decision. Of course, the viewer feels as though their perception is reality and they have the right to think that, but the only perception and reality that influences the match is that of the umpire. Any external influence into the decision-making process of an umpire/referee is like throwing a wrench into a computer. The thinking process is altered and can have a very negative impact on the game and the environment. Just think of how it would be if, at work, a co-worker or boss stood over and criticized every move made and commented out loud so that others could hear. Any employee would be very comfortable and would not be able to do their job properly. Umpires/referees are not perfect, but for sports to maintain a positive environment, everyone in and around the game should respect that the umpire/referee is doing the best they can and in no way looking to influence the game with any favoritism. No umpire/referee goes into a game thinking, "I'm going to mess up this game on purpose." Their perspective and the necessity to make a split-second decision will always be part of the game. When coaches, parents and fans look to influence the game by shouting what they think is the correct or incorrect decision by an umpire only makes the game less enjoyable for the players.

The NFHS is looking to keep the positive environment around all sporting events for the next 100 years. When everyone shows each other the respect and appreciation for what they do, High School sports will be at the forefront in the minds of our youth when choosing an extracurricular activity.

There is a saying that has been circulated by others that truly fits into the mission of all sporting organizations including the National Federation of High School Associations ...*"Let the Players Play, Let the Coaches Coach and Let the Umpires Umpire."* When we all abide by this saying, **EVERYONE WINS.**

07 MENTORSHIP AS AN OFFICIATING RETENTION STRATEGY

The issue with the dwindling number of officials can be broken into two areas – recruitment and retention. While the issue of recruitment is an absolute necessity, we cannot forget the importance of keeping officials in once we have them in our ranks. Retention is one of the most difficult aspects of maintaining the officials' pipeline, as it is so multifaceted, including training, evaluation, relationship building, treatment of officials, recognition of officials and so much more.

One of the largest components of retaining our officials, however, is that of mentorship. While that is a great word and is something that we talk about all the time, we must truly understand what mentorship is, what a mentor is and how we can facilitate and foster productive, meaningful relationships between new officials and veteran officials in order to have a plan that works for us.



Photo provided by Virginia Independent Schools Athletic Association.

So, let's break it down. In the Merriam-Webster dictionary, a mentor is defined as: a) a trusted counselor or guide or; b) tutor or coach. Mentorship is then defined as the influence, guidance or direction given by a mentor. Sounds easy enough, right? Well, in the words of Lee Corso, "Not so fast..."

The problem with finding mentors within any population is the basic fact that not everyone is cut out to be an effective mentor. Just because someone has 30 years of experience doing something does not mean that he or she has the ability to mentor. A mentor needs to possess more than just experience or knowledge. A mentor must be selfless and willing to put him or herself out there to make someone else better than he or she is. This takes a great degree of confidence and a servant's heart. This means that the mentor has to believe in the greater good and has to have the desire to leave their profession, avocation, organization or company better than he/she found it.

I once heard the best perspective about mentoring from NFL Referee Scott Novak. He defined the core principle of a mentor in one brief sentence, "*A mentor has to be willing to train an official or a group of officials to one day take his job.*" As a mentor in officiating, you have to get over the fear that someone is going to take your games. You have to realize there are plenty of games to be had and you have to approach mentorship as an honor. Good mentors want their mentees to succeed at a level higher than they did. It is kind of like parenting. Parents want to see their kids grow to be more than they were. Truly effective mentors operate in the same way. When the mentee succeeds, the mentor has a sense of pride instead of one of jealousy or envy or the thought of, "Why not me?"

I read an article some time ago about the three C's of mentorship in terms of the roles that a mentor should play.

These Roles Are:

- **Role #1 – Consultant** – Mentors should be individuals who inform their mentees about the policies and practices of their state and local associations. They should help mentees through the process of registration, purchasing uniforms, navigating governing documents and online platforms and advising what camps and clinics their mentees should attend. A mentor should provide the what, why and how of their thinking and should go beyond just simple advice.

- **Role #2 – Counselor** – Mentors should be there to listen and understand the concerns and frustrations of their mentees. Sometimes, a mentee is seeking advice and other times, they just need a willing ear. Mentors should be prepared for both circumstances.
- **Role #3 – Cheerleader** – While a mentor should provide a fair amount of advice and constructive criticism, one of the most important roles a mentor serves is that of an enthusiastic supporter, one who is the first to congratulate a mentee on a job well done and who celebrates successes and lifts the mentee up during the hard times.

If you are a new official and you do not yet have a mentor, we encourage you to seek one out if your local association does not have a formalized mentorship program. Find someone you connect with, someone who has a similar background or interests as you and, most importantly, someone you can trust. If you start a mentor/mentee relationship with someone and you find that person is not helping you but is almost detrimental to the trajectory of your career, it is okay to terminate that relationship. Ask your local level leadership or your state office to help you find a mentor if you are struggling to find one. Keep in mind that the official with the most experience may not be the best mentor. Keep in mind that your mentor may actually be someone who is younger than you in age but has experience and wisdom to share with you. Find someone with whom you can truly have a meaningful connection and who will help guide you rather than attempt to derail you.

American entrepreneur, Jim Rohn, once said, "*My mentor said, 'Let's go do it,' not 'You go do it.'*" How powerful when someone says, "Let's!" To the mentors within officiating associations throughout the country – be there with and for your mentor and help them succeed WITH you. To those being mentored – make sure your mentor is someone who wants to be your partner in this journey of officiating and who has your success at the center of what he/she is telling you. These basic principles will let you know if you are being an effective mentor OR if you are being effectively mentored.

08 FIELD HOCKEY INJURY SURVEILLANCE STUDY

As high school sports participation in field hockey continues to increase in the United States, the number of sports injuries may also increase. The NFHS Sports Medicine Advisory Committee (SMAC) and the NFHS Sport Rules Committees use information from the National High School Sports-Related Injury Surveillance Study (High School RIO™) to monitor rates and patterns of sports injuries among high school athletes. High School RIO is currently collecting the 17th year of sports exposure and injury data.

In 2020/21, girls' field hockey had the 10th highest overall injury rate among the twenty sports currently under surveillance in High School RIO. Overall injury rates, as well as concussion injury rates, have remained relatively stable over the study period. The rate of ACL injuries in girls' field hockey increased in 2019/20 and again in 2020/21, with girls' field hockey having the highest practice-related ACL injury rate in 2020/21. The most commonly injured body parts in girls' field hockey were the hand/wrist (21%) followed by the hip/thigh/upper leg (17%) and knee (17%). Hip/thigh/upper leg sprains/strains (15%), ankle sprains/strains (10%), and



hand/wrist fractures (10%) were the most common diagnoses. The most common mechanism of injury in competition was contact with playing apparatus (46%) whereas the most common mechanism of injury in practice was overuse/chronic (60%). In 2020/21, a small proportion of injuries resulted in a time loss of greater than 21 days.

The COVID-19 Pandemic remains a challenge for high school sports due to extended absences and altered training schedules. Understanding patterns of injury in girls' field hockey, both in general and related to the ongoing pandemic, is one important tool when considering injury prevention efforts to keep girls' field hockey athletes as safe as possible.

If you are interested in more information about the High School RIO Study or you are a certified athletic trainer who is interested in becoming a reporter for field hockey, please email the High School RIO team at highschoolrio@datalyscenter.org. Please visit <https://www.datalyscenter.org/rio-annual-reports/> to access the annual summary report referenced above.

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High School RIO

REPORTING
INFORMATION
ONLINE

High School RIO™ is an internet-based data collection tool used in the National High School Sports-Related Injury Surveillance Study. This study was first implemented during the 2005/06 academic year and has been maintained annually. High School RIO has evolved over time to best fulfill the needs of student athletes, parents, pediatric sports medicine clinicians, high school athletic directors, local/state high school athletic associations/administrators and the National Federation of State High School Associations (NFHS).

High School RIO™ captures athletic exposures (number of athlete practices and number of athlete competitions per week), injury (body site, diagnosis, severity, etc) and injury event (mechanism, activity, position/event, field/court location, etc) data weekly throughout the academic year using certified athletic trainers (ATCs) as data reporters. Participating athletic trainers receive a small stipend and an individualized school report. The data reported is used to produce nationwide estimates on time loss injuries in high school sports and serves as the first step toward the development, implementation and evaluation of evidence-based, targeted prevention programs to reduce the number and/or severity of injuries among high school athletes.

If your school is interested in participating in High School RIO, please email HighSchoolRIO@datalyscenter.org for more information!

If you would like to explore the High School RIO reporting site, you may access [High School RIO Demo](#) and login with username: *demo* and password: *demo*.

High School RIO is a well-established project with multiple sponsors over the year contributing to its success including:

- NFHS
- NFHS Foundation
- CDC
- NOCSAE
- BREG
- Eye Black
- Donjoy
- The Ohio State University

09 COACHING AND OFFICIATING EDUCATION



Photo provided by California Interscholastic Federation.

Coaching Field Hockey

Course Objectives

- Help users learn and teach individual and team skills of field hockey at a fundamental level
- Describe the various grips and demonstrate ball handling and elimination skills
- Teach various scoring techniques that are used
- Explain in detail basic gameplay strategies and attack and defensive principles

Units

- About Field Hockey
- Grips and Grip Management, Ball Control and Elimination Skills
- Passing and Receiving Skills
- Scoring Techniques
- Individual Defense
- Small Unit Play
- 11v11 Formations: Attack and Defense Principles

Coaching Field Hockey: Goalkeeping

Course Objectives

- Provide an overview of proper equipment and how to wear it
- Introduce goalkeeping skills from a fundamental level
- Illustrate various common goalkeeping techniques with video examples
- Explain the goalkeeper's role in a team at various stages of the game (open play, set plays, etc.)

Units

- Equipment
- Basic Principles of Positioning
- Kicking Skills
- Aerial & Glove Saves
- Communication, Set Plays and Coaching Tips

Officiating Field Hockey:

Units

- Field Hockey Officiating Basics
- Umpire Necessities
- Signaling
- Positioning

Available at [NFHSlearn.com](https://www.nfhslearn.com)





The NFHS has partnered with USA Field Hockey to support existing field hockey programs and grow the sport across the country. The partnership included a High School Advocacy Group who is meeting to discuss tools, resources, leadership course and much more.

Members of the High School Advocacy Group:

- Dr. Karissa Niehoff (NFHS)
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- Julie Cochran (NFHS)
- Katrina Ross
- Sally Goggin (USA FH)
- Keely Tamer
- Liz Tchou (USA FH)
- Linda Kreiser
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What is the Young Leader Academy?

The Young Leader Academy (YLA) is a program designed by USA Field Hockey and the NFHS to equip, develop and inspire high school aged field hockey enthusiasts to play, coach, umpire, lead and succeed in their communities and beyond through field hockey.

Play • Coach • Umpire • Lead = Succeed!

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*Photo to the left provided by California Interscholastic Federation.
Photo below provided by Bob Russell, Maryland.*



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