

Module 1: What is Ringette

1.1 Dress of Player and Equipment (Rule Book Section 4 & 5)

1.1.1. Dress of Player (Section 4 of 2019-21 Rule Book)

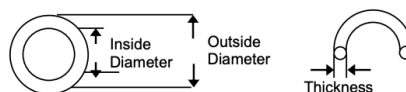
- Players of the same team, including goalkeepers, shall wear identically coloured sweaters or tops. Snug fitting clothing shall be worn which cover the arms and legs.
- Each player shall wear a clearly visible individual number on the back and should wear a clearly visible individual number on the right front of their sweater. The number shall be a maximum of two digits and shall contrast in colour with the sweater. The back number shall be at least 15.24cm (6 in.) in height and the front number should be at least 7.62cm (3 in.) in height. A number different than that on the sweater may not appear elsewhere on the uniform.
- The visiting team is responsible for changing its sweaters if the colours of the competing team's conflict. The decision to change sweaters is the responsibility of the on-ice officials.
- Jewellery, such as wristwatches, rings, earrings, bracelets, and necklaces (other than Medic Alert), or other items judged to be dangerous by an on-ice official shall not be worn by on-ice participants, during the game.

1.1.1 Equipment (Section 5 of 2019-21 Rule Book)

a) Ring

- The Ringette Canada approved pneumatic ring shall comply with the following:

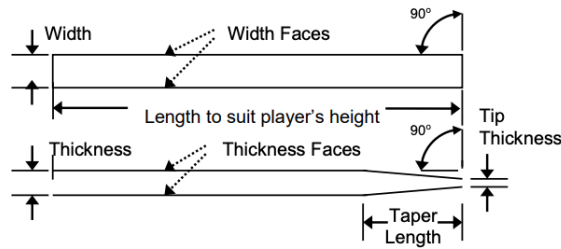
Inside diameter:	Shall be at least 10.70cm (4.21 in.) Shall not exceed 11.30cm (4.45 in.)
Outside diameter:	Shall be at least 16.30cm (6.42 in.) Shall not exceed 16.80cm (6.61 in.)
Thickness:	Shall be at least 2.50cm (0.98 in.) Shall not exceed 2.90cm (1.14 in.)
Colour:	Blue
Weight:	Shall be at least 160 grams (5.64 oz) Shall not exceed 170 grams (6.00 oz)



b) Ringette Stick

- Skaters may only use a Ringette Stick. Skaters cannot use a goalkeeper's stick.
- The Ringette Stick may be made of wood, plastic, aluminum or any similar material. In the case of composite sticks that employ more than one material in their construction, only shafts and tips that are specifically manufactured for each other may be used.
- For composite sticks consisting of two or more replaceable pieces, each piece shall be identified with a manufacturer marking signifying that they are specifically manufactured for each other.
- A stick can be painted. However, if it is commercially manufactured, the make and model shall still be visible. Should the make and model not be visible, the stick will be deemed to be illegal.
- Both ends of the stick shall be free of cracks and splinters. If the surface of the stick is textured, the difference between the lands and grooves shall not exceed 1mm (0.04 in.) Tape may not be added to the playing end of the stick.
- **Width:** the width of the shaft shall not be less than 27mm (1.06 in.) nor more than 35mm (1.38 in.). The width faces of the stick shall form two straight parallel planes from end to end.
- **Thickness:** the thickness of the shaft shall not be less than 17.5mm (0.69 in.) nor more than 25mm (0.98 in.). The thickness faces of the stick shall form two straight parallel planes except at the playing end, which, if tapered, shall be symmetrical and formed of straight faces. If the taper is multi-faceted, the angle between faces shall not be less than 150°. The taper length shall not be more than 250mm (9.84 in.) from the tip.
- **Tip:** the thickness of the tip at the playing end shall not be less than 12mm (0.47 in.). The tip of the playing end of the stick shall be at 90° to the parallel portions of the thickness and width faces. Lands and grooves are not required to be at 90° to the parallel portions of the thickness and width faces.

- **Length:** the maximum length of the Ringette stick depends upon the height of the player. Measured while the player is standing on skates with the arm extended at 90° to the body, the maximum length of the stick is from the ice to the height of the underarm.



c) Skates

- All on-ice participants shall wear ice skates.
- The use of speed skates, figure skates or any skates with blades that extend past the heel or toe of the boot of the skate are prohibited.

d) Protective Equipment: General

- All protective equipment except gloves, helmet and facial protector, neck protector, and goalkeeper's pads shall be worn entirely under the uniform.
- The game may not be delayed to adjust player equipment with the exception that the goalkeeper's equipment may be adjusted at the discretion of an on-ice official.

e) Helmet and Facial Protector

- All on-ice participants shall wear a CSA certified hockey helmet, with proper chinstrap affixed.
- Skaters shall wear a CSA certified Type A or Type B (formerly Type 5 or Type 6) facial protector.

f) Neck Protector

- All players shall wear a BNQ approved neck protector.

g) Gloves

- All players shall wear gloves that fully cover the hands and that have two layers of material on the back with some type of protective padding material in between.
- Palmless gloves and gloves that expose the dorsal aspect (underside) of the wrist to the risk of injury are prohibited.

h) Knee, Shin and Elbow Pads

- All players shall wear knee, shin and elbow pads. A plastic shell, or similar hard shell protection, is required in all knee protectors (goalkeepers excluded).

i) Pelvic Protection

- All players shall wear hip, tailbone, and genital protection.

j) Goalkeeper Equipment

- No player other than a goalkeeper may use or wear equipment specifically designed for goalkeeper use. Goalkeeper equipment shall be manufactured for on-ice play.
- With the exception of the skates and stick, all equipment worn by the goalkeeper shall be constructed solely for the protection of the head or body and shall not include any equipment or contrivance that would give the goalkeeper undue assistance in keeping goal.
- Goalkeepers shall wear either a CSA certified hockey helmet with a CSA certified Type A or Type B (formerly Type 5 or Type 6) facial protector, or a CSA certified Type C (formerly Type 3/5) (goalkeeper specific) head and facial protector.
- Goalkeepers shall wear goalkeeper's pads and a chest protector.
- Goalkeepers may wear a catching glove, blocker(s), goalkeeper's skates, and a free moving polyethylene throat protector (in addition to the BNQ approved neck protector).
- **Goalkeeper's Stick.** Goalkeepers may only use a goalkeeper's stick. Goalkeepers cannot use a Ringette stick.
 - The blade of the goalkeeper's stick shall not be less than 7.62cm (3 in.) nor more than 8.89cm (3.5 in.) in width at any point except the heel, where it shall not exceed 11.43cm (4.5 in.) in width. It shall not exceed 39.37cm (15.5 in.) in length from the heel to the end of the blade.
 - The widened portion of the goalkeeper's stick extending up the shaft from the blade shall not exceed 66.04cm (26 in.) from the heel and shall not exceed 8.89cm (3.5 in.) in width.
- **Goalkeeper's Pads.** Goalkeeper's pads shall not exceed 30.48cm (12 in.) in width and shall not be altered in any way.
- **Goalkeeper's Blocker.** Protective padding attached to the back of, or forming part of, the goalkeeper's blocker shall not exceed 20.32cm (8 in.) in width and shall not exceed 40.64cm (16 in.) in length.

- **Goalkeeper's Catching Glove.**
 - The base of the goalkeeper's catching glove shall not exceed 22.86cm (9 in.) in width, including any attachments added to it. The length of the goalkeeper's catching glove shall not exceed 40.64cm (16 in.).
 - The lacing, webbing, or other material joining the thumb and index finger shall not exceed the minimum amount of material necessary to fill that gap when the thumb and index finger are fully extended and spread.
 - The maximum circumference of the legal goalkeeper's catching glove is 132.08cm (52 in).
 - The maximum width at any one point of the legal goalkeeper's catching glove is 33.02cm (13 in).
 - A ringette specific hybrid blocker/catching glove that fits the above specifications may be used in lieu of a regular catching glove. This hybrid may not be used in lieu of a blocker unless it fits the blocker specifications.

k) Equipment Measurements

- Equipment measurements are carried out only on request by a team through a captain, alternate captain, or team staff member at a stoppage in play. The specific dimension of the stick or goalkeeper's pads, blocker, or catching glove to be measured (e.g. tip, width, length) or stick component compatibility issue shall be identified at the time of the request.
- The measurement shall be conducted immediately, at the on-ice officials' crease. The goalkeeper's pads, blocker, or catching glove shall be measured with the goalkeeper wearing the equipment.
- Only one measurement shall be permitted per team per stoppage in play.
- If the equipment measured is within specifications, the requesting team shall be assessed a Delay of Game penalty.
- If the equipment measured is not within specifications, the offending player shall be assessed a Delay of Game penalty. An illegal stick, unless it is only too long for that skater, shall be removed from the game. The player serving the penalty shall take a legal stick to the penalty bench. In the case of goalkeeper equipment, the illegal pads, blocker, or catching glove may not be used unless they are adjusted and made legal.

1.2 Rules

1.2.1 The Play (Section 8 of 2019-21 Rule Book)

- The team scoring the greater number of goals during regulation time is the winner of the game. A tie is broken, if necessary, as ruled by the tournament organizers or the local governing body.
- The home team shall have the choice of goal areas to defend for the first period of the game. The teams shall exchange goal areas to defend for subsequent regulation periods. Teams shall warm up in the end of the rink they wish to defend to start the game.
- While play is in progress, no more than six players (five skaters and a goalkeeper) per team are permitted on the ice at one time.
 - Players may substitute at any time; however, during play they may only enter or leave the ice through the players' bench gates.
- A skater may be substituted for the goalkeeper at any time.

a) Blue Line

- The ring shall be passed, shot with the stick, deflected, batted, or legally kicked to another player across each blue line.
- If the last player to contact or control the ring when it is entirely on one side of a blue line:
 - controls the ring when it is entirely on the other side of that blue line before the ring is contacted or controlled by another player, play is stopped immediately.
 - contacts the ring when it is entirely on the other side of the blue line, no player from that team may contact or control the ring:
 - within five (5) seconds, or 8.4.a
 - prior to the ring completely leaving that zone.
- A ring on or touching a blue line is simultaneously in both of the zones bounded by that line and is playable by all eligible players.

b) Two Blue Line Pass

- The ring may not be passed to a teammate directly from the defending zone to the attacking zone. Should a player who is ineligible to play the ring due to a delayed violation be the only player to contact the ring, without controlling it, in the centre zone prior to it continuing across the blue line into the attacking zone a two blue line violation would still apply.
- If a teammate of the player who last contacted the ring in the defending zone before it traveled untouched, or only contacted by a player not eligible to play the ring due to a delayed violation, to the attacking zone:
 - controls the ring before it is contacted or controlled by an opponent, play is stopped immediately.
 - contacts the ring before it is contacted or controlled by an opponent, no player from that team may contact or control the ring:
 - within five (5) seconds from the time it is contacted or controlled by an opponent, or
 - prior to the ring completely leaving that zone.

- When the ring has traveled untouched, or only contacted by a player not eligible to play the ring due to a delayed violation, from the defending zone to the attacking zone, a skater (or the goalkeeper, if that player leaves the goal crease to play the ring) of the team that is eligible to play the ring must proceed to the ring without delay and play it within a reasonable time. Otherwise, the ring is playable by either team.
- If the ring travels from the defending zone across the centre zone untouched, or only contacted by a player not eligible to play the ring due to a delayed violation, and contacts the second blue line, play continues unless a teammate of the player who last contacted the ring carries the ring directly into the attacking zone.

c) Free Play Line

- Except during goalkeeper substitution, a maximum of three skaters from each team is permitted in the restricted area in each end zone.
- During goalkeeper substitution, a maximum of four skaters from the team making the substitution is permitted in the restricted area in each end zone.
- When a team is serving two penalties, at least one skater from that team shall remain outside their defending zone restricted area.
- Skaters may exchange at a free play line once both skates of the exiting player have contacted that line.
- A skater in excess of the maximum number permitted in the restricted area may not contact or control the ring while any part of that player, including the stick, is in that area.
- While the ring is in an end zone, if the team in control of the ring has more than the maximum number of skaters permitted in that restricted area, play is stopped immediately.
- While the ring is in an end zone if the team not last in control of the ring has more than the maximum number of skaters permitted in that restricted area:
 - if any skater of that team becomes involved in the play in the restricted area while there are too many skaters in that area, the excess skaters are assessed a Delay of Game penalty.
 - if no penalty is committed, play is stopped if that team gains control of the ring before it exits the zone and within five seconds of all excess skaters exiting that area.
- A ring on or touching a free play line may be played by all skaters, provided that:
 - the ensuing play does not cause a free pass violation.
 - skaters in excess of the maximum number permitted in the restricted area do not become involved in the play in that area.

d) Goal Crease

- The goalkeeper, or the acting goalkeeper (AGK) during goalkeeper substitution, is the only player permitted in the goal crease in their team's defending zone. No other player may contact or control the ring unless it is entirely outside the goal crease.
- If a skater from the team in control of the ring in that zone enters the goal crease, play is stopped immediately.
- If a skater from the team not in control of the ring enters the goal crease, play is stopped if that team gains control of the ring in that zone, before it exits the same zone and within five seconds of:
 - that player exiting the goal crease.
 - the later of that player or the ring exiting the goal crease, if the ring was inside or contacting the goal crease when the skater entered the goal crease.
- If play is stopped due to the ring being immovable, or if it cannot be safely played, the ring is awarded to the team that:
 - gains second control, or
 - did not have initial control, or
 - has initial control, provided the opposing team is not actively checking, or
 - was not last in control prior to simultaneous joint control being gained.
- If another ring or foreign object appears on the ice while play is in progress, play continues unless, in the opinion of an on-ice official, the presence of the second ring or foreign object is affecting the play.

1.2.2. Goalkeeper Play (Section 9 of 2019-21 Rule Book)

- Snow may not be piled on, around, or in the goal crease with the intention of forming a barrier to help keep the ring out of the goal area. Roughing up the ice is permissible.
- Goalkeepers may become involved in the play only in their team's defending zone and the centre zone.
- The goalkeeper's stick may not be put on top of the ring or into its centre, except in the act of making a save.
- When the ring is inside or contacting the goal crease, the goalkeeper:
 - shall put the ring into play entirely outside the goal crease within five seconds
 - may throw the ring into play in the defending zone.
 - may throw the ring across the goalkeeper's defending blue line, provided the goalkeeper's team doesn't gain control of the ring in the centre zone within five seconds after the ring leaves the goalkeeper's defending zone.
 - may step outside of the goal crease in the act of throwing the ring into play but shall have at least one skate on or inside the goal crease when the ring is released.
- When the ring is entirely outside the goal crease, the goalkeeper:
 - may not move the ring into the goal crease.
 - may pass the ring through the goal crease, provided that the goalkeeper does not contact or control the ring when the ring is inside or contacting the goal crease.

- may catch the ring outside the goal crease in the act of making a save, but it shall be immediately dropped and played legally. If the ring is thrown or not immediately dropped, a Delay of Game penalty may be assessed to the goalkeeper for holding the ring out of play.
- During goalkeeper substitution:
 - if there is no AGK, the first defending team skater to enter the goal crease is the AGK.
 - the AGK may be exchanged. Another defending skater may enter the goal crease once the current AGK has entirely left the goal crease.
 - the ring may not be moved into the goal crease by the AGK or by a skater outside the goal crease who immediately becomes the AGK.
 - when the ring is inside the goal crease, the ring shall be put into play entirely outside the goal crease within five seconds. The AGK may only put the ring into play in the defending zone, no matter what method is used to move the ring. After putting the ring into play outside the goal crease, that skater may not contact or control the ring before the ring is contacted or controlled by another player.
 - the ring may not be moved through the goal crease by a player who skates through the goal crease and contacts or controls the ring before another player.

1.2.3. Shot Clock (Section 24 of 2019-21 Rule Book)

- a) Shot on Goal
 - A shot on goal is taken when the team in possession of the ring legally propels the ring toward the other team's goal and:
 - the ring enters the net.
 - the ring contacts a goal post or the cross bar.
 - the ring contacts the goalkeeper or AGK within the goal crease.
 - the ring contacts the goalkeeper outside the goal crease and that contact prevents the ring from entering the net
- b) Signal and Timing Device
 - **Shot Clock.** The rink should have a separate clock, in addition to the game clock, that counts down time in seconds. Two identical display units are required, one in each end zone. The display unit shall be mounted behind and above the end boards, and should be no higher than the top of the glass, in line with the free pass dots to the goalkeeper's left. The position of the display units relative to the goal should be identical in each end zone.
- c) Playing Rule
 - The shot clock shall be set to 30 seconds at the beginning of each period.
 - The shot clock shall be set to 30 seconds after the scoring of a goal.
 - The shot clock shall count down only when the game clock counts down. The shot clock shall be started when play is started and stopped when play is stopped.
 - The shot clock shall be reset to 30 seconds when:
 - the team in possession of the ring takes a shot on goal.
 - control of the ring changes from one team to the other team.
 - a delayed penalty is signalled. If additional delayed penalties are signalled before play is stopped, the shot clock shall not be reset for each additional delayed penalty.
 - a penalty causes the non-penalized team to commit a violation, and play is stopped as a result.
 - a player on the team not in control of the ring commits a violation, and play is stopped as a result
 - a player on the team not in possession of the ring is injured, and play is stopped as a result.
 - the shot clocks are displaying different times during a stoppage in play.
 - When the shot clock reaches zero seconds, an audible signal will sound:
 - play is stopped, as the team last control of the ring has committed a violation.
 - the shot clock is reset to 30 seconds.
 - the ring is awarded to the non-offending team, in the nearest circle within the zone in which the ring was last contacted or controlled.
 - If the shot clock's audible signal sounds in error:
 - play is stopped.
 - the shot clock is reset to 30 seconds.
 - the ring is awarded to:
 - the team last in control of the ring, in the nearest circle within the zone in which the ring was last contacted or controlled.
 - the non-penalized team during the delayed calling of a penalty. Ring placement shall be per 10.4.b based on play being stopped due to the penalty.
 - If the shot clock is reset in error, play continues.
 - The shot clock display units shall be turned off when there is less time remaining in the period than there is on the shot clock. If the display units cannot be turned off, then the shot clock shall be reset to 30 seconds and stopped.

1.2.4. Free Pass and Goalie Ring (Section 10 of 2019-21 Rule Book)

- a) Free Pass
 - For all free passes, the ring is placed in the centre of the half of the free pass circle closer to the goal area defended by the team awarded the free pass. Following the whistle to start play:

- the player taking the free pass can only enter the half of the free pass circle in which the ring has been placed and is the only player permitted in the free pass circle. If there is no player from the team awarded the free pass in the free pass circle when the whistle is blown, then the first player from that team to enter the free pass circle shall take the free pass.
- the player taking the free pass shall, using the stick, put the ring into play entirely outside the free pass circle within five seconds.
- the player taking the free pass may move anywhere within that half of the free pass circle, up to and including the outer edge of that half circle, but may not leave that half of the free pass circle until the ring is entirely outside the free pass circle.
- the player taking the free pass may not contact or control the ring once it is entirely outside the free pass circle before the ring is contacted or controlled by another player.
- no other player may contact or control the ring before it is entirely outside the free pass circle.
- if a teammate of the player taking the free pass enters the free pass circle before the ring is entirely outside the free pass circle, play is stopped immediately.
- if a player from the team not taking the free pass enters the free pass circle before the ring is entirely outside the free pass circle and that team gains control of the ring in that zone, before it exits the zone and within five seconds of the ring exiting the free pass circle, play is stopped.

b) Goalkeeper Ring

- A defending zone free pass is replaced by a “goalkeeper ring”, unless the stoppage in play is caused by:
 - the ring leaving the playing area and remains outside of the playing area following the whistle.
 - an injury.
 - a penalty assessment.
 - a timeout taken during that stoppage in play.
 - a long delay in restarting play.
- The ring shall be directed to the defending goalkeeper inside the goal crease.
- The play may be started as soon as the goalkeeper has control of the ring inside the goal crease. Following the whistle to start play:
 - the goalkeeper shall put the ring into play entirely outside the goal crease within five seconds, in the manner described in Rule 9.4.
 - the goalkeeper may not contact or control the ring once it is entirely outside the goal crease before the ring is contacted or controlled by another player.

c) Starting Play

- To begin the game, a free pass is awarded to the visiting team in the centre zone. To begin the second period, a free pass is awarded to the home team in the centre zone. The centre zone free pass award will alternate between teams to start any subsequent regulation periods.
- The free pass award to begin overtime is determined by the tossing of a coin by the on-ice officials. The team that wins the coin toss is awarded the free pass in the centre zone to start play. The other team has the choice of ends to defend. If additional overtime periods are required, the teams will exchange ends for each overtime period and the free pass award will alternate between teams.

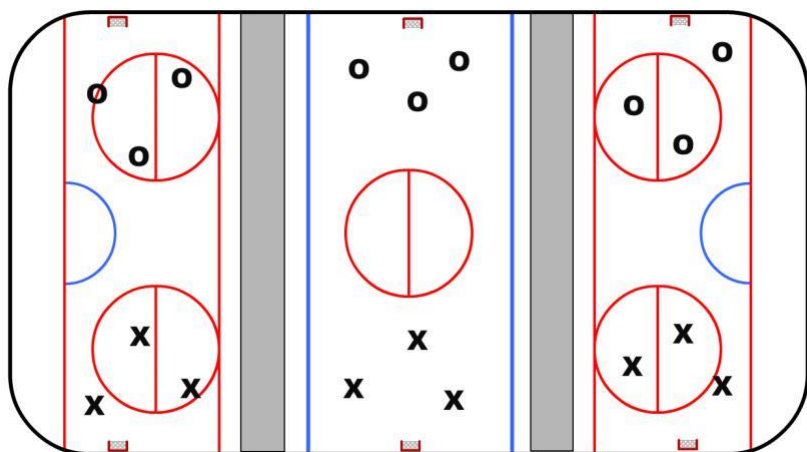
d) Resuming Play

- **Goal.** After a goal is scored, a free pass is awarded to the team that was scored against, in the centre zone.
- **Penalty.** If play was stopped due to a penalty, a free pass is awarded to the team that did not cause the stoppage in play in the nearest circle within their attacking zone with the following exception.
 - If a penalty causes the non-penalized team to commit a violation and play is stopped as a result, the free pass is awarded to the non-penalized team in their attacking zone.
 - If there is a penalty on delay and the team with the penalty commits a violation which causes a stoppage in play without gaining control of the ring, the free pass is awarded to the non-penalized team in their attacking zone.
- **Penalty Shot.** If play was stopped due to a Penalty Shot award and a goal is not scored on that Penalty Shot, a free pass is awarded to the team that was awarded the Penalty Shot, in the nearest circle within their attacking zone.
- **Violation.** If play was stopped due to a violation, the ring is awarded to the team that did not cause the stoppage in play in the nearest circle within the zone in which play was stopped, with the following exceptions.
 - The ring is awarded to the non-offending team in the zone giving that team a territorial advantage for:
 - The ring is awarded to the non-offending team in their attacking zone when:
 - blue line violations.
 - attacking team free play line violations.
 - goalkeeper violations for becoming involved in the play while in their attacking zone.
 - violations for causing the ring to leave the playing area in a zone other than where the ring was last contacted or controlled.
 - The ring is awarded to the non-offending team in their attacking zone when:
 - play was stopped due to a two blue line pass violation.
 - play was stopped due to the goalkeeper throwing the ring, or the AGK directing the ring in any manner, into the opposing net directly, off the defending goalkeeper, or off an on-ice official.
 - If a delayed violation directly causes an opponent to commit a violation and play is stopped as a result, the free pass is awarded to the team in control of the ring when play was stopped in the zone in which they last contacted or controlled the ring prior to the violation.

- If a penalty was committed by the team not in possession of the ring and the ring traveled untouched, or only contacted by a player not eligible to play the ring due to a delayed violation, from the defending zone to the attacking zone:
 - and play was stopped because the ring came to rest entirely across the attacking blue line or because the penalized team gained control of the ring, the free pass is awarded to the non-penalized team in their attacking zone.
 - and play was stopped because the ring was controlled by the non-penalized team, the free pass is awarded to the penalized team in their attacking zone.
- **Ring Out of Play.** If play was stopped due to the ring becoming lodged under the net, or under the boards, a free pass is awarded to the team that was last in control of the ring when play was stopped, in the nearest circle within the zone in which the ring was contacted or controlled.
- **Injury.** If play was stopped due to an injury, a free pass is awarded to the team that was last in control of the ring when play was stopped, in the nearest circle within the zone in which the ring was last contacted or controlled.
- **Foreign Object.** If play was stopped due to a foreign object affecting play, the ring is awarded to the team that was last in control of the ring when play was stopped, in the nearest circle within the zone in which the ring was last contacted or controlled.
- **Spectator Interference.** If play was stopped due to spectator interference, the ring is awarded to the team that was last in control of the ring when play was stopped, in the nearest circle within the zone in which the ring was last contacted or controlled.
- **Shift Buzzers.** In games in which “shift buzzers” are used, the free pass to resume play is awarded to the team last in control of the ring at the time the buzzer sounded in the nearest circle within the zone in which the ring was last contacted or controlled.
- **Refusal to Start Play.** If a team, having withdrawn from the ice or refused to start play, starts play within one minute of being advised to do so by an on-ice official, a free pass is awarded to the non-offending team in the centre zone. If the non-offending team had already been awarded a free pass in their attacking zone at the time of the withdrawal, the free pass will take place in that zone.

Cross-Ice Games

Cross-ice games were intended to be a set-up and step back environment, to allow all players the chance to do their best in a no pressure environment, get creative with their abilities and have fun!



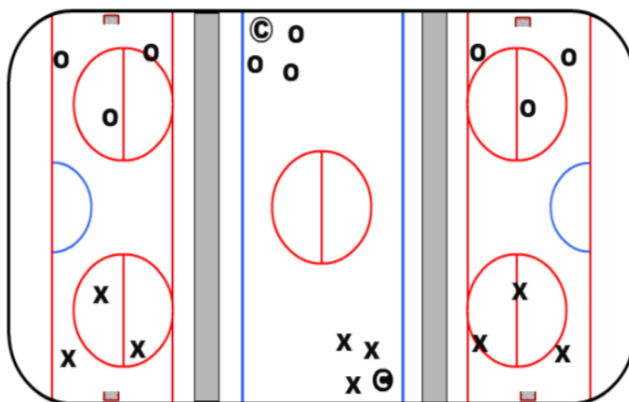
The shaded grey area indicates a “buffer zone” to try and limit collisions and cross game mix-ups.

Cross-Ice Game Logistics:

1. There are no formal rules at this stage.
2. Games are played running time to a max of 20 minutes of game time.
3. Games are played 3 on 3 (or 3 on 4, or 4 on 4, depending on the numbers of participants and circumstances of each team.)
4. The nets are set using 2 pylons or mini-nets. There is no requirement for a crease, however you can draw a fun shape in the typical crease area to increase crease awareness.
5. There are no goalies at this stage.
6. Groups rotate every 5—7 minutes in a clockwise rotation so that every group of players plays against each other.
7. There is no score kept
8. There are no team standings.

Ice Format Variation:

Instead of running 3 games at the same time, you can take one game out and run a few development stations or fun games in this space. As groups rotate through the ice they will all get a turn playing the cross-ice game and taking part in the skill development stations.

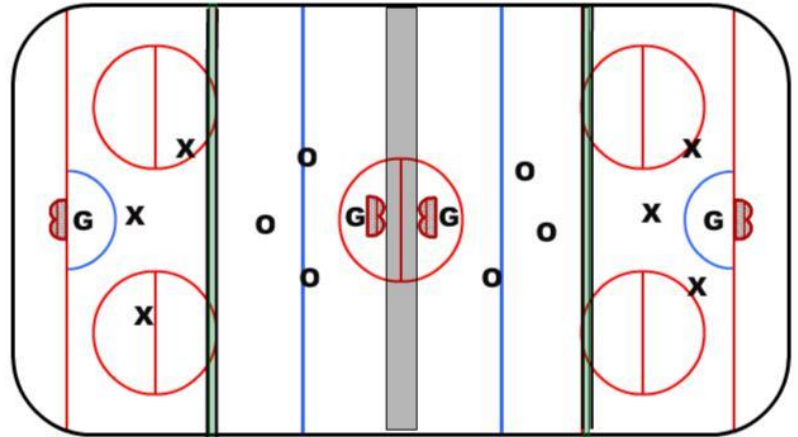


Half-Ice Games

Half-ice games were intended to be a progression up from Cross-ice games. These games begin to add game concepts, rules and positions.

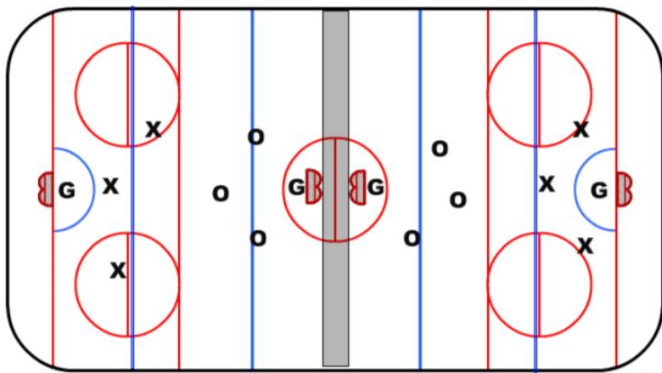
Game Logistics:

1. Games are played 4 on 4 (or 4 on 5, or 5 on 5, depending on the numbers of participants and circumstances of each team.)
2. Games are played running time to a max of 30 minutes of game time.
3. The nets are set with one in the usual crease and one in half of the centre circle.
4. It is optimal for each group to have a full line change on the bench so that players can change lines, get a water break and experience cheering on their team mates.
5. There is no score kept and there are no team standings.



Official Game Rules:

1. Goalies are introduced at this stage and are to be rotated every shift.
2. There are no Forward, Defense or Centre in this first format.
3. Line changes take place every 2-3 minutes via a whistle.
4. The Goalies Crease is taught and reasonably enforced.
5. It is encouraged that coaches either colour a passing line approximately half way between the creases, or players are instructed to pass to a team mate over the ringette line.—This is to teach and encourage the **concept** of passing to a team mate to advance down the ice.



Half-Ice Game Progression:

Add the following Official Game Rules to make this game format more challenging for participants who have the ability.

1. Create a passing line (where indicated in blue) to give the appearance of 2 “blue lines” to further the concept of passing and introduce the blue line rules of the game.

2. Begin to introduce positions (forward, defence) and explain what their primary role is.— Let children explore this role in this game format so they have a good grasp of this before more zones are introduced.

1.2.6. Minor Penalties (Section 14 in 2019-21 Rule Book)

- a) **Boarding.** A Minor penalty is committed if a player uses the body to force an opponent into contact with the boards. If initial contact is to the head or is from behind a major penalty shall be called.
- b) **Body Contact.** A Minor penalty is committed if a player uses any part of the body to contact an opponent in a forceful manner. If initial contact is to the head or is from behind a major penalty shall be called.
- c) **Charging.** A Minor penalty is committed if the ring carrier skates directly into an opponent who has taken a legal defending position. If initial contact is to the head or is from behind a major penalty shall be called.
- d) **Cross Checking.** A Minor penalty is committed if a player forcefully contacts an opponent with the stick while it is being held with both hands in front of the body. If initial contact is to the head or is from behind a major penalty shall be called.
- e) **Delay of Game**
 - a player commits a violation after being warned for the same infraction.
 - player intentionally shoots or holds the ring out of play. This includes but is not limited to: holding the ring with the hand, sitting on or gathering in the ring, holding the ring against the boards or the net to create a stoppage in play, and carrying the ring with the stick while both the ring and the playing end of the stick are off the ice surface.
 - a player becomes involved in the play while completely in a prohibited area.
 - the ring is in an end zone and the team not last in control of the ring has more than the maximum number of skaters permitted in that restricted area and any skater of that team becomes involved in the play the excess skaters are assessed a Delay of Game penalty.
 - a player, other than the goalkeeper or AGK, deliberately enters or deliberately stays in the goal crease.
 - a player throws a stick through the air or along the ice, or a stick is thrown from the player's bench or the penalty bench onto the ice surface to a skater or goalkeeper.
 - a player intentionally dislodges the net from its normal position during play.
 - a skater, having lost a helmet or facial protector during play, fails to either immediately replace the lost equipment or to proceed directly to the players' bench.
 - a goalkeeper intentionally removes mandatory protective equipment to cause a stoppage in play
 - a player plays with a broken or damaged stick. A broken or damaged stick shall be dropped immediately and shall not be removed from the ice by any player during play.
 - a skater becomes involved in the play when holding onto more than one ringette stick.
 - a skater becomes involved in the play when holding onto a goalkeeper's stick.
 - a player jumps or climbs over the boards when entering or leaving the ice, or jumps or climbs over the boards dividing the penalty bench and players' bench when their penalty expires.
 - during a stoppage in play in which a time out was granted:
 - a penalized player leaves the penalty box to join a conference at their team's bench
 - a player that, after being assessed a penalty at that stoppage, joins the conference at their team's bench.
 - a player or team staff member uses deliberate delaying tactics such as: excessive line changes, excessive requests for rule interpretations, repeated falling on the ring, faking injury, excessive adjustment of equipment, or delays in the transfer of the ring to the defending goalkeeper on a goalkeeper ring.
 - a player refuses to leave the ice after being advised to do so by an on-ice official, or returns to the ice before play has resumed, when play has been stopped due to a suspected injury to that player.
 - a skater plays with a stick, or a goalkeeper plays with a stick, goalkeeper's pads, blocker, or catching glove, that is not within specifications.
 - a team requests an equipment measurement and the equipment is within specifications.
 - a team withdraws from the ice or refuses to start play for the first time and resumes play within one minute of being advised to do so by an on-ice official.
 - a player or team staff member, while in the players' bench or penalty bench, intentionally contacts or controls the ring while it is still in play.
 - a goalkeeper intentionally pulls the ring, which is fully outside of the crease, into the crease to prevent an imminent scoring opportunity.
 - a player intentionally causes a stoppage in play by gaining control of the ring while reaching over the free play line into the restricted area, or intentionally deflecting the ring from inside the restricted area across the free play line, when not eligible to enter due to their team already being at the maximum allowable in the restricted area.
- f) **Elbowing.** A Minor penalty is committed if a player forcefully contacts an opponent with the elbow. If initial contact is to the head or is from behind a major penalty shall be called.
- g) **High Sticking.** A Minor penalty is committed if a player intentionally or unintentionally, raises the playing end of the stick above standing shoulder height within a stick length of any other on-ice participant.
- h) **Holding.** A Minor penalty is committed if a player impedes an opponent's progress by:
 - holding with the hand, arm or leg.
 - placing the stick on top of the ring carrier's stick to prevent passing or shooting.
- i) **Hooking.** A Minor penalty is committed if a player impedes an opponent's progress by hooking the stick around any part of the opponent's body or stick.
- j) **Illegal Substitution.** A Minor penalty is committed if:
 - a team has exceeded their legal number of players on the ice during play.
 - a player leaves the penalty bench without permission prior to the expiration of their penalty.
 - a team substitutes for a player whose penalty has expired but has not returned to the ice surface.
 - a player enters the game during play through a door other than the players' bench, or penalty bench if they have been serving a penalty that is now expired and they are eligible to return.

- a penalized player, having been injured and replaced on the penalty bench, returns to the ice before the penalty time expires.
 - a player is intentionally omitted from the game sheet and participates in the game.
 - a player substitutes for a teammate who is not within 3.05m (10ft.) of the players' bench. – Minor Penalties 119
 - in the course of making a substitution, either the player leaving or the player entering the ice surface intentionally becomes involved in the play while both players are actually on the ice, a penalty shall be assessed to the player who was involved in the play.
- k) **Interference.** A Minor penalty is committed if a player impedes the progress of an opponent who may or may not be in possession of the ring by:
- a using the stick or body to physically block the movement of an opponent.
 - as the ring carrier, using an arm to ward off an opponent.
 - checking an opponent before both players are in a position to gain control of the ring.
 - as an ineligible player, reaching into a restricted or prohibited area to check an opponent.
 - moving with the opposing goalkeeper, attempting to screen the goalkeeper's vision by:
 - checking the goalkeeper's position and adjusting accordingly.)
 - taking up a stationary position in which the upper body is extended "unnaturally" into the line of vision of the goalkeeper.
 - preventing an opponent from retrieving a lost stick or mandatory equipment.
 - a player pushes an opponent into a prohibited area to cause a violation.
- l) **Slashing.** A Minor penalty is committed if a player:
- makes forceful stick contact with any part of the body or the non-playing end of the stick of an opponent.
 - swings the stick directly towards an opponent in a forceful manner.
 - contacts an opponent, including the goalkeeper, on the follow through of a shot when the opposing player has an established position.
 - contacts the opposing goalkeeper with their stick when the goalkeeper is entirely inside the goal crease.
- m) **Tripping.** A Minor penalty is committed if a player:
- places the stick or any part of the body in such a manner that it causes an opponent to trip or fall, unless the player falls as a result of losing joint control of the ring.
 - slides along the ice causing an opponent to trip or fall.

Module 2: Ringette Skills

2.1 Athlete Development Matrix

2.1.1 Active Start

ACTIVE START 0-6

Executive Function: Developing the whole athlete or the athlete's Executive Function throughout four of the five quadrants is a priority at this stage of development.

NOTE: Ringette-specific technical and tactical skills are not applicable in the Active Start stage

Entry: Birth

PSYCHOLOGICAL	
QUADRANT GOALS	• Programs focus on FUN on and off ice • A large variety of activities should be introduced to develop the following: • Connection (Social skills) • Emotional development • Confidence • Enjoyment of being active and developing physical literacy
Positive Attitude	
Positive Attitude toward Sport	• Activities must include positive role models • Introduce athlete to a variety of physical activity • Provide athlete time for exploration, independent free play and small group play: at least 5 minutes per session or activity is recommended
Positive Attitude towards Training	• Provide choices in athlete's play and activities that enable success
Dealing with setbacks	• Introduce alternative activities or ways to be successful with skills which a athlete is having problems with
Goal Setting	
Guided	• Introduce informal goal setting like "Let's skate to the blue line"
Building Executive Function	• Allow for athlete to discover their skills through trial and error • Incorporate activities the athlete would consider fun

	- Activities last for short focus times to ensure athlete's success: working towards an average of 5 minutes on task through engaging themes, visual cues and varying activities - It is crucial to allow creativity in play
Anxiety Management	
Environment	Create a safe and supportive play environment so the athlete can experience free and independent play
Relaxation strategies	- Introduce deep breathing exercises "in and out" when athlete is anxious or over-excited - Create ways to reduce external stimuli (small group activities, athlete facing away from parents) - Use a "Chill Out Zone" with support from parents or another adult - Alternate hard or new skills with familiar repetitive skills to reduce stress with coach support
Emotional Control	
Regulation of One's Own Emotions	Share emotional self-awareness while being active "I feel ... happy ... sad ... angry ... tired ... frustrated...wiggly"
Perceptual Cognitive Development	
Sport-based Decision-Making	- Activity introduces new skills using one key idea at a time and integrating multiple senses - Instructions include between one and three steps to ensure success

LIFE SKILLS	
QUADRANT GOALS:	Develop athlete's Executive Function Introducing through activities an understanding of the need for Rules and structure
Personal Development	
Develop Self-confidence and Self-esteem	Activities develop athlete's confidence in physical abilities through successful skill development
Develop Leadership Skills	- Activities allow athlete to learn to follow instructions - Activities allow athlete the opportunity for small leadership tasks
Establishing One's Own Role in Sport	Activities allow athlete to participate in creative role-play activities and in many different roles
Awareness of Diversity	Activities and programs teach and value to be respectful and positive about the differences of athletes
Coping with Setbacks from Negative Sport and Non-Sport (Life) Outcomes	- Activities must allow the athlete to develop strong self-concept and self-esteem - Activities and coach allow athlete to learn it is OK to fail
Moral Development	
Understanding Rules	Rules are introduced through narrative and stories
Developing Empathy	Athlete is encouraged to support other athletes who are excluded from group play or activity
Relationships	
Developing Positive Relationships with adults	- Coaches are able to develop trusting relationships with their athletes - Incorporate activities to encourage athletes to recognize at least one female role model
Developing Relationship with teammates	- Activities are set up to teach and encourage athletes to take turns and share with others - Encourage athletes to cheer on other athletes or teammates - Incorporate clean-up tasks for all athletes
Career in Sport	
Mentorship	Activities incorporate ways to include older athlete and coaches who can help the athlete learn
Media	
Technology	Keep screens off the field of play and practice zones
Healthy Lifestyle	
General Health	Encourage hand-washing before eating
Nutrition Basics	Encourage and remind parents to provide healthy snacks so their athlete associates healthy eating with activities
Hydration	Ensure each athlete engaged in physical activity is adequately hydrated with water before, during and after activity
Sleep	Remind parents their athlete in this stage requires approximately 10 to 11 hours of uninterrupted sleep

ATHLETIC ABILITIES (PHYSICAL & MOTOR ABILITIES)	
QUADRANT GOALS:	Development of gross motor skills, whole body strength development

	and speed • Development of Fundamental Movement Skills and fitness through active play • Development of Motor Abilities (ABC's) – Agility, Balance, Coordination • Keep kids active: Consult the Canadian guidelines on physical activity and screen time from the Canadian Society for Exercise Physiology using the 24-hour Movement Guidelines
Endurance	
Aerobic Training	• Aerobic capacity is naturally developed through active play, sports and games • Activities must include non-elimination games (e.g. freeze tag rather than elimination tag) where all kids are actively involved and participating • Activities are set up with continuous involvement of each athlete • Reduce the amount of 'waiting in line' to no more than one minute • Activities and games incorporate large muscle groups through dynamic fundamental movement patterns (i.e. skating, swimming, gymnastics, skipping, hopping, shuffling, etc.) • Activities must be varied and include full-body, multi-joint, multi-directional, and multi-planar movements.
Strength	
Overall Strength	• Activities informally develop strength through active play and habits of activity • Incorporate climbing and hanging activities into every program • Develop strength through active play and games that focus on weight bearing activities
Speed	
Overall Speed	• Program includes games that involve running, skating and following others • Speed is developed through active play, particularly chasing games and games of tag • Program includes games and activities that use lots of changes of direction
Suppleness	
Overview	• Flexibility is developed through active play and games that focus on stretching and reaching activities

TECHNICAL AND TACTICAL	
QUADRANT GOALS	• Physical activity is part of the athlete's daily life • All activities, play, games and programs focus on: • FUN and positive feedback • Repetitive Fundamental Movement Skills • Repetition with short attention span
Safety	• Program should allow for trained, Rule of Two adult supervision for immediate feedback to help ensure a safe environment
Challenge	• Activities and drills should link physical challenges with problem-solving: involve moving and thinking at the same time • Within each activity, drill or game, structure challenges so the athlete knows when they have succeeded, so they do not always need to turn to an adult for validation
Task	• Activities should focus on repetition of previously learned tasks and introduction of new tasks
Agility	• Activities should help develop an athlete's agility that incorporate walking, running, wheeling, stopping, starting and changes in direction
Balance	• Activities develop static and dynamic balance on a high friction base on ground-level
Coordination	• Activities and drills develop athlete's basic eye-hand and foot-eye coordination • Activities and drills develop athlete's efficient use of different body parts in the execution of basic human movements • Activities and drills incorporate the basic use of implements to strike stationary and slowly moving large objects
Warm-up and cool-down	• Warm-up and cool-down activities are used to signal the start and end of physical activity sessions
Effective programs	• All programs should encourage effective crossmulti-sport or multi-activity programs that include ground, water, air and ice activities such as "Learn to Swim", "Learn to Skate" and "Learn to Ski", Gymnastics and "Run, Jump Throw, Wheel" (athletics)
Movement competence	• All activities and drills should help athlete master basic human movements • Activities, games and active play should develop Fundamental Movement Skills that develop the motor abilities of: Agility, Balance and Coordination

ETHICAL LITERACY	
GO FOR IT	- Program coaches are mindful to reward and recognize effort - Program coaches create an enthusiasm for attempting new physical experiences by keeping it fun - Activities include lots of different unstructured activities to promote Physical Literacy
PLAY FAIR	- Program emphasizes equal participation for all - Program focuses on play rather than competition - Program introduces sportsmanship through actions like high fives and shaking hands
STAY HEALTHY	- Program or activity includes sessions lasting a minimum of 60 minutes of energetic play - Program uses age-appropriate equipment - Program includes informal talks regarding the importance of taking care of our bodies
KEEP IT FUN	Program uses creative ways to use equipment and instructional methods
RESPECT OTHERS	- Program integrates co-operative activities - Program encourages each athlete to help put away equipment, toys and games
INCLUDE EVERYONE	- Program must be open and accessible to everyone - Program coaches embrace diversity
GIVE BACK	- Program involves junior athletes as role models or coaches - Program encourages and is mindful of our responsibility to recycle

Exit: FUNDamentals

2.1.2 FUNDamentals

FUNDamentals

Entry: Active Start

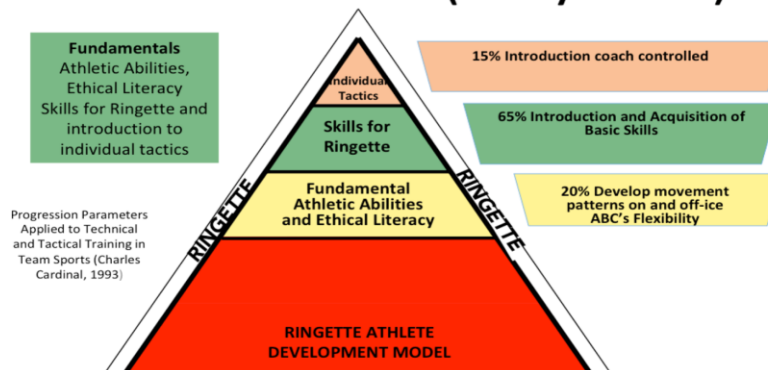
Activity time: Sport 25%

Activity 75%

Stage Goal: Program focuses on FUN on ice.



Fundamentals (6 – 8 year olds)



Fundamentals - Appropriate Training Ratios and Ranges adapted from Balyi and Cardinal	Fundamentals (6 – 8)
Length of plan (weeks)	Up to 24 weeks
Length of Preparation Period	1 to 4 weeks
Length of Development Period	4 to 8 weeks
Development and Modified Regular Season	16 to 20 weeks
Practice to Game Ratio Development Phase	3:1
Practice to Game Ratio Regular Season Phase	2:1
Average training days/week	2 to 3 days/week
Average length of Practice (mins)	30 to 45 minutes
% days devoted to Competition	75%
% days devoted to Practice or Training	25%

PSYCHOLOGICAL

QUADRANT GOALS	Activities should encourage the development of:
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	• Connection, group social skills like: Interactions, sharing, taking turns, helping • Showing what you can do • Focus on effort • Confidence • Develop Executive Function with a focus on: • Building working memory • Increasing mental flexibility • Strengthening inhibition control • Understanding of direct instructions, not complex - o Be clear with expectations
Positive Self-Talk	• Initiate the use of positive self-talk to describe the skills they are learning and using, their strengths and abilities, and express a positive self-image
Visualization strategies	• Athlete takes part in teammate-led or instructor-led "imagine yourself doing" (task/skill). For example: "walk like a duck" • Creative role-play activities are used to develop athlete's visualization skills (using athlete-centred themes) • Athlete can identify and imitate attributes admired in at least one positive female sport role model
Motivation	
Membership	• Activities require that athlete practices taking turns consistently
Mastery	• The athlete is able to use motivational statements to find the energy to try harder. For example: "I can try hard for 3 more minutes"
Meaning	• Program includes ways to help athlete realize that their actions impact their teammates
Attention, Focus and Concentration	
Increase Attention Span	• Program develops athlete's ability to communicate to instructor that they understand directions provided to them. For example: thumbs up or down, or one-on-one check-ins • Program activities include set task length at 5 minutes to address athlete's realistic ability to focus • Athlete's attention span is developed by introducing and identifying one key skill, one part of a skill or one item to focus on
Emotional Control	
Regulation of One's Own Emotions	• Initiate activities to develop an athlete's self-awareness by asking them to describe "how they are feeling" emotionally and physically at each session (e.g. butterflies, heart pounding, tired etc.)
Goal Setting	
Guided	• Athlete is encouraged to use "I" statements for basic goal setting • Athlete is asked to articulate process-oriented goals. For example: "I will practice skating backwards 5 minutes each practice"
Anxiety Management	
Relaxation strategies	• Initiate the use of combined breathing and muscle tense-relax exercises to calm down or remain calm
Perceptual Cognitive Development	
Sport-based Decision Making	• Activities and sessions allow athlete to practice decision-making using key tactical alternatives, such as passing forward, backward, or at an angle • Athlete is able to develop basic ringette narratives to describe what should happen: "Nat needs to pass the ring away from our goal to a friend in the same color jersey, so the other team doesn't score" • Activities and sessions develop the athlete's basic ability to pass through open spaces, and judge distances of objects and other athletes such as keep away (supports passing and deception skills) • Activities train athlete to scan the playing surface

LIFE SKILLS	
QUADRANT GOALS	• Continue to develop an athlete's Executive Function • Build a training environment that creates a climate of acceptance and social connection
Personal Development	
Develop Self-confidence and self-esteem	• Program helps develop a positive body image for each athlete • Program increases athlete's confidence in their physical ability
Working as Team member	• Program coaches set and clearly communicate expectations of sharing and taking turns to the athlete • Program coaches communicate and encourage each athlete to help their teammates • Athlete can name the positions on a Ringette team
Develop Leadership Skills	• Program incorporates activities that allow the athlete to take turns leading simple games like "Follow the leader", and "Cat and Mouse"

Establishing One's Own Role in Sport	Athlete is encouraged to try all playing positions including goaltender
Moral Development	
Understanding Rules	- Athlete is introduced to and learns the rules of Ringette and is able to follow them - Program incorporates ways for an athlete to describe the reason(s) for the basic rules of Ringette - True Sport Principles are introduced throughout program, so the athlete can name them by the end of the program
Relationships	
Developing Relationship with teammates	- Each athlete is encouraged to participate in group decision-making for games and/ or activities - Each athlete is able to articulate key values of the word "team": everyone is welcome to play, be quiet when the coach is talking, trying hard and sometimes failing is part of learning, encourage each other's efforts, take turns, share with others - Positive and negative feelings about others' words and actions are shared in a "circle" activity throughout the program
Career in Sport	
Mentorship	Program encourages older or more experienced athletes to help, guide and support younger or less experienced athletes
Planning, Preparation and Implementation	- Athletes are encouraged to verbalize plans to achieve very short-term goal(s) - Drills are set up so that athletes can practice, include free play, pairs and group activities - Sessions utilize more than one way to practice a specific skill through various drills - Remind athlete what they need for a practice session (Water bottle, gear, time to arrive; etc)
Media	
Technology	- Athlete and their parent(s) agree to limit the use of devices at Ringette events - Athlete and their parent(s) agree to have permission to post images and videos of others
Nutrition/Hydration	
Nutrition Basics	- Athlete consumes healthy meals and snacks before, during and after practice - Program educates and reminds athletes and parents that food is for fuel, and not for personal image
General Health	Athlete engages in basic hand-washing and personal body hygiene routines
Hydration	Athlete is adequately hydrated, using water, before and during Ringette sessions
Sleep	Remind parents athletes in this stage require between 9 and 11 hours of uninterrupted sleep

ATHLETIC ABILITIES (PHYSICAL & MOTOR ABILITIES)	
QUADRANT GOALS	- Train and increase hand and foot speed - Introduce and Develop Fundamental Movement Skills - Train Sport-Specific Movement Skills through Children's Ringette programs - Train and increase flexibility - Introduce and develop proper habits around warm up, cool-down and stretching
Stamina (Endurance)	
Aerobic Training	- Program provides 60 minutes of vigorous activity through games and informal competition - Activities are set up with continuous involvement of each athlete to reduce the standing and waiting time to no more than 2 minutes for all activities - Program includes non-elimination games (e.g. freeze tag) with a minimum of 5 minutes of continuous play - Activities and games incorporate large muscle groups through dynamic fundamental movement patterns (i.e. skating, skipping, hopping, shuffling, etc.) - Activities must be varied and include full-body, multi-joint, multi-directional, and multi-planar movements.
Strength	
Overall Strength	- Program activities develop athlete's core strength and power naturally through active play and weight bearing activities - Athlete's general strength is improved through a variety of activities such as skating, skiing, swimming, and gymnastics
Speed	
Overall Speed	Introduce activities that focus on athlete's agility and quickness

	• Program includes games and activities that use lots of changes of direction • Introduce activities that develops athlete's speed through chasing games and games of tag
Anaerobic alactic capacity and power	• Activities develop athlete's anaerobic alactic capacity and power through active play, specifically by integrating drills that require high intensity, 15 to 20 second bursts of speed
Suppleness	
Overall	• Program activities develop athlete's flexibility through active play that integrates stretching and reaching activities

TECHNICAL AND TACTICAL	
QUADRANT GOALS	• Informal competitions in small spaces (cross-ice) and modified games only • Initiate and acquire foundational skills such as skating • Athletes are taught Gameplay using a variety of territory games and invasion games (Teaching Games for Understanding - TGfU) with partners and teammates learning skills such as attacking together to score and defending together. • Program requires that all athletes try all positions, including goaltender
Skating skills	
Introduce (initiate) the athlete to the basic athletic stance	
Introduce (Initiate) and develop (acquire) the athlete's balance and agility on skates The following examples can be used to develop balance and agility on skates:	
• Athlete balances on one foot (alternate when ready) • Develop the athlete's awareness of their inside and outside edges	
Introduce (Initiate) basic strides:	
• Forward • Backward	
Introduce (Initiate) and develop the following stops:	
• snow plow • one foot	
Introduce (Initiate) the 2-foot parallel stop	
Introduce (Initiate) and acquire the "V" start	
Introduce (Initiate) cross-over strides:	
• Forwards • Backwards	
Introduce (Initiate) pivots while moving in the same direction:	
• Forwards to backwards • Backwards to forwards	
Introduce (Initiate) tight turns	
Individual skills	
Introduce (Initiate) stationary passes:	
• Forehand • Backhand	
Introduce (Initiate) passes while the athlete is moving:	
• Forehand • Backhand	
Introduce (Initiate) stationary receiving skills:	
• Forehand • Backhand	
Introduce (Initiate) skills of receiving while in motion:	
• Forehand • Backhand	
Introduce (Initiate) the forehand sweep shot (along the ice)	
Introduce (Initiate) the backhand flip shot	
Introduce (Initiate) the wrist shot:	
Focus:	
• Weight transfer • hand position • critical instant / release	
Introduce (Initiate) the 1-on-1 checking individual tactic	
• Focus must be on the athlete's body position	
Introduce (Initiate) the individual tactic of creating a 1-on-1 offensive advantage (see glossary)	
Introduce (Initiate) the following ring agility skills:	
• The ability to move the ring from side to side • Changing hand positions to protect the ring	
Team Tactics, Team Systems and Strategies	
Introduce (Initiate) the following ice awareness concepts:	
• 3 zones • 3 lanes	

Introduce positional responsibilities for all athletes (defense and offense)
Introduce (Initiate) the Breakout: Focus: - Transition from defense to offense from a goaltender ring - Moving the ring up the ice from the defensive end to shooting on the opposition's net
Introduce (Initiate) the Triangle: Introduce the shape and responsibilities for athletes
Introduce (Initiate) the 3-on-3 Offensive Attack: - Introduce passing in the offensive zone with "L" support (see glossary) - Introduce skills that allow players to utilize other players on offense e.g. Passing across the top of the triangle or from the top of the triangle to the crease, or a drop pass at the top of the triangle
Introduce (Initiate) Man-on-Man, goal-side marking (positioning): - When the other team has the ring On a goaltender ring During a forecheck In the neutral zone
Introduce (Initiate) the following free passes: - Centre - Offensive
Introduce (Initiate) the concept of ring possession
Introduce (Initiate) the rule of passing to a teammate over the bluelines.
Introduce (Initiate) the importance of the athletes team keeping possession of the ring by carrying the ring and passing to a teammate..
Introduce (Initiate) the following ways an athlete can support the ring carrier: - In front or behind the ring carrier - Close to the ring carrier or away from the ring carrier (short passes or long passes)
Basic goaltender skills
Introduce (Initiate) the basics of the goaltender's stance: Focus: - Stick on the ice in front of skates - Square to the shooter with glove "up and out" (see glossary) - Stay high in the crease (skates on the blue, red and white paint)
Introduce (Initiate) basic balance and agility skating skills for the goaltender Focus: - Bent knees - Feet shoulder width apart - Grip on the stick
Introduce (Initiate) correct positioning for the goaltender in the context of angles in relation to: - the middle post in the net - the skaters
Movement
Introduce (Initiate) the goaltender's boundaries within the crease
Introduce (Initiate) tracking the ring
Introduce (Initiate) shuffling
Ring Distribution
Introduce (Initiate) passing the ring like a Frisbee Focus: keeping the ring on the pass low to the ice
Introduce (Initiate) passing the ring to your teammates from a goalie ring
Team Tactics, Team Systems and Strategies
Introduce (Initiate) the boundaries of the goaltender's crease

ETHICAL LITERACY
GO FOR IT
- Program coaches continue to focus on effort, learning and skill development rather than games focused on the outcome - Program activities use process driven activities, directing effort towards team and individual goals - Program activities introduce more complex games that increase problem-solving abilities
PLAY FAIR
- Program coaches ensure everyone participates equally at play, practice and competition - Program coaches begin to introduce concepts related to commitment
STAY HEALTHY
- Program coaches make being healthy a cool thing - Program coaches introduce healthy habits like proper eating, sleeping and hydration
KEEP IT FUN
Programs and coaches discourage specialization in a single sport

Program coaches focus on the importance of having fun and developing friendships
RESPECT OTHERS
- Program coaches model good behaviour when the athletes are playing - Program coaches introduce skills and activities that foster teamwork and co-operation
INCLUDE EVERYONE
- Program coaches create fun ways to welcome new athletes and their families to the program - Athletes are paired up with others of varying skills to create opportunities to learn from each other or to learn new skills
GIVE BACK
- Athletes are responsible to set up and put away equipment before and after practices and games - Athletes are encouraged to respect the facilities they use: pick up their garbage, leave the facility cleaner than they found it

Exit: Learn to Train

2.1.3. Learn to Train

Learn to Train

Entry: FUNdamentals

Activity Time:

Sport 1: 33%

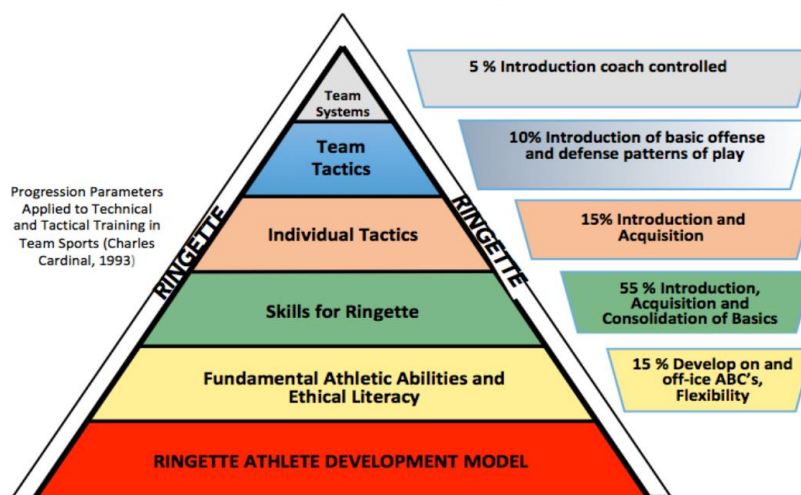
Sport 2: 33%

Sport 3: 33%

Training and Competition:	Training: 75%	Competition: 25%
Learn to Train - Appropriate Training Ratios and Ranges adapted from Balyi and Cardinal		L2T (8-11)
	Length of plan (weeks)	20 to 32 weeks
	Length of Preparatory Period	7 to 15 weeks
	Length of Competition Period	7 to 20 weeks
	Length of Transition Period	3 to 4 weeks
	Number of Competition Days	6 to 20 per season
	Number of Practice Days	40 to 120 per season
	Average length of Prep Practice (mins)	75 to 120 min/ session
	Average training days/week, Prep Period	2 to 4 days/ week
	Average length of Comp Practice (mins)	75 to 120 min/ session
	Average training days/week, Comp	3 to 4 days/ week
	% days devoted to Competition	20 to 35% ratio
	% days devoted to Practice or Training	65 to 80% ratio



Learn to Train (8 – 11 year olds)



PSYCHOLOGICAL	
QUADRANT GOALS	Continue to develop Executive Function in the more formal context of a ringette program

	• Introduce the athlete to basic mental preparation • Introduce the athlete to decision-making processes required in a competitive environment • Introduce more abstract thinking and deductive reasoning
Specific Skills	
Visualization strategies	• Athlete is able to imitate a female role model performing a basic skill (live or video demo) • Athlete is able to practice basic visualisation activities externally prompted or scripted from the program coach. ("Can you imagine a different colour? Can you imagine an object growing larger or smaller?") Note: This capacity is developing at varying rates and should not be expected from all at this stage.
Positive Self-Talk	• Athlete is able to reframe a negative comment to positive wording with their coach's guidance
Attention, Focus and Concentration	
Increase Attention Span	• Program drills are designed for the athlete to develop and lengthen the duration of their attention. • Athlete is able to identify attention loss triggers with their coach's guidance • Athlete initiates, acquires and practices an attention refocusing routine with their coach's guidance
Emotional Control	
Regulation of One's Own Emotions	• Athlete is developing or acquiring the ability to describe their personal emotional state to their coach and teammates • Athlete is developing or acquiring skill to persist in a modified activity after expressing fatigue to their coach (e.g. participate in low intensity scrimmage)
Positive Attitude	
Dealing with success and failure	• Coach works with athlete's to develop or the ability to re-frame setbacks as learning opportunities
Goal Setting	
Guided	• Introduce and set basic SMART goals that are process rather than result oriented for each athlete • Program includes at least one coach-led and guided short-term goal setting session, and one review session per season for each athlete
Anxiety Management	
Relaxation strategies	• Athlete is able to develop skill and articulate how they are feeling (e.g. butterflies, heart pounding) • Introduce athlete to relaxation activities during cool down under the guidance of the coach
Concentration strategies	• Introduce a systematic increase in duration of activities and drills to lengthen the athlete's concentration • Introduce mild external distractions to initiate skill forcing athlete's to concentrate on skill or task • To develop refocus strategies, guide athlete back to activity if their attention drifts • Introduce drills designed to lengthen the duration of each athlete's attention • Work with each athlete to identify their personal triggers for loss of attention • Develop and have the athlete practice and acquire an attention refocusing routine.
Coping strategies	• Focus on ways to improve the athlete's performance, not on what the athlete did wrong • Guide the athlete to understand that there is no learning without errors, and errors are to be expected
Stress management	• Introduce and initiate basic stress reduction techniques, like Terry Orlick's "Spaghetti toes"
Perceptual Cognitive Development	
Sport-based Decision Making	• Use the "Think Aloud" technique to practice decision-making in various drills • Progress the pace and develop an athlete's decision-making ability, based on pattern recognition. For example: coach points to a specific direction to deke around a cone and decreases the distance and time allotted to make a decision
Sensory/Visuospatial processing	• Develop and acquire the athlete's visual search patterns for critical ringette movement patterns. (e.g. how is the triangle set up?, Goaltender's depth in crease. • Develop and acquire the athlete's ability to track multiple objects (2 to 5 objects) • Develop and acquire the athlete's ability to identify useful from non-useful stimuli (background noise) • Develop and acquire the athlete's ability to perform simple ringette movement patterns

QUADRANT GOALS	• Build a training environment that creates a climate of acceptance, cooperation, responsibility and social connection • Encourage the development and acquisition of each athlete's team social skills (interacting, sharing, taking turns, helping)
Personal Development	
Developing Autonomy	• Athlete arrives on time and can start warming up with little direction • Athlete manages her equipment with some parent support
Working as Team member	• Program expects athlete to try to play every position on the team, including goaltender • By end of stage, athlete's starts to develop preference for a position • Coach sets clear expectations of behaviour for all athletes • Develop athlete's understanding that there are combinations of different positional athletes on a team that have to work together against an opponent • Athlete can express what it means to belong to a group in the context of a sport team • Develop athlete's TGfU play through ringette positional play. (see glossary) • Athlete can express her place within a group. • Coach introduces ground rules for communication within the context of the team • Coach encourages interdependence and accountability between teammates • Team guidelines are created by the athletes and facilitated by the coach(es)
Reduce Conflict	• Introduce a team "sharing circle" to initiate conflict resolution and build acceptance
Develop Leadership Skills	• Athlete is able to develop and acquire skills taking on small leadership roles under the coach's guidance • Coach consciously rotates leadership opportunities within the team
Awareness of Diversity	• Coach models an inclusive philosophy to any athlete who exemplifies diversity (skin colour, physical differences, cultural, gender, etc)
Coping with Setbacks from Negative Sport and Non-Sport (Life) Outcomes	• Coach uses reframing as a tool to help an athlete develop the skill to learn to deal with losing an event as an experience to learn what needs to be done to succeed • Encourage athlete to focus on training and competition as a process, not an outcome
Moral Development	
Understanding Rules	• Athlete develops and acquires knowledge of the rules of ringette, the need to have them and the consequence of breaking them. • Introduce the term and meaning of "Fair Play" and work with athletes to acquire ways to demonstrate fair play while at practice or during a game.
Linking Actions and Consequences	• Develop an understanding of the link between sport rules and sport penalties. (e.g.: if you hit someone with your stick, you get a penalty)
Developing Empathy	• Incorporate anti-bullying programs or activities into the overall ringette program
Relationships	
Developing Relationship with teammates	• Athlete demonstrates the importance of positive and cooperative relationships with teammates by both expressing their own needs and accommodating the needs of their teammates • Develop opportunities for the athlete to identify how they fit in, ability to cooperate and accept responsibility • Coach leads team discussions and activities around the True Sport Principles
Career in Sport	
Mentorship	• Athlete is encouraged to help younger or less experienced athletes through opportunities like attending team practices for younger athletes.
Planning, Preparation and Implementation	• Support each athlete and their parent(s) to appropriately plan their family schedule so they can commit to Ringette while balancing school and other sports and family commitments • Athlete has developed and is able to transition to new activities with coach's cue (e.g. "Everyone circle in for our next game in 5-4-3-2-1")
Media	
Technology	• Athlete and her parent(s) agree to minimize social media use • Athlete and her parent(s) agree that phones do not come to practice or are securely stored • Collaboratively (athletes and coach(es)) develop team policy on social media use • Coaches, parents and athletes use rule of two when communicating with athletes
Nutrition and Health	
Nutrition Basics	• Inform and encourage athletes to eat an appropriate healthy snack or meal at least 30 minutes prior to a game or practice • Inform and encourage athlete to consume a recovery snack • Athlete participates in a team discussion with parents on healthy eating habits, energy balance and healthy body image

	Discourage sport drink and supplement use
General Health	Encourage and remind athletes to engage in basic hand-washing and personal body hygiene
Hydration	Hydrate with water before, during, after practice
Sleep	Remind parents that each athlete in this stage requires between 9 and 11 hours of uninterrupted sleep

ATHLETIC ABILITIES (PHYSICAL and MOTOR)	
QUADRANT GOALS	- Continue to develop and consolidate the ABC's, speed and flexibility - Introduce and develop aerobic, speed and strength development early in growth spurt - Critical time period to develop technique in performing all exercises is the priority in this stage - Introduce measurement, record keeping and regular assessments in the late part of this stage - Focus on weight-bearing or body-weight exercises
Stamina (Endurance)	
Aerobic Training	Introduction and Development stage
Aerobic Capacity	- Programs incorporate drills and activities that require athlete to maintain an elevated heart rate - Athlete develops their aerobic capacity through Ringette plus at least two other sports. (e.g. running, swimming, basketball, soccer, etc.) - Rest intervals between bouts of aerobic activity should be increased throughout this stage
Anaerobic lactic capacity and power	Exercises should use fundamental full-body movements (e.g. lateral shuffling, running, skipping, varying foot patterns over a line/grid/square).
Strength	
Overall	Introduction and Development stage
Maximum Strength	- Introduce fundamental compound movements (e.g. squats, lunges, planks, push-ups) that are body-weight resisted only - Develop athlete's whole-body strength - Exercise repetitions focus on lighter load and higher repetitions (i.e. 15 repetitions or higher) - Introduce low-level plyometrics such as jumping, bounding, and leaping in a controlled environment
Strength Endurance	- Introduce entry level resistance training to the athlete - Exercises focus on full-body, multi-joint, compound movements
Core Strength	Introduce and develop core through front and back strength exercises
Power	- Introduce power activities using body weight - Introduce the concept of power for on-ice movements developed through a greater focus on speed of movement - Introduction to mechanics off-ice, developed with movements such as hopping and bounding
Speed	
Overall	Continue to develop and consolidate with a focus on athlete's agility and quickness
Multi-directional speed	- Develop the athlete's change of direction techniques on and off the ice - Incorporate more challenging perceptual and decision-making processes developed in speed drills, activities or games. (e.g. partner shadowing drills, reactivity drills with visual or auditory cues)
Anaerobic alactic capacity and power	Introduce through multiple bursts of 15 to 20 seconds of high intensity activity (e.g. sprint) after a sufficient warm-up
Suppleness	
Overall	Develop and consolidate athlete's optimal Range of Motion (ROM)

TECHNICAL AND TACTICAL	
QUADRANT GOALS	- Program drills are simple, short and repetitive, and include a maximum of three focus points - Whenever possible include visual aids, examples and modelling - Develop and consolidate individual tactics, Develop and acquire team tactics, and introduce basic team systems and strategy - Continue encouraging players to try different positions (no full-time goalies) in this stage - Program has an established pre-game routine including an off-ice warm up - Athletes are expected to arrive at the rink between 45 and 60 minutes before the start of the game

	• Introduction of fun Teaching Games For Understanding (TGfU) • Activities should promote skill development through intentional game-based activities
Skating skills	
Develop and acquire the following skating strides: • Forwards • Backwards Focus: Acquisition and consolidation of the athlete's stride mechanics by increasing their stride and glide efficiency. This means that there should be a decrease in the stride frequency	
Develop (Acquire) and Consolidate the following stops and starts: (2 foot/1 foot) • Two-foot parallel (1 foot – Initiate) • Cross-over start Focus: Develop (Acquire) the skill to transition between a stop and start	
Develop and Acquire the following cross-over strides: • Forwards • Backwards Focus: Acquire the proper mechanics to improve the power of the stride	
Introduce and Develop (Acquire) the following pivots while continuing in the same direction: • Forwards to backwards • Backwards to forwards	
Introduce (Initiate) and Develop transitional pivots while transitioning to the opposite direction: (2 foot/1 foot) • Forwards to backwards • Backwards to forwards	
Introduce (Initiate) and Develop the following transition skating techniques: (2 foot/1 foot) • Tight turns • Pivots • Transitional pivots	
Develop the athlete's basic skating stance Focus: • Maintaining the athletic stance • Develop and consolidate the skating stance • Develop the athlete's stability and body control while in this position	
Develop and acquire an athlete's agility and body control in the following tactical situations: • During body contact • While gaining an advantage • 1-on-1 in tight spaces	
Develop (Acquire) and consolidate an athlete's balance and agility on skates Focus: • Edge use and control • Awareness of inside and outside edges • Posture • Stance (wider versus narrower foot position and stance so athlete is able to maintain their stance and stability)	
Individual skills and individual tactics	
Develop (Acquire) and Consolidate the following passing and receiving skills: • Stick to stick • Forehand • Backhand Focus: • Accuracy • Understanding the concepts of timing and anticipation • Readiness and preparedness to receive the pass • Hand position • Strength	
Develop (Acquire) and Consolidate the following shooting skills: • Consolidate the forehand sweep shot along the ice • Develop (Acquire) Backhand high Focus: • Athlete introduced to shot selection choice options • Develop (Acquire) the athletes skill to shoot with more accuracy and power consistently • Initiate and acquire the tactic and ability to create space • Develop (Acquire) and consolidate the ability to shoot with pressure • Develop (Acquire) and consolidate the ability to shoot while under pressure	
Introduce and Develop (Acquire) the athlete's wrist shot Focus: • Consistently lifting the ring off the ice • Proper mechanics • Power • Accuracy	

Introduce and Develop (acquire) the following individual checking skill tactics: • Body control when 1-on-1 • Body Control when 2-on-1 • Introduce three stages of checking: contain, pressure, and engage. Teach one element at a time. Focus: • Body position • Inside/outside of the skate • Timing consistently to gain the advantage • Taking space away when the opponent is about to receive the pass • Forcing an outcome when channeling the ring carrier • Introduce one element at a time. Ability to force the ring carrier to make one of the following decisions: • to force a pass • to stop • to change direction
Introduce (Initiate) Drive skating tactical skills to: • On the attack , create an advantage and separation in the space behind the ring carrier's opponent while in an offensive position • As a defence, create an advantage and separation from the athlete's opponent while transitioning with the ring from D to O transition to jump into the open pocket or space behind the person forechecking against you
Initiate individual tactics using combined athlete's skills and ability to create a 1-on-1 offensive advantage: • Change of speed • Change of direction • Creation of separation from opponent
Initiate effective defensive tactical skills when 1-on-1 using the following tactics: • Gap control • Goal side coverage • Consistent ice awareness • Ability to find a check/man
Initiate 1-on-1 defensive tactical skills
Initiate the following individual offensive deception skills and tactics: • Fakes • Dekes • Change of speed • Change of Direction
Acquire and consolidate the following ring agility skills: • Side to side • Changing hand positions to protect the ring
Team Tactics and Team System Skills
Initiate and acquire athlete's ice awareness using the following skills: • Use of the passing lanes • Use of the quiet zones • Ability to pass from the edge of the middle lane • Ability to receive in the outside quiet zones • Ability to switch lanes to become an outlet (option) for a passer • Athlete learns to "save ice" to create space better passing options or outlets (see glossary) • When attacking using passing (outlets) options across the blue lines to keep ring control • When defending introduce increased awareness of the blue lines to decrease pressure from the opponent on the attack by limiting outlet pass options
Initiate and acquire the transition skills of a Breakout: Focus: • Initiating and acquiring ability to transition from defense to offense from a goaltender ring • Initiating and acquiring ability to transition from defense to offense when your wins possession of the ring on a turnover • Initiating and acquiring ability to transition from defense to offensively move the ring up the ice from the defensive end to shooting on the opposition's net
Initiate the following shot clock management skills: • Knowing when to force a shot clock re-set • Maintaining ring possession • Recovering the ring for possession
Develop (Acquire) and consolidate an athlete's ability to keep possession of the ring
Initiate the individual tactics of ring control and possession when an athlete is under pressure Focus: • Increase athlete's ability to control the pace and flow of the game using ring possession
Initiate and acquire the following defensive triangle skills and tactics: • Positional responsibilities • Area of movement • Movement mechanics

- Initiate the concept of controlling the opponent's body - As a defender, initiate the use of hand and forearm positioning contact to control the attacker. For example: closed hands, rotating pressure on hips and body position by the defender
Initiate the following defensive triangle skills and tactics: - Ability to square to the shooter - Skills to use active sticks or defensive stick position to control the shooter's advantage and space
Initiate and Develop (Acquire) the following breakout support skills once possession has been gained in the defensive zone: - Supporting the ring carrier goal-side in the defensive zone - Initiate and acquire positioning for the regroup support pass in one, both or either the defensive and neutral zones - Develop (Acquire) the tactic of supporting the ring goal-side in the defensive zone once the ring has moved into the neutral zone - Develop (Acquire) the tactic of supporting the ring goal-side in the neutral zone Focus: - Develop the skill of looking to the opposite side of the ice from the ring (quiet lane) which opens up by reversing the ring (see glossary)
Develop (Acquire) an offensive attack in a 3-on-3 Team Play situation using the following team tactics: - Develop (Acquire) and Consolidate the use of a basic offensive framework (2 side ring support or L offense) - Develop (Acquire) recognizable cues that benefit utilizing a basic offensive framework - Develop (Acquire) an understanding of and learning to read the play - Introduce and Develop (Acquire) athlete's ability to recognize how to create an advantage (2-on-1's) within a consistent structure: - Low walks (attack from below the dots) - Give and Go in Small Space – (High drops with a fade) (F1 skates the ring up the wall toward the ringette line to draw out the opposition D and C from the triangle. F1 then passes to F2 who is trailing with a moderate gap, skating the same path just over the goal line toward the hash marks. F1 turns quickly inside the ringette line (fade behind the centre) to jump/ attack into open space right behind the C and D with an open lane to the net. F2 still on the wall with the ring passes the ring back to F1 for a shot) - Driving the net 3v3 (one player in attack, one in attacking support (or support) and net front presence) - Shooting under pressure
Introduce and Develop (Acquire) an offensive attack on transition using the following team tactics: - Introduce (Initiate) athlete's movement to become a quick pass option, support in an open lane - Introduce and acquire gaining (passing into a teammate in) the offensive zone - Driving the dot - Introduce (Initiate) creating an offensive opportunity by creating a 2-on-1 situation
Develop (Acquire) the skills to execute the tactic of defensive side man-on-man defensive skill marking in the following situations: - On a goaltender ring - Forechecking - Neutral zone: - Goal-side-inside positioning to gain advantage
Introduce and Acquire the following offensive free pass skills: - Center ice - Offensive zone - Defensive zone Focus: - Consistent execution - Gaining the zone (center) - Scoring opportunity (offensive zone)
Introduce Competitive Drills such as small-area games to create and replicate competitive environments Focus: Increase athlete's level of comfort with competitive drills
In order to develop executive function, athletes at this stage should learn to play every position (utility athlete) (see glossary): Focus: - Avoid over-specialization - Maintaining development opportunities to increase athlete's adaptability
Develop (Acquire) the following tactics of the "L" close and long support: - Increase athlete's ability to use space to support the ring carrier - Increase athlete's ability to use time to support the ring carrier Focus: Introduce and Develop (Acquire) athlete's basic team tactic ability to provide passing outlets for the ring carrier
Introduce forecheck and backcheck skills and tactics in the following situations: 1-on-1 (Aggressive forecheck pressure on the ring) 2-on-1 (Aggressive pressure on the ring)
Develop the following situational plays: Introduce and Develop 3-on-2 offensively

- Introduce and Develop 3-on-2 defensively - Introduce 4-on-3 offensively - Introduce 4-on-3 defensively
Goalie skills
Introduce and develop (acquire) the basics of the goaltender's stance: Focus: - Stick on the ice in front of skates - Position the glove up and out - Body square to the shooter - Grip on the stick
Develop (Acquire) basic balance and agility skills for the goaltender Focus: - Bent knees - Feet shoulder width apart
Introduce (Initiate) the correct position in relation to the skaters when in a triangle formation
Introduce (Initiate) the skills necessary to challenge the shooter
Saves
Introduce (Initiate) the fundamentals of the butterfly save: Focus: - Dropping to both knees - Enter with control (pushing both knees down while keeping butt up) - Show off the face of the pads - Stick covers "five hole" - Glove and blocker (hands) remain up and out
Introduce (Initiate) and Develop (acquire) the fundamentals of high shot saves: Focus: - Staying square to the shooter - Moving the body, leading with the hands
Develop (Acquire) the fundamentals of low shot saves: Focus: - Staying square to the body - Moving the body, leading with the hands
Movement
Introduce and Develop (Acquire) lateral shuffling: Focus: - Remain in goaltender's stance - Square to the shooter while tracking a pass or shot
Introduce and Develop (Acquire) the T-Push: Focus: Quick movement to cover larger distance
Introduce (Initiate) and Develop (Acquire) forward and backward transitions using C-cuts: Focus: - One leg at a time - Athlete remains square to the shooter when moving in the crease
Ring Distribution
Introduce (Initiate) passing the ring like a Frisbee Focus: Keeping the ring low to the ice
Introduce Initiate "faking" when executing goalie ring passes
Introduce Initiate using the goaltender stick to pass the ring
Introduce Initiate the goaltender's ability to communicate with the skaters in a defensive triangle
Team Tactics, Team Systems and Strategies
Introduce (Initiate) the use of the shot clock
Introduce (Initiate) the concept of throwing a goalie ring within a 5 second count
Introduce (Initiate) the concept and role of the goaltender in the triangle

ETHICAL LITERACY
GO FOR IT
- Coach fosters an appreciation for the athlete's work ethic and its contribution to outcomes. Coach can highlight examples, reward effort over outcome, and model good behaviours - Athlete begins to demonstrate the pursuit of personal excellence
PLAY FAIR
- Program ensures that every athlete participates equally. Opportunities to compete are earned through effort and commitment, not just ability - Consolidation of Play Fair. Play by the rules. Coach leads ethical discussions by asking "What would you do if..." - Coach demonstrates and rewards sportsmanship by highlighting good examples of fair play and by discussing situations that are considered unfair
STAY HEALTHY

- Program is set up to enhance each athlete's personal development through sport - Coach is able to guide athlete's recognition that boys and girls grow and mature differently
KEEP IT FUN
- Introduce and develop fun competitive elements to practices (for example: races between groups) - Coach fosters and recognizes a strong work ethic - Program's goal is to ensure athlete's high level of enjoyment while they learn and develop new skills - It is important that every ringette program accentuates the importance of friendships in the context of the team. This is very important for girls to enjoy their sport experience
RESPECT OTHERS
- Program has clear procedures for selection of athletes according to their behaviour both on and off the ice - Coach guides the athlete with clear definitions and demonstrations of respect towards officials, athletes, coaches and parents - Consolidate and develop athlete's value of sportsmanship, honesty, work ethic, respect for rules as well as loyalty to the team and club
INCLUDE EVERYONE
Coach consolidates and develops athlete's priority to be friendly, respectful and kind with teammates, parents, coaches, officials, and opponents
GIVE BACK
Coach guides the athlete to think about their preferred True Sport Principle and asks them to share their choice and reason(s) for their choice with teammates

Exit: Train to Train - Pursuit of Excellence

OR

Active for Life – Competitive for Life

2.1.4. Train to Train

Train to Train

Entry: Learn to Train

Activity Time:

Main Sport: 66%

Sport 2: 33%

Training and Competition:

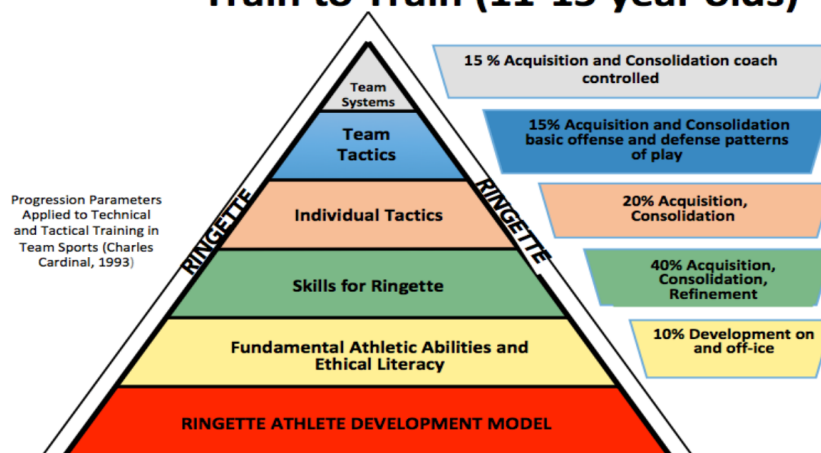
Training: 65%

Competition: 35%

Train to Train - Appropriate Training Ratios and Ranges adapted from Balyi and Cardinal	T2T (11-15)
Length of plan (weeks)	20 to 32 weeks
Length of Prep Period	7 to 15 weeks
Length of Competition Period	7 to 20 weeks
Length of Transition Period	3 to 4 weeks
Number of Competition Days	6 to 20 per season
Number of Practice Days	40 to 120 per season
Average length of Prep Practice (mins)	75 to 120 min/ session
Average training days/wk, Prep Period	2 to 4 days/ week
Average length of Comp Practice (mins)	75 to 120 min/ session
Average training days/wk, Comp	3 to 4 days/ week
% days devoted to Competition	20 to 35% ratio
% days devoted to Practice or Training	65 to 80% ratio



Train to Train (11-15 year olds)



PSYCHOLOGICAL

QUADRANT GOALS	Strong focus on the development of athlete's mental preparation
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	- Decision Training begins to focus on decision-making in competitive situations - Seek feedback about the athlete's thoughts and feeling about training and competition - Developing a self-focused and self-centered way of thinking
Specific Skills	
Visualization strategies	- Coach uses video of elite athletes to guide athlete to visualize themselves performing at that level - Consolidate and develop athlete's visualization and imagery skills using specific drills during practices - Use video to provide immediate feedback to the athlete
Motivation	
Mastery	- Athlete can see the progress in her skill development in ringette - Athlete can see her contribution in the team's competition performance
Membership	Program prioritizes ways to ensure that each athlete feels that they are accepted by her teammates
Meaning	Athlete is able to make the link between her goals and those of the team in order to be successful
Emotional Control	
Regulation of One's Own Emotions	Athlete begins to master basic strategies to defuse emotional situations in the moment on her own (e.g. taking a time out, breathing, self-talk)
Goal Setting	
Individual	- Continue to set SMART goals that are process oriented and add: - long-term goals - results-oriented goals - toward end of stage: add multi-year goals for each athlete in this stage - Formally track and review each athlete's SMART goals every 2 months
Team	- Coach leads team to set SMART team goals for team skills and tactics - Athlete develops her ability to be accountable to the team - Team develops performance goals with coach's guidance
Anxiety Management	
Relaxation strategies	- Athlete tracks and records when they experience anxiety - Athlete practices progressive relaxation in training and on her own
Arousal strategies	Athlete is able to effectively use at least one arousal energizing tool introduced by her coach or IST
Concentration strategies	- Develop athlete's ability to identify and track her triggers for loss of attention - Coach guides athlete to develop, practice and use an attention refocusing routine for high stress situations - Coach and athlete develop word cues to sharpen athlete's focus during a game - Introduce skills and tools for the goaltender to focus for the entire length of the game
Coping strategies	- Develop athlete's ability to respond to setbacks as a normal part of ringette and athletic participation - Develop a systematic approach to analyze cause(s) of setback(s), and contextualize athlete's reactions or responses in a positive way - Develop athlete's ability to respond to errors as opportunities to learn and improve (errors are not failures) - Use the "Think Aloud" technique to determine if the athlete knows what to do but cannot do it or if they are confused about what they are supposed to do - Introduce skills and tools for the goaltender to mentally reset after a goal, not dwell on the goal but rather look forward and refocus
Stress management	Early in stage: - Provide athlete the required tools to deal with different forms of stress in controlled environments - Guide the athlete to articulate what they perceive to be stressful Later in stage: - Through guided discovery and feedback, identify and select strategies that proactively reduce stress and anxiety in the ringette environment - Athlete tracks and journals when they experience anxiety, fatigue, and other forms of stress and how these impact her performance
Perceptual Cognitive Development	
Sport-based Decision Making	- Coach leads athlete to use the "Think Aloud" technique to build reflective skills in decision making - Develop athlete's ability to make fast, accurate decisions based on pattern recognition - Develop athlete's skill execution, while making decisions based on rapid and correct perception of stimuli
Sensory/Visuospatial processing	Early in stage: Develop and consolidate athlete's ability to recognize complex ringette movement patterns

	• Introduce to the athlete the tools and cues they need to discriminate useful from non-useful stimuli • Athlete develops effective visual search patterns for critical ringette movement patterns. (e.g., goalie depth in the crease is dependent on the speed and number of attackers, or how the triangle is set up) • Continue to develop athlete's ability to track multiple objects (about 5 objects) Later in stage: • Develop athlete's ability to discriminate and ignore distracting or non-useful stimuli (background noise) • Develop strong object tracking at increasing speeds through on and off-ice practice • Develop athlete's ability to see and effectively use ice space around athletes
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LIFE SKILLS

QUADRANT GOALS	• Critical time for reinforcing behaviours that demonstrate a climate of acceptance and social connection • Include regular use of role models (more senior athletes) to demonstrate how progress can be made • Build a culture where training and competition are part of the developmental process: the outcome is secondary • Critical time for using sport to consolidate and refine understanding of game rules and team guidelines along with rewards and consequences of their actions
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Personal Development

Developing Autonomy	• Athlete is able to express which position they enjoy playing the most, but is open to playing other positions • Athlete develops the self-motivation to train on their own (physical training)
Develop Self-confidence and self-esteem	• Develop athlete's confidence in their capacity to perform • Encourage athlete to consistently use the opportunities available to them, to use their voice and advocate for themselves
Working as Team member	• Athlete can demonstrate their understanding of their role on the team, and makes adjustments in their play to assist the team • Introduce opportunities for athletes to cooperate and work teammates on and off ice. • Develop athlete's awareness and sense of accountability to the group • Athlete can verbally express their understanding of the required interdependence of being part of a team • Team guidelines are created by the athletes and facilitated by the coach(es)
Reduce Conflict	A team "circle" is used to resolve team issues and explore differing values and perspectives
Develop Leadership Skills	• Athlete independently takes on leadership tasks and roles on the team throughout this stage Early in stage: • Coaching staff alternates captains and assistant captains Later in stage: • Teammates are invited to provide input on selection of captains and assistant captains
Coping with Setbacks from Negative Sport and Non-Sport (Life) Outcomes	• Athlete is able to use reframing techniques to perceive setbacks and errors as an expected part of ringette participation and uses them as learning experiences • Some athlete's teammates begin to develop as their support group of friends

Moral Development

Understanding Rules	• Athlete is able to demonstrate their understanding that doping is cheating • Athlete develops their value of competing within the intention of the ringette rules
Doing What is Right	• Develop a code of conduct for the team by the team
Linking Actions and Consequences	• Athlete is able to link their training commitment to their established long-term performance goals
Developing Empathy	• Athlete is encouraged to intervene to prevent bullying

Relationships

Developing Relationship with teammates	• Athlete is consistently helping teammates regulate energy levels, focus, emotions, and positive self-talk • Encourage an open and respectful two-way communication between teammates and between athlete and coach(es) • Create a sport and team culture of positive approaches to problems and problem solving
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Career in Sport

Career Planning	• The student-athlete: athlete is developing tools to balance education and sport goals
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	• Athlete with parent and coach support, is learning to manage their time commitments using scheduling tools • Athlete and coach balance the team's periodized sport plan with other school, sport, and family commitments
Media	
Social Media Management	• Remind athlete to communicate using online social media postings thoughtfully and respectfully because anything that appears online is permanent
Nutrition and Health	
Nutrition Basics	• Educate athletes and parents about the nutrition needs for teenaged athletes • Develop and consolidate athlete's knowledge about proper sport nutrition and encourage them to make wiser food choices • Introduce, develop and encourage the female athlete to ensure that they have an adequate iron intake • Promote healthy eating over body composition
Competition Nutrition	• Introduce and encourage athlete to plan their nutrition requirements for local and regional tournaments, and ensure that their competition nutrition needs are met
Nutrition for Recovery	• Introduce athlete to recovery nutrition post-training, including tools they can easily use
Hydration	• Introduce athlete to the importance of pre-competition hydration
Nutrition supplement	• Focus on encouraging and supporting athlete to select high quality foods and building sound nutrition foundations to replace water, energy and electrolytes • Teach athletes that supplements are not a shortcut to performance • Educate athlete on the dangers of inadvertent doping through use of supplements
Disordered Eating and Eating Disorders	• Educate athlete on the signs and symptoms of disordered eating and eating disorders
Doping Control	• Introduce athlete to the topic of doping control, and that all competitors are subject to testing
Sleep	• Remind athlete that early in this stage (12 to 14-year olds) require between 9 and 11 hours of uninterrupted sleep and later in this stage (14 to 15-year olds) require 8 to 10 hours of uninterrupted sleep

PHYSICAL	
QUADRANT GOALS	• Introduce single or double periodization (as per season competitive requirements) • Major fitness development and consolidation stage for stamina, whole body speed and strength • Due to onset of Peak Height Velocity (PHV), athlete's growth should be tracked • Athletes benefit from aerobic, speed and strength development consolidation and refinement • Continue refining focus on excellent technique and form and flexibility • Introduce self-monitoring and personal record keeping with systematic evaluations
Stamina (Endurance)	
Aerobic Training	• Development and consolidation of stamina focus should occur at onset of PHV
Aerobic Capacity	• Exercise at targeted heart rate for timed durations • Long-slow distance to higher intensity intermittent workouts must be related to demands of ringette • Athlete develops their aerobic capacity through at least one other sport. (e.g. running, swimming, basketball, soccer, etc.)
Aerobic Power	• Interval training is introduced, developed and consolidated towards the end of this stage • Increase rest intervals between bouts of aerobic activity throughout this stage
Anaerobic lactic capacity and power	• Progressively increase the duration of high intensity exercise up to a maximum of 2 minutes with sufficient rest between each bout of exercise • Interval training should be done on and off the ice • Intervals between bouts of exercise should vary between 10 seconds and 2 minutes
Strength	
Overall	Developing
Maximum Strength	• Incorporate continued development of fundamental compound movements • Greater load may be applied after the onset of PHV • Continue to develop using body-weight resistance. Increase sets and repetitions or duration to increase difficulty • Emphasis is on whole-body strength with greater ringette specificity near the end of this stage • Incorporate plyometrics (body weight movements (controlled load and unload)

	such as jumping, lateral bounding and burpees) in a controlled environment with lower volume and higher rest
Strength Endurance	- Introduce and Develop Incorporating systematic test-based resistance training with lower weight and higher repetitions towards the end of the growth spurt - Increase load by increasing the number of repetitions and sets - Emphasis is on full-body, multi-joint, compound movements - Increase ringette specific exercises near the end of this stage
Core Strength	- Develop and Consolidate systematic core-strength training based on individual assessments - Equal emphasis for targeting the front core (rectus abdominals, obliques) and the back core (erector spinae, rhomboids) - Develop and Consolidate the core with isometric and dynamic exercises
Power	- Develop and consolidate power on-ice with focus on the speed of movement before PHV and then add in strength with speed post-PHV - Develop and consolidate power off-ice with low-intensity plyometrics
Speed	
Overall	Focus on alactic energy system for girls 11 to 13 years of age
Multi-directional speed	- Peak time for developing multi-directional speed - Develop and consolidate more ringette-specific agility movements – agility in small and confined spaces; able to stop and go in any direction; transition forward to backward or backward to forward - Increase difficulty of agility with use of more open and unplanned training methods - Develop and consolidate off-ice multi-directional movements that are transferable to the ice - Incorporate more challenging perceptual and decision-making processes (reacting to external stimulus either visual and/or verbal; reacting to another athlete(s)) - Introduce the use of plyometrics, strength training, and sprint training to develop and maximize speed gains
Anaerobic alactic capacity and power	- Training this component in this stage should focus on a 1:6 work to rest ratio - Introduce specific training of short duration (under 10-15 seconds), very high intensity, with adequate rest between bouts - Introduce drills on-ice that take between 5 and 15 seconds at high intensity with 30 to 90 seconds of rest between bouts
Suppleness	
Overall	- Special attention should be put on refining flexibility during PHV - Critical time to refine ROM through both static and dynamic mobility

TECHNICAL AND TACTICAL	
QUADRANT GOALS	- More abstract thinking so focus moves from skills focus to tactics and introduction to strategies - Consolidate individual tactics, consolidate team tactics, acquire basic team systems and strategy - Focus on 2 – 3 sports of choice - Use competition to apply skills, tactics and strategies learned in training - Pre-game routine includes: - Arrival at the rink 45 to 60 minutes prior to start of the game - Off-ice warm up
Skating skills	
Consolidate individual skating skills: - Forward stride and glide - Backward stride and glide Focus: Increased efficiency of the athlete's skating stride	
Consolidate athlete's foot speed skills through knee drive and then glide efficiency and turn-over rate Focus: increased speed	
Consolidate and refine the following stops and starts: - Two-foot parallel - Cross over start Focus: Consolidate and refine a quicker transition between a stop and start Athlete can accelerate to 80 - 100% from a stop in less than 5 seconds	
Consolidate the following cross-over strides: - Forwards - Backwards Focus:	

The specific mechanics of the movement to increase the power of the stride
Consolidate and refine the following pivots while athlete is moving in the same direction: - Forwards to backwards - Backwards to forwards
Develop (Acquire) and consolidate the following transitional Pivots to move in the opposite direction: - Forwards to backwards - Backwards to forwards
Develop (Acquire) and consolidate the following transition skating techniques: - Tight turns - Pivots - Transitional pivots
Consolidate and refine the basic athletic skating stance: Focus: - Stability - Body control in space
Consolidate athlete's balance and agility on skates Focus: - Edge use and control - Awareness of inside and outside edges - Posture - Stance (wider vs. narrower foot position and stance so athlete can maintain stance and stability)
Individual skills
Consolidate the following passing skills: - Stick to stick - Forehand - Backhand Focus: - Accuracy - Athlete is developing the skills to execute passing, adjusting to the tactical needs based on timing and anticipation - Passing into a space
Consolidate the following receiving skills: - Stabbing the ring Focus: - Stick position and timing - Athlete is developing (acquiring) the skills to receive a pass, adjusting to the tactical needs based on timing, anticipation and pressure - Consolidating and refining readiness to receive the pass: hand position and strength - Develop (Acquiring) and consolidating receiving while moving
Consolidate the following shooting skills: - Consolidate shot selection decisions by reading what you see based on what the goalie gives you - Develop (Acquire) and consolidate Wrist shots - Refine sweep shot forehand along the ice - Refine backhand high Focus: - Development of an athlete's ability to shoot with more accuracy and power consistently - Consolidate ability to shoot under pressure - Consolidate athlete's shot selection - Development of an athlete's tactical decision-making ability to choose which shot to use based on what they see
Consolidate the athlete's wrist shot skill Focus: - Consolidating the wrist shot with proper mechanics - Consolidating and developing the power and accuracy of the wrist shot - Consolidating the ability to consistently lift the ring off the ice
Consolidate the athlete's individual and team tactical ability to create space
Consolidate the following checking skills, individual and team tactics: 1-on-1 2-on-1 - Three tactics of checking: contain, pressure, and engage Focus: - Body position - Body control - Inside/outside of the skate - Timing consistently to gain the advantage - Taking space away when opponent is about to receive the pass - Forcing an outcome when channeling the ring carrier - Ability to force the ring carrier to make a decision: - to force a pass - to stop - to change direction

Consolidate Drive skating skills to: - On the attack, create an advantage and separation in the space behind the ring carrier's opponent while in an offensive position - As a defence, create an advantage and separation from the athlete's opponent while transitioning with the ring from D to O transition to jump into the open pocket or space behind the person forechecking against you
Consolidate athlete's ability to create a 1-on-1 offensive advantage using the following tactics: Focus: - Change of speed - Change of direction - Creation of separation from opponent
Consolidate effective defensive skills when 1-on-1 using the following tactics: - Gap control - Goal side coverage - Consistent ice awareness - Ability to find a check/man
Consolidate the following offensive deception skills and tactics: - Fakes - Dekes - Change of speed - Change of direction
Consolidate the athlete's ring agility skills: Athlete can consistently move the ring side to side while changing hand positions to protect the ring
Consolidate the athlete's ability to gain the advantage when 1-on-1 in tight spaces Focus: - Agility - Body control during body contact
Team tactics, systems and strategy
Consolidate athlete's ice awareness using the following skills: - Consistent use of the passing lanes - Consistent use of the quiet zones - Ability to pass from the edge of the middle lane - Ability to receive in the outside quiet zones - Ability to switch lanes to become a passing outlet versus a passer - Athlete can consistently "save ice" in order to create space for outlets or attack offensive space with speed - Athlete consistently demonstrates their awareness of the blue lines to decrease pressure from the opponent by using outlet pass options
Acquire and develop effectiveness of shifts and transition of shifts. Begin executing shifts of 45 seconds Focus: Changing when safe and effective
Consolidate the following breakout tactics: - Transition from defense to offense from a goaltender ring - Develop athlete's ability to transition the ring up the full length of ice: - To attack and shoot on the opposition net - To create scoring opportunities
Consolidate the following shot clock management skills: - Introduce the tactic of knowing when to force a shot clock re-set - Consolidate the skill and tactic of maintaining the ring for possession - Consolidate the skill of recovering the ring to maintain possession
Consolidate the individual tactics of ring control and possession when the athlete is under pressure Focus: - Consolidate athlete's ability to control the pace and flow of the game using ring possession. - Consolidate the team tactic of supporting and providing easy "L" pass options to teammates under pressure to keep ring control
Consolidate the following Defensive Triangle skills and tactics: - Positional responsibilities - Area of movement - Movement mechanics - Body control - The use of hand and forearm positioning contact to control the attacker: for example, closed hands, rotating pressure on hips and body position by the defender
Consolidate the following defensive triangle skills and tactics: - Staying square to the shooter - Skills to use active sticks to control shooter's advantage and space
Develop (Acquire) and consolidate the following offensive tactical support skills: - Regrouping the ring with one player remaining goal-side in the defensive and neutral zones - Supporting the ring with at least one player remaining goal-side both in the defensive and neutral zones - Supporting the ring with at least one player occupying the quiet lane which opens up by reversing the ring Focus: Players without the ring, make themselves easy pass options to support the ring carrier
Acquire and consolidate an offensive attack in a 3-on-3 Team Play situation using the following tactics:

	• Develop and consolidate the use of a basic offensive framework that creates 1 vs 1 and 2 vs 1 situations in small space • Consolidate consistent use of a basic offensive framework ie. (2 side ring support or L offense) • Acquire and develop the ability to recognize cues that benefit utilizing a basic offensive framework
Focus:	• Consolidate athlete's ability to read the play in front of them • Develop (Acquire) and consolidate athlete's ability to recognize how and when to create an advantage (2-on-1's) within a consistent structure: ◦ Low walks (below the dots) ◦ Give and Go in Small Space - High drops with a fade (F1 skates the ring up the wall toward the ringette line to draw out the opposition D and C from the triangle. F1 then passes to F2 who is trailing with a moderate gap, skating the same path just over the goal line toward the hash marks. F1 turns quickly inside the ringette line (fade behind the centre) to jump/ attack into open space right behind the C and D with an open lane to the net. F2 still on the wall with the ring passes the ring back to F1 for a shot) ◦ Driving the net 3v3 (one player in attack, one in attacking support (or support) and net front presence) ◦ Shooting under pressure
Consolidate an offensive attack on transition using the following tactics: • Gaining possession in the zone • Driving the dot • Creating a scoring opportunity when in a 2-on-1 situation	
Consolidate individual tactical skills of man-on-man marking in the following situations: • On a goaltender ring • When using forechecking • In the neutral zone: • Goal-side • Inside positioning to gain advantage	
Consolidate a 1-2-2 Aggressive Forecheck: 1-2-2: (Busy Bee) (include video) Defensive team play system and strategy • Consolidate your athletes' ability to execute an aggressive pressure forecheck	
Consolidate the following team tactic, system and strategy free pass skills: • Center • Offensive • Defensive	
Focus:	• Consistent execution • Gaining the zone (center) • Creating a scoring opportunity (offensive)
Consolidate the athlete's individual and team tactics relating to keeping possession of the ring, rather than the "dump-and-chase"	
Develop Competitive Drills such as small-area games to create and replicate competitive environments	
Focus: Increase athlete's level of compete and comfort with competitive drills	
Continue to provide opportunities for athletes to compete in different positions (utility athlete) (see glossary):	
Focus:	• Avoiding over-specialization • Maintaining development opportunities to increase athlete's adaptability
Consolidate the following team tactics of close and long support: • Increase athlete's ability to use space to support the ring carrier • Increase athlete's ability to use time to support the ring carrier	
Focus:	Consolidate athlete's ability to provide outlets to the ring carrier
Consolidate team skills in the following situational plays: • 3-on-2 offensively • 3-on-2 defensively • Initiate and acquire 4-on-3 offensively • Initiate and acquire 4-on-3 defensively	
Goaltender Skills	
Consolidate the fundamental skills of the goaltender's stance: Focus: • Keep the stick blade on the ice in front of the skates • Keep the glove and hands up and out (see glossary) • Movement is led by the head and hands • Body remains square to the shooter	
Consolidate basic balance and agility skills for the goaltender Focus: • Keep the knees bent • Keep feet shoulder width apart • Grip on the stick • Ability to hold the goalie stance while moving (not standing up during movement)	

Introduce the goaltender to appropriate cues in order to react and adjust their position in relation to attacking offensive athletes and the positioning of their team's defensive athletes (ex. Low walks, screens, etc.)
Introduce advanced skills necessary to allow the goaltender to challenge the shooter
Introduce, acquire and consolidate the importance of angles, awareness of ice markings, and positioning in the crease
Saves
Consolidate the basic skills of the Butterfly save: Focus: • Enter with control • Push knees to ice keeping butt up to show off the face of the pads • Position stick so it covers five hole (see glossary) • Glove remains up and out (see glossary)
Introduce and develop (acquire) the correct movement for the one-pad slide when in close (see glossary)
Introduce and develop (acquire) the fundamentals for recovery and rebounds using the correct leg to get up and lead with
Introduce and develop (acquire) the skills used for to execute one-timer saves
Develop the skills and tactics used for completing saving high and low saves: Focus: • Positioning in the net • Stance • Staying square to the shooter • Moving the body
Movement
Consolidate goaltender's shuffling skills. • Introduce quick movements: • "Post to post" – long push • Across the arc of the crease – (short quick pushes). Skate blades in blue, red and white. Focus: • Remain in goaltender's stance • Square to the shooter while tracking a pass or a shot • Develop athlete's ability to combine several movements to create specific patterns that simulate game situations
Consolidate the T-Push: • Develop quick movements: • Top of crease to low post (see glossary) • Top of crease inverted V – to top far side Focus: • Consolidates ability to remains in compact goalie stance • Leads with the head and hands • Body remains squares and level to the shooter
Develops (Acquires) and Consolidates the Telescoping skill forward and backward transitions using C-cuts Focus: • One leg at a time • Athlete remains square to the shooter when moving in the crease
Introduce and acquire transition team tactics behind the net: Focus: • Introduce and acquire the skill of tracking of the ring to use peripheral vision keep an eye on the player and potential threats • Acquire the skill of keeping toe caps up ice while turning head to glance below goal line
Ring Distribution
Refine the skills for passing the ring like a Frisbee Focus: • Keeping the ring low to the ice
Consolidate an athlete's ability to incorporate "faking" into goalie ring passes
Consolidate an athlete's use of the goaltender stick to pass the ring
Introduce potential ring distribution areas that will lead to future breakout options
Team Tactics, Team Systems and Strategies
Introduce and develop the skills to be able bounce the goalie (see glossary) during a delayed penalty
Introduce and develop the skills to execute the tactics and strategies used by the goaltender when facing 3-on-2, and 4-on-3 situations
Develop (acquire) and consolidate the mental skills for a goaltender to reset after a goal
Introduce and develop (acquire) basic communication techniques required between the goaltender and skaters Focus: • Importance of communicating with skaters

GO FOR IT
• Teach athlete to honour the game by giving their best • Coach guides athlete to recognize the value of winning and losing
PLAY FAIR
• Explore situations of winning or losing through role playing and ask athlete to discuss whether or not the situation reflects fair play. • Explore why cheating violates the integrity of the game. Use situations to help the athlete evolve their decision-making
STAY HEALTHY
• Educate athlete on the importation of positive body image, and educate athletes, parents, and coaches about normal body changes • Program provides each athlete education on current anti-doping information
KEEP IT FUN
• Program focuses on the joy that comes from the experience of participating in ringette • Coach encourages a balance between the demands of ringette, family, friends and school
RESPECT OTHERS
• Coach provides opportunity to discuss moral or ethical issues through scenarios and role playing (e.g. "how did it feel when?") • Program strives for good team chemistry and a positive interaction between everyone involved in the game (coaches, parents, officials)
INCLUDE EVERYONE
• Athlete is able to intervene or inform their coach in difficult situations, in order to prevent bullying, shunning and hazing • Coach intentionally sets up their training groups to mix and match various skill sets and positions throughout the season • Team-building activities are incorporated into the program to help athletes and their families get to know one another and to learn more about each other • Assign coaches and captains weekly check in groups to develop your leadership core and make sure everyone has meaningful interactions
GIVE BACK
• Encourage social giving throughout the club and team • Club and program encourage coaches, athletes and parents to become officials

Exit: Train to Compete **OR** Active for Life – Competitive For Life

WATCH ME START

ACTIVE START

0-6 years (girls and boys)

0-18 months:

infant (child with parent or support person)

18 months – 3 years:

toddler, mature walker (child with parent or support person)

3 – 6 years: preschool independent (may require parent or support person)

Participants with an intellectual disability can enter at any age (with parent or support person)

In Active Start participants are identified by stage of development (not age). Each stage has a plus/minus 4 month expected minimum variant associated with the approximate ages listed above. There may be considerable overlap between Active Start and Fundamentals stages.

GENERAL OBJECTIVES

- Initiation of fundamental movement and development of physical literacy through general sport participation
- To introduce overall motor skills like balance, coordination, agility in a fun and safe environment that promotes self-confidence on skates
- To introduce all fundamental movement skills, including skating
- To develop an awareness of ringette and create a welcoming environment for all participants

GUIDING PRINCIPLES

- Fundamental movement skills, agility, balance, coordination and skating skills learned through the process of “play”
- Participation in community-based learn-to-skate programming that is well-planned and well-structured
- Create a stimulating, positive learning environment through active, creative, imaginative play
- Activities are continuous and fun for all
- Parents or support person should participate with the child



- Parents are important to introduce participants to a range of activities, provide encouragement and participate in activities such as parent days, winter festivals and parent/child classes

- Parents provide support and share a spirit of participation and a joy of learning new skills

- Encourage participation in a variety of non-structured supervised activities, including skating with family and friends
- Encourage participation in gymnastics, swimming programs to help develop physical literacy
- Encourage a variety of daily physical activities, at least 60 minutes of non-structured supervised activities every day
- Movement skills (adaptation to ice, snow, water, ground, air) – skating, passing, receiving, running, jumping, gliding, throwing, catching, wheeling, climbing, etc.
- Motor skills – agility, balance, coordination, speed, time/space orientation, etc.
- Technical instruction should be limited, with minimal feedback on skills
- Encourage movement exploration within a safe, structured environment
- Maintain a 1:5 adult/participant ratio (or lower to 1:1) to provide quality supervision. With children under 4 years, the ratio should be 1:1

WHAT DOES AN ACTIVE START LEARN TO SKATE PROGRAM LOOK LIKE?

- Programs focus on having FUN and becoming comfortable on the ice using simple group skating games and fun activities
- Maximum participation: everyone involved and active at all times
- Use modified or divided ice surface to allow more groups to participate at once
- Use modified equipment in keeping with the size of the participant (e.g. smaller nets)
- Including parents/support person

allows for larger groups (10-12 participants)

- Develop basic skating skills (basic stance, falling and getting up, edges, balance on skates, start, stop, walking all directions, forward/backward stride and glide)
- Introduce sticks and rings, playing fun games to learn how to send, receive and carry a ring (on or off-ice)
- For older children in this stage, introduce the concept of Ringette using the art of imitation
- There is no place for competition in an active start program. Activities should encourage the development of

- group social skills (interactions, sharing, taking turns, helping)

- showing what you can do -- confidence

- For children under 4 years of age: 30 minute learn-to-skate classes, once per week for 6-24 weeks (one or two sessions of 6 to 12 weeks)
- For children aged 4-6 years: 45-60 minute learn-to-skate classes, once per week for 6-24 weeks (one or two sessions of 6-12 weeks)
- For participants with an intellectual disability: begin with 30-40 minute learn-to-skate classes and progress to 60 minutes once or twice per week

WHAT CAN PARENTS DO?

- Participate with their children in a wide range of activities
- Encourage unstructured outdoor and indoor play year-round

COACHING (TYPE OF COACH)

- Community Sport Initiation (CSI)
- SOC Community Coach

I AM SKATING

FUNDAMENTALS STAGE

6-8 years (males and females)

Athletes with a disability:

enter at any age, with or without parent or support person

GENERAL OBJECTIVES

DESCRIPTION OF THE STAGE

- To continue to develop the components of physical literacy: fundamental movement and motor skills
- To introduce fundamental ringette skills in a fun and safe environment that promotes self-confidence
- To increase awareness of ringette and create a welcoming environment for all participants.
- To introduce structured, sport specific programming and modified game situations

GUIDING PRINCIPLES

- Community-based programming for all participants
- There are no competitive programs and no structured teams for players in this stage
- Practice time provides repetitions through active “play”, modified games and a varied, structured environment
- Instruction and technical feedback on skills is minimal, simple, and developmentally-appropriate
- Emphasis on social interaction
- Active time is greater than non-active time
- 1:5 adult/participant ratio or lower as required to provide quality supervision



TECHNICAL SKILL BENCHMARKS

BASIC SKATING SKILLS:

- Basic stance, falling and getting up, edges, balance on skates, start, stop, walking all directions, forward/ backward stride and glide

BASIC RING SKILLS:

- Basic skills, grip, carrying the ring, passing, receiving, checking, shooting – all within a controlled environment

INTRODUCE GOALKEEPING:

- Introduce concept and rotate position to all players, basic grip, stance, stick on ice, use modified equipment

TACTICAL SKILL BENCHMARKS

OFFENSIVE

(Introduction to concepts of offensive skills and tactics, concepts of 1v1 offensive skills and team work, individual 1v1 offensive skills, team tactics)

DEFENSIVE

(Introduction to concepts of defensive skills and tactics, individual 1v1 defensive skills with no contact, basic team tactics)

WHAT DOES A FUNDAMENTALS RINGETTE PROGRAM LOOK LIKE?

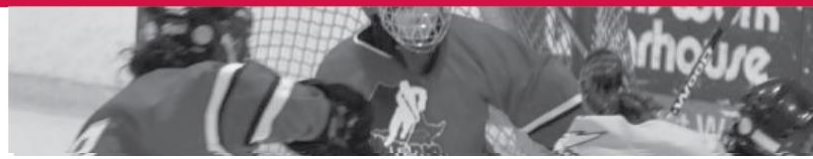
- The focus is on FUN, with lots of action and repetition
- Maximum participation: everyone involved and everyone wins (no bench warmers)
- All sessions are well-planned and well-structured. The focus is on progressive skill development and learning how to play ringette in a fun, success-oriented environment
- Begin to develop group dynamics – encourage teamwork, fair play, sportsmanship, ethics
- Continue motor skill development – agility, balance, coordination, speed, time/space orientation, etc
- Include activities that develop speed; there is a sensitive period for speed

development between the ages of 6-8 for females, and 7-9 for males

- Include activities to develop flexibility during warm-up and cool down
- Incorporate the development of basic motor and movement skills into warm up activities and games
- Introduce basic ring and skating skills, and continue the development of physical literacy skills
- Equipment is modified, and the rink is divided so that several groups can be on the ice at once
- 1-2 weekly sessions of 60 minutes each. Programs run from October to March, and may be divided into two seasons of 6-12 weeks. There is no competitive period; modified games run throughout the year
- Programs are offered through local ringette associations

GAME MODIFICATIONS

- Introduce basic game skills and simple rules of the sport
- Although there are no formal competitive events in this stage, some competitive-type activities can be introduced during practices. Focus on the process of learning about competition, not on winning. Ringette festivals are a good way to develop sport skills in a fun environment
- Vary play situations: 1 vs. 1, 2 vs. 2 etc., with and without goalkeeper
- Participants play all positions, including goalkeeper
- Coaches are on the ice; keep game-type activities fun and fair
- Rules are modified so they are appropriate to young, beginning players, for example:
 - No score keeping
 - Free pass is allowed
 - Modified goalkeeper position
 - Goalkeeper ring
 - Only the goalkeeper may be inside the goal-crease
 - No contact
 - Players may pass over the blue lines
 - Smaller ice surface



PARTICIPANT MONITORING

Coaches can begin to monitor growth by taking standing height measurements on the birthday (or first practice of the season) and recording for future reference

WHAT CAN PARENTS DO?

- Introduce participants to a range of activities, provide encouragement and show interest in active participation in sport and physical activity
- Encourage daily physical activity, and unstructured outdoor and indoor play
- Support the development of excellent basic skills as a pre-requisite to playing the game
- Ensure that a balance is maintained with school, other sport and non-sport activities
- Understand the need to transport participants to activities, to pay for these activities, and to purchase required equipment for the activities (e.g. skates, helmet)

COACHING (TYPE OF COACH)

- Community Sport Initiation (CSI) coach
- SOC Community Coach
- All coaches must have a knowledge of the rules of ringette and how to modify them appropriately for this stage



I AM PLAYING

LEARNING TO TRAIN STAGE



Early in Stage:

Females 8-9 years, males 9-10 years

Later in Stage:

Females 10-11 years, males 11-12 years

Athletes with a disability:

enter at any age, with or without parent or support person

This is an important stage, one in which participants learn sound basics of ringette, but also begin to play formal games. Many participants in this stage will enter puberty, and it is important that height be monitored regularly to help determine when the player begins the growth spurt. Toward the end of this stage, individual rates of growth and development become quite obvious. Since each player has a different rate of development, it is important to be flexible with training programs to ensure appropriate challenges and to meet the needs of players who are growing rapidly.

GENERAL OBJECTIVES

DESCRIPTION OF THE STAGE

- To develop fundamental ringette skills in a fun, participation-based environment
- To continue to develop physical and motor capacities
- To develop general physical fitness
- To introduce the development of mental skills
- To introduce and develop simple tactics
- To introduce game play with focus on application of skills learned in training
- To introduce and develop decision-making skills in standard/ controlled conditions
- To encourage players to strive to succeed and do their best

GUIDING PRINCIPLES

- Community-based programming
- Game play introduces an environment of competition, but there is no “competitive” program
- Teams are created based on equal

abilities distribution – no tiering

- Practices well organized, varied, game-like, and active participation of all
- Emphasize motor skill development, technical skill instruction, time-space orientation and team play
- Increase skill repertoire through a gradual progression of skill acquisition
- Include activities to develop flexibility during warm-up and cool down
- Introduction to the game – modified rules
- Ensure that players experience all positions; toward the end of this stage, identify players who show an ability and interest in goalkeeping
- Maintain high frequency of practice and repetitions: 70% success rate for learning to occur
- 1:6 adult/participant ratio or lower as required to provide quality supervision
- Throughout the year, encourage players to participate in a variety of school and summer sports
- Toward the end of the stage:
 - Introduce understanding of how to use skills to resolve tactical problems
 - Introduce balance of individual/team offensive and defensive preparation.
 - Use game situations as learning opportunities.



TECHNICAL SKILL BENCHMARKS

EARLY IN THIS STAGE:

Develop good skill technique

LATER IN THIS STAGE:

Develop accuracy and consistency in skill execution

SKATING SKILLS:

EARLY IN THE STAGE:

Basic stance, falling and getting up, edges, balance on skates, starts, stops, forward/backward stride and glide

LATER IN THE STAGE:

As above plus acceleration, crossovers, sharp turns, double sculling, 2 foot slalom; transitions

RING SKILLS:

- Early in the stage: basic skills, grip, carrying and protecting the ring, passing, receiving and retrieving the ring, checking, shooting – all within a controlled environment
- Later in the stage: as above, plus deking – all within a controlled environment

GOALKEEPING SKILLS:

EARLY IN THE STAGE:

Introduce concept and rotate position to all players, basic grip, stance, stick on ice, skating and ring skills, mobility and stick work, positioning and ring distribution

LATER IN THE STAGE:

Identify and develop maximum number of players interested – play goal no more than ½ time, continue basic grip, stance and style, stick on ice, skating and ring skills, mobility in all directions, stick work, positioning, ring distribution, communication/interaction

TACTICAL SKILL BENCHMARKS

OFFENSIVE

EARLY IN THE STAGE:

Acquisition of basic offensive skills and tactics, individual 1v1 and team offensive skills, individual skills for ring carriers and non-ring carriers, basic team tactics, creating open space and movement)

LATER IN THE STAGE:

Acquisition of basic offensive skills and tactics (1v1 offensive skills/tactics, 2v1 skills, isolate 1 defender and pass or shoot)

DEFENSIVE

EARLY IN THE STAGE:

Acquisition of basic defensive skills and tactics, individual 1v1 skills, maintain goal side positioning, introduce basic team tactics

LATER IN THE STAGE:

Acquisition of basic defensive game skills, defensive skills and tactics, individual 1v1 skills, maintain goal side positioning, team tactics

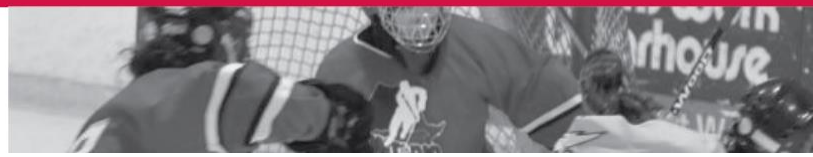


WHAT DOES A LEARN TO TRAIN RINGETTE PROGRAM LOOK LIKE?

- There should be at least two seasons, each is 6-12 weeks long. Season 1 runs from September or October to December, season 2 runs from January to March
- Pre-season training: 2 to 4 weeks for evaluations, team formations
- Participate in an exhibition league
- Practice to game ratio is 70/30. There should be 2-3 training periods of 60 minutes each to 1 game session each week
- Provide developmentally-appropriate, specific technical feedback.
- Strength development should be through body weight activities, medicine balls, Swiss balls, light resistance
- A sensitive period for stamina (endurance) training coincides with the onset of the growth spurt
- Pay special attention to maintaining flexibility during the growth spurt
- There is a sensitive period for speed development in females aged 11-13
- Continue to develop motor skills – agility, balance, coordination, speed, time/space orientation, etc.
- Players must play all positions and have equal opportunity playing time
- Focus team social activities on fun and friendship
- Introduce Mental Preparation skills:
 - Decision Training ~ introduce decision making skills through skill training activities
- Goal Setting ~ team
- Self-Awareness ~ positive thinking, attitude
- Team dynamics ~ teamwork, fair play, sportsmanship, sense of values
- Team building and social development activities
- Build on these skills later in the stage by introducing:
 - Decision making in competitive situations

- Goal setting ~ individual and team, long and short term, process and outcome
- Focus management / attentional control ~ concentration strategies
- Anxiety management / emotional control ~ visualization (mental rehearsal of game situations) strategies
- Game preparation and routine ~ game strategies
- Encourage participation in other sports 3x per week; encourage a minimum of 60 minutes per day of play or participation in other unstructured activity
- During off-season, encourage players to participate in a variety of school and summer sports
- Avoid playing ringette year round, but players may participate in a summer ringette camp, or in 4-6 sessions of pre-season preparation
- By the end of this stage:
 - One season, 20-24 weeks long
 - Single peak periodization (peak for end-of-season league tournament)
 - Preparation period = 7-15 weeks; Competition period = 7-20 weeks; Transition period = 1-2 weeks
 - Two weekly training sessions to 1 competition (game)
 - Maximum 20 competition days during the season
 - Pre-season camp for warm-up (4-6 sessions)
 - Ringette-specific training 3X per week; 2-3 practice sessions of 60-90 minutes each





I AM PLAYING

LEARNING TO TRAIN STAGE

GAME MODIFICATIONS

EARLY IN THE STAGE:

- Organized game play in a manner to maximize learning opportunities for all participants
- Focus is on fun and on basic ring and skating skills
- Introduction to game format with modified rules
- 2 minute warm-up; 3x10 minute periods with stopped time
- Coaches on ice at beginning of season; gradually decrease time on ice throughout the season
- No stats or standings, no emphasis on win-loss
- Up to 20 days of competition during the year (both seasons combined). One competition day = a day in which one or more games are played against another team. These competition days can include organized league/ exhibition game play and a maximum of 2 local/regional tournaments (including year end tournament)

LATER IN THE STAGE:

- Begin playing regular game format
- Emphasize acquisition of basic game skills – focus on fun and basic ring, skating and game skills
- Rules of play: all basic, regular rules introduced but no shot clock; scores kept unless very lopsided; two officials for every game and they are encouraged to give play guidance to all players
- players per side on a full ice surface, 4 minute warm-up, 3 X ten minute periods of stop time
- Organize game play to emphasize and maximize learning opportunities for all participants
- Begin organized league and exhibition game play; exhibition league until December, then regular league January to March
- Maximum 3 local/regional tournaments, including year end tournament

MONITORING

- Ensure development of strong technical skills
- Monitor height every 3 months





- (standing height, sitting height and arm span) and record measurements for future reference related to onset of peak height velocity (PHV) Watch for correct body alignment and symmetrical development of flexibility and strength (i.e. equal on both sides of the body)

WHAT CAN PARENTS DO?

- Continue to expose participants to a range of activities, provide encouragement and show interest in participating in sport and physical activity
- Continue to support the development of sound basics over game and tournament play
- Listen to the participant to help identify sport preferences
- Ensure a balance with school, other sport and non-sport activities
- Understand the need to transport participants to activities, to pay for these activities and to purchase the necessary equipment
- Ensure a balance with school, other sport and non-sport activities
- By the end of this stage, parental involvement increases and parents develop a growing interest in the sport. Some parents may attend coaching or officiating courses. They may be asked to volunteer at activities or help with fund-raising

COACHING (TYPE OF COACH)

- Community Sport Initiation (CSI)
- SOC Community Coach



I AM ON THE TEAM

TRAINING TO TRAIN STAGE



Early in the stage:

Females 12-13 years, males 13-14 years

Later in the stage:

Females 14-15 years, males 15-16 years

Athletes with a disability: enter at any age, with or without parent or support person

This is an important stage, in which there are opportunities for players at both the community and competitive level. Players who have the desire and ability to move into more advanced levels of Ringette will play in tiered programs, while players who do not wish to make this commitment can continue to improve their skills and enjoy playing Ringette in community programs. For all players, this is a time of solidifying good skill performance, physical and mental preparation and learning to play the game.

Most players will go through the growth spurt during this stage and it is very important to be flexible with training programs to ensure appropriate challenges and to meet the needs of players who are growing rapidly. Selection of athletes into tiered programs is also important, so that players are placed on teams with other players who are of approximately equal size and stage of development. Discretion should be applied to placement of athletes who are early or late developers; this is particularly important in competitive programs and may require overlapping age categories in competitive levels.



GENERAL OBJECTIVES

DESCRIPTION OF THE STAGE

To consolidate fundamental ringette skills in controlled and semi-controlled conditions
To develop and consolidate simple tactics
To further develop general physical fitness training and mental skills
To introduce and develop advanced ringette skills
To introduce and develop strategies (game plan)
To introduce and develop decision making skills in varied situations
To learn to cope with the challenges of competition and to strive to succeed and do their best

LATER IN THE STAGE:

- To introduce position-specific skills

GUIDING PRINCIPLES

COMMUNITY PROGRAMS:

- Fun (socially motivated), balance between participation and competition
- Ensure life-long participation in sport
- Limited tiering
- Skills are reinforced in real game situations

COMPETITION PROGRAMS:

- Fun (competitively motivated), maintain a balance between participation and competition
- Tiering begins
- Coaches empower athletes and include them in the decision making process
- Throughout this stage, athletes gradually become more autonomous on the ice

TECHNICAL BENCHMARKS

CONSOLIDATION OF SKILLS

SKATING

EARLY IN THE STAGE:

Starting, stopping, forward and backward (stride, acceleration, crossovers, sharp turns, double sculling, 2 and 1 foot slalom),

transition skills

LATER IN THE STAGE:

As above plus develop ability to do quick changes in direction, two and one foot Mohawk pivot

RING:

Consolidation of ring skills, acquisition of position specific skills, carrying and protecting the ring, passing, receiving, checking, shooting, deking within a varied environment

GOALKEEPING:

EARLY IN THE STAGE:

Consolidation of skills; goalkeepers specialize but can still alternate; general goalkeeping drills, mobility (lateral and forward/backward), stick work, skating and ring skills, positioning, ring distribution, communication and interaction, style

LATER IN THE STAGE:

Goalkeepers specialize, specific goalkeeping drills and training

TACTICAL SKILL BENCHMARKS

OFFENSIVE

Consolidation of offensive game skills

COMMUNITY:

- Skills are built so players are able to perform skills with sequential and flowing movements
- Understanding concepts and implementing occasionally

COMPETITION

- Skills are refined so players are able to perform with quick, concise movements
- Understand concepts and implement on a reliable, consistent basis
- Understand offensive concepts of open ice, learning to read and react, incorporating defense in the offensive zone during play, wrist shots, shot clock awareness and usage, reversing the play, breakouts, communication, support, creating options, maintaining possession
- Individual skills and team tactics



DEFENSIVE

Consolidation of defensive game skills with primary focus on fun and execution of basic ring, skating and game skills

COMMUNITY

- Skills are developed so players are able to perform skills with sequential and flowing movements
- Understanding concepts and implementing occasionally

COMPETITION

- Skills are consolidated so players are able to perform skills with quick, concise movements
- Understand individual defensive skills and tactics concepts and implement on a reliable and consistent basis
- Understand team tactics concepts and implement on a reliable and consistent basis

PSYCHOLOGICAL SKILL DEVELOPMENT

ACQUISITION OF:

- Coping strategies, relaxation strategies
- Skills that prepare the player to deal with success and failure
- Skills for sharing leadership opportunities

CONSOLIDATION OF SKILLS SUCH AS:

- Focus management/ attentional control – concentration
- Anxiety and stress management / Emotional Control – visualization (mental rehearsal of game situations)
- Decision training – decision making in some competitive situations
- Goal setting – individual and team, long and short term, process and outcome
- Self-Awareness – positive thinking, attitude and adjustment
- Team Dynamics – teamwork, fair play, sportsmanship, ethics
- Game Preparation and Routine – game strategies
- Team building and social development activities

As this stage progresses, players continue to improve their abilities and usage of mental skills through:

ACQUISITION OF SKILLS SUCH AS:

- arousal strategies
- becoming more independent, understanding personal strengths and weaknesses
- developing effective communication strategies, understanding team roles and identifying where they fit in

CONSOLIDATION OF SKILLS SUCH AS:

- Decision Training - decision making in some competitive situations
- Goal setting – individual and team, long and short term, process and outcome (C)
- Focus management / attentional control - concentration, coping strategies
- Anxiety and stress management / emotional control – visualization (mental rehearsal of game situations), relaxation
- Game preparation and routine – specific game strategies
- Self-awareness – positive thinking, attitude and adjustment, preparing to deal with success and failure
- Team dynamics – teamwork, fair play, sportsmanship, ethics, shared leadership opportunities



WHAT DOES A TRAIN TO TRAIN RINGETTE PROGRAM LOOK LIKE?

- Ringette-specific technical, tactical and fitness training 6-9 times per week, including complementary sport
- Continue to develop general fitness and conditioning
- Be aware of sensitive periods for development of strength, speed and endurance:
 - *Strength: sensitive period for strength development in females after the onset of menarche*
 - *Speed: sensitive period for speed development in females at approximately 11-13 years and in males at approximately 13-16 years*
 - *Endurance: sensitive period for endurance (stamina) development in males with the onset of peak height velocity*
 - *Pay special attention to maintaining flexibility during periods of rapid growth*
- Competition format:
 - *Female vs. female only teams, male vs. male only teams*
 - *Organized League games based on age level and/or ability (standings are recorded).*
 - *Weekly games with some tournaments.*
 - *Tournaments, Provincial and League Championship format should be modified round robin or other format to allow maximum number of games for each team within a weekend.*
 - *Emphasis on learning and staying healthy*
- Encourage daily participation in sport and physical education, minimum 60 minutes per day
- Team social activities focused on fun and teambuilding
- Players may be encouraged to become coaches in training or referees

I AM ON THE TEAM

TRAINING TO TRAIN STAGE



COMMUNITY

- Season is 20-32 weeks; single peak periodization
- Players play a variety of positions and receive equal playing time
- Pre-season training: 3-6 weeks for evaluations, team formation and team practices
- Preparation period 10-12 weeks, Competition period 8-12 weeks, Transition period 3-4 weeks
- Training to competition ratio = 60:40; 2 trainings to 1 competition weekly
- 2-3 sessions of 60-90 minutes each weekly
- 21-22 days of competition
- Events – exhibition games, league games, tournaments, playoff games, provincials (by classification)
 - During off-season:
 - Encourage players to participate in a variety of school and summer sports
 - Players are encouraged to attend ringette camps through the summer
 - Encourage maintenance of physical fitness qualities (endurance, strength)
 - Participate in pre-season camp for warm-up

provincial qualifiers for Easterns/ Westerns/CRC (A and AA); Eastern/ Western (Regional) Championship for A category; CRC (National) Championship for AA category

- During off-season:

*- Players are encouraged to participate in an activity that will aid in their development and preparation for the beginning of the fall season (i.e. Running for cardio as well as dry land shooting practice or attending a summer session of power skating, light weight training** under supervision; early in the stage using own body weight, later in the stage may use light weights)*

- Encourage involvement in a variety of school and summer sports or activities throughout the year

- May play rep or high calibre sports, but without a specialization in one specific sport

- Players are expected to maintain their physical training program

- For top competitive athletes, the services of an integrated support team may be included to enhance training and recovery

flexibility during this stage Monitor rapidly growing players for symptoms of Osgood Schlatter's



COMPETITIVE LEVEL PLAYERS

- As intensity and volume of training increase, general health must be monitored regularly
- Ongoing screening for hip and knee alignment, and imbalances in strength and flexibility will help reduce the risk of injury
- Monitor iron levels in female athletes annually
- Begin to educate athletes about doping control at the end of this stage

COMPETITION

- Season is 24-25 weeks
- Players play 1-2 positions, with "fair and reasonable playing time; identify 2 goalkeepers per team
- Single or double peak periodization; peak for provincial and national championships
- Pre-season = 2-4 weeks for pre-season training, evaluations, team formation and team practices
- Preparation period 7-15 weeks, Competition period 8-14 weeks, Transition period 1-2 weeks
- Training to competition ratio = 60:40; 3 trainings to 2 competitions weekly
- 3-4 sessions of 60-90 minutes each weekly (1-2 trainings with the team, 2-3 training on own)
- 22 days of competition
- Events – exhibition games, league games, tournaments, playoff games, provincials (by classification)
- Toward the end of this stage players may also participate in

GAME MODIFICATIONS

- 7 minute warm-up, progressing to a 10 minute warm-up by the end of the stage
- Shot clock
- 6 players per side on a full ice surface
- early in stage: 60% of international game format
- later in stage: 75% of international game format

MONITORING

ALL PLAYERS:

Monitor standing and sitting height, arm span and weight every 3 months and adjust training as a function of growth and development. This is particularly important during the early part of this stage when the majority of players will be experiencing rapid growth.

Continue physical abilities testing; it is particularly important to maintain active

WHAT CAN PARENTS DO?

EARLY IN THE STAGE:

- Continue to ensure that there is a balance of sport with school and other activities and that players are properly nourished and rested
- Provide a "positive push", but no pressure on the player
- Ensure ongoing communication between parents, coach and player; trust the coach, talk to the player, and intervene only when necessary
- Parental involvement increases and parents develop a growing interest in the sport. Some parents may attend coaching or officiating courses. They may be asked to volunteer at activities or help with fundraising. Depending on the level of involvement, parents may sacrifice considerable leisure time to volunteer

- Understand the need to transport players to activities, to pay for these activities and to purchase the necessary equipment; this commitment is greater for competitive athletes

LATER IN THE STAGE:

- Parents tend to move into the background and play a less direct role, but they still provide emotional and tangible support
- As the player becomes more responsible for decision-making, parents continue to provide support but allow increased independence
- Continue to provide a “positive push”

and be available when the player needs guidance

- Parents remain active as volunteers
- Ensure that the player’s schedule is organized and that there is balance between sports, school, social life and family activities.
- Ensure that siblings have their own niche, which may be in ringette, or in another sport/area of interest
- Understand that with increased level of player participation, there will be increased time and financial commitments (e.g. driving to practices and games, tournament and out-of-town travel costs)

COCAHNG (TYPE OF COACH)

COMMUNITY:

Community Sport Initiation (CSI)
coach + MED online evaluation

Competition:

Competition Introduction (CI) certified coach (includes online MED evaluation)
Competition Introduction Gradation (CIG)
Certified



WATCH ME START:

ACTIVE START (0-6 YEARS OF AGE)



PHYSICAL

1. I move and play games that use all parts of my body.
2. I play games where everyone is actively participating.
3. I am starting to learn different activities like skating, skiing, swimming, and gymnastics.
4. I am exploring my agility, balance and coordination through indoor and outdoor active play.

PSYCHOLOGICAL

1. I am excited to explore new movements and activities.
2. I can show my parents and coaches the movements and activities I have been exploring.
3. I can play with others and am learning to take turns, share and help others.
4. I can choose different activities that make me happy.
5. I can try new ways of moving or doing a skill to make it better.

TECHNICAL/TACTICAL/STRATEGIC

1. I have started to learn basic skating techniques.
2. I can show my parents and coaches the ready position.
3. I can hold my stick correctly.
4. I have started to handle the ring.
5. I have started to learn the basic rules.

LIFE SKILLS

1. I have started to develop confidence in my athletic abilities.
2. I can follow simple instructions.
3. I can complete small leadership tasks.
4. I know I need water and healthy food to help me learn and be active.

ETHICAL LITERACY

KEEP IT FUN: Keeping it fun will make me want to stay involved in sport.

GO FOR IT: I love free and unstructured play!

PLAY FAIR: My parents always encourage me and my teammates to support each other.

RESPECT OTHERS: I help put away equipment, toys and games.

STAY HEALTHY: My parents help me to eat healthy foods and meals.

INCLUDE EVERYONE: I feel welcome and included in my activities.

GIVE BACK: I love when my parents help my coach and my teammates!

2.3.2. Fundamentals

I AM SKATING:

FUNDAMENTALS (6-8 YEARS OF AGE)



PHYSICAL

1. I am participating in a variety of sports and physical activities.
2. Through indoor and outdoor active play, I am building my strength with a focus on climbing and hanging activities.
3. Through indoor and outdoor active play, I am developing my flexibility with a focus on stretching and reaching activities.
4. I have started doing on-ice and off-ice movements showing many different speeds and moving in all possible directions.

PSYCHOLOGICAL

1. I am a member of a team; that means learning to work well with others and that my actions impact others.
2. I am learning to make different choices in practices and games.
3. I am learning positive self-talk to describe my skills and athletic ability.
4. I am contributing to making decisions with my teammates.
5. My focus for key parts of a practice or game is improving.
6. I have started to set my own personal goals with guidance from my parents and coach.

TECHNICAL/TACTICAL/STRATEGIC

1. My ready position and athletic stance is improving.
2. I am learning to balance on one foot while feeling the edges of my skates.
3. I have started learning more dynamic skating techniques.
4. I am learning a variety of ways to shoot the ring.
5. I have started to check: 1 on 1.
6. I see the entire playing surface, know where the ring is and the direction of play.
7. I am learning basic defensive tactics.
8. I have started learning basic team tactics.
9. I have started to learn all positions, including goalie.

LIFE SKILLS

1. My confidence in my athletic abilities is growing.
2. I am taking turns being the leader or follower on my team.
3. I am learning that failure is my “first attempt in learning” (F.A.I.L.).
4. I can describe the reasons for some rules of the game.
5. I am learning to ask my coach or instructor for help when I am confused or having trouble.
6. I am learning that drinking water at practice or during games and eating healthy food makes me a better athlete

ETHICAL LITERACY

KEEP IT FUN: My team focuses on the FUN in Fundamentals!

GO FOR IT: When I do my best, things will not always go the way I want -- I am learning from these experiences!

PLAY FAIR: I am responsible for my own equipment when I participate in Ringette.

RESPECT OTHERS: I always pick up my trash and my things after I finish playing.

STAY HEALTHY: I get enough sleep every night.

INCLUDE EVERYONE: My teammates and I create fun ways to welcome new athletes and their families to the team.

GIVE BACK: My teammates and I set up and take down equipment before and after practice or competitions.

2.3.3. Learn to Train

I AM PLAYING:

LEARN TO TRAIN (8 TO 11 YEARS OF AGE)



PHYSICAL

1. I can play or be active for longer durations.
2. I am becoming stronger by using my own body weight, especially my upper body and legs, to improve my power, speed and change of direction.
3. I have started developing my core strength using my body weight -- if my technique is excellent and I am supervised by an adult, I will sometimes use a medicine or stability ball.
4. My body awareness is growing, and I know how to gain more flexibility by using different exercises through a wide range of motion.
5. I am starting to push myself and work as hard as possible for short periods.

PSYCHOLOGICAL

1. I support my teammates and like being supported by them as well.
2. I can describe how my athletic skills have improved and how my persistence helps me get better.
3. I have started to describe a setback or a struggle as a learning opportunity to improve.
4. I am starting to set my own short-term personal goals with guidance.
5. I am using "Think Aloud" to help me describe how I feel to others when I am nervous or not sure how to change a skill.
6. "Think Aloud" helps me describe what I am seeing, doing and what I can change.
7. I am learning what distracts me and how to regain focus and beginning to develop visualization habits.

TECHNICAL/TACTICAL/STRATEGIC

1. I can frequently demonstrate good dynamic skating techniques.
2. I can always demonstrate the power position.
3. I am demonstrating a variety of shooting techniques more often and making good choices about when, where and what shot to use.
4. I can show a quick change of direction with proper technique.
5. I have started to learn how to create space and build offensive advantages.
6. I have started to learn advanced individual defensive tactics.
7. I have started to learn advanced offensive and defensive team tactics.
8. When it's my turn to play goalie, I use goalie equipment.

LIFE SKILLS

1. I can talk about my learning from other sports that I play with my parents, coaches and teammates.
2. I know the time and location of my training or games and arrive prepared to participate.
3. I can take on small leadership roles when asked.
4. I am developing coping skills for setbacks and disappointments.
5. I am able to describe how my actions have impact on myself and others.
6. I am better at communicating and expressing myself to my coaches and teammates.
7. I am most often choosing healthy snacks before and after training and games.
8. I can talk about “fair play” and bullying.
9. I am getting better at putting my equipment on by myself.

ETHICAL LITERACY

KEEP IT FUN: We always have fun when we have inter-squad or inter-club games or drills.

GO FOR IT: Even when I lose, I am happy with the effort I put in the game.

PLAY FAIR: On my team, everyone gets to participate. Opportunities to compete are earned through effort and commitment, not just ability.

RESPECT OTHERS: My teammates and I take part in fun team-building exercises.

STAY HEALTHY: I’m learning to fuel my body with healthy foods I can choose myself.

INCLUDE EVERYONE: Being friendly, respectful and kind with teammates, parents, coaches, officials, and opponents is important.

GIVE BACK: My coach asks each player on the team to think about our preferred True Sport Principle and share our choice and rationale with our teammates.

2.3.4. Train to Train

I AM ON THE TEAM:

TRAIN TO TRAIN (11 TO 15 YEARS OF AGE)



PHYSICAL

1. I am developing my stamina and strength through high intensity interval training.
2. I am recording, monitoring and assessing my strength training progress through my own record keeping.
3. My speed is being developed with activities that require multi-directional speed on- and off the ice.
4. I am maintaining a strong and functional range of motion.
5. I am using plyometrics and resistance training with excellent technique to improve my athletic ability and ringette performance.

PSYCHOLOGICAL

1. My team gives me a strong sense of belonging.
2. I am building my individual and team goal setting skills by using the SMART (Specific, Measurable, Attainable, Realistic, Time-sensitive) framework.
3. I can describe my errors and learn new ways to increase my success.
4. I communicate effectively with my teammates and am better able to recognize and regulate my emotions.
5. Setbacks are common, and I am developing some reliable skills to respond and cope.
6. I can focus on the necessary cues during a practice and game for longer periods of time.
7. I am learning to read the movement patterns of the game and this is helping me make good choices when practicing and competing

TECHNICAL/TACTICAL/STRATEGIC

1. I can often demonstrate appropriate transitions between forward and backward stride, start and stop (2-foot & parallel) for my level of play.
2. I can consistently utilize the passing lanes, quiet zones, and the shot clock to my team's advantage.
3. I take short shifts, changing when safe and effective.
4. I can transition from offense to defense and defense to offense.
5. I can control the ring and maintain possession from free passes and during game play to create opportunities.
6. I can frequently execute advanced individual and team offensive tactics.
7. I understand the responsibilities of offensive and defensive roles.
8. I have decided that I want to specialize in the goalie position.

LIFE SKILLS

1. Most times, I can motivate myself to practice and compete to the best of my ability.
2. I can listen to another person's side of a conflict, often understand the needs of my teammates and take the necessary actions to support myself and the team.
3. I can identify my setbacks and suggest ways to learn from them.
4. I am developing supportive relationships with my teammates and have a positive adult role model.
5. I am learning that rules of the game, fair play, diversity and acceptance are important to sport.
6. I can support younger players with their athletic development.
7. I make wise choices about healthy foods and sleep to help my training, recovery and performance.
8. I can track my menstrual cycle.
9. I am responsible with my use of social media.
10. I can balance the goals of a "student-athlete".

ETHICAL LITERACY

KEEP IT FUN: Ringette is still fun for me. I want to keep playing!

GO FOR IT: I give my best at all times because it's honours the game and my team.

PLAY FAIR: I choose to make ethical choices (e.g., no bending the rules, no drug use, no cheap shots).

RESPECT OTHERS: I strive for good team chemistry and a positive interaction between everyone involved in the game (coaches, parents, officials).

STAY HEALTHY: I find that sport can be a stress reducer for me.

INCLUDE EVERYONE: My teammates and I take part in team-building activities to help us and our families get to know one another and build our ringette community.

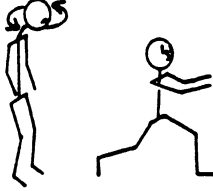
GIVE BACK: My teammates and I use the True Sport Principles to find ways to give back to our.

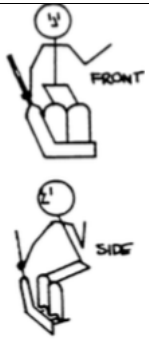
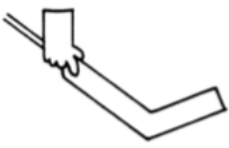
Module 3: Teaching Ringette Skills

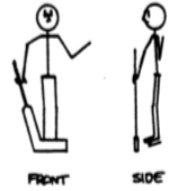
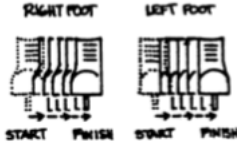
RINGETTE DEVELOPMENT MODEL (EXCERPTS)

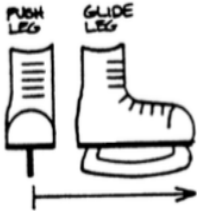
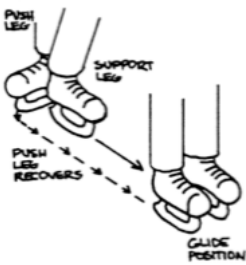
3.1 Goalkeeping Skills

Goalkeeping Skills

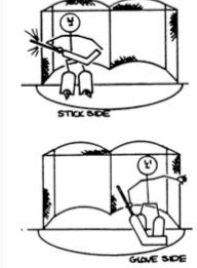
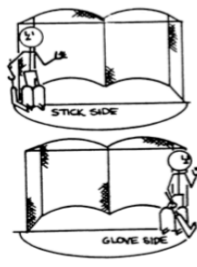
Skill	Illustration	Concepts and Hints	Practice Drills
Warm Ups Off Ice (without skates)		• There are three stages to an effective warm up: easy active movement, static stretching, and sport specific skills. • Work from small muscle groups to the large muscle groups. • Stretch muscles, then exercise more rigorously to increase blood flow to the muscles and to assist in being mentally prepared.	Do the following drills: • stretch from toes to groin • stretch from head to abdominal area and back muscles • move into rapid movement exercises.
On Ice		• Wear full equipment. • Perform all skating drills with the rest of the team (warm up should be coordinated so that all players do the same exercises on both sides of the body, working from small to large muscle groups).	Do the following drills: • stretch from toes to groin • stretch from head to back • balance exercises • rapid skating exercises
Stationary (done by goalkeeper)		• Concentrate on exercises specific to the goalkeeper. • Use rapid movement exercises. • Do a shooting warm up. Note: A proper shooting warm-up starts with shots at the goalkeeper and progress to shots to the top then lower corners of the net.	Do the following drills: • groin stretches • standing: spread feet as far apart as possible and try to put head on ice in front of body while weight is on feet – keep knees slightly bent • on knees: not sitting back on skates, stretch legs out to sides and bring head to the knee. Alternate sides • stretch neck from side to side • arm and shoulder circles • arms straight above the head, then bring them down and touch toes • with the stick across shoulders, stretch from side to side • on knees, with the stick in front on ice and catching hand in air, kick the feet out, side to side • fall on knees, then get back to the feet in proper stance. Repeat

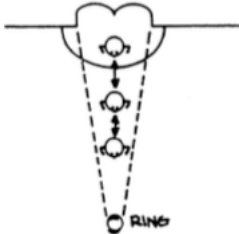
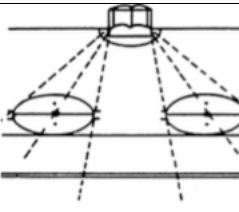
			shots to improve mental readiness and reaction time.
Basic Stance or Ready Position		- Feet are shoulder width apart. - Goal pads are together with no space in between. - Knees are slightly bent, and back is relatively straight. - Weight should be over the balls of the feet. - Catching hand is out to the side with palm facing forward. - The head is up watching the play. - This is the best stance to teach a goalkeeper. - Demonstrate first without the stick to give the best view of feet and goal pads.	- Feet are shoulder width apart. - Goal pads are together with no space in between. - Knees are slightly bent, and back is relatively straight. - Weight should be over the balls of the feet. - Catching hand is out to the side with palm facing forward. - The head is up watching the play. - This is the best stance to teach a goalkeeper. Demonstrate first without the stick to give the best view of feet and goal pads.
Stick Grip		- Grip the stick at the top of the shank with the index finger pointing down the shank for better stick control. - Place the bottom of the stick blade flat on the ice about 4-6 inches from the toes of the skates. - Demonstrate how to hold the goal stick without the glove, then show where to place the stick. - The stick should have the proper lie.	Start in the basic stance. Skate about 10 feet, then dive to the ice while letting the stick go. Retrieve the stick and return to proper stance as quickly as possible with proper grip on stick, held flat on the ice. Repeat the drill. Make sure you tell the goalkeeper that the stick should not be released in a game situation.
Styles			
Crouch		- Same position as basic stance except that hips and knees are bent much more. - Good position for low shots and screen shot situations. - Tends to leave the upper corners more vulnerable.	Set up screen shot situations and use low corner shots.

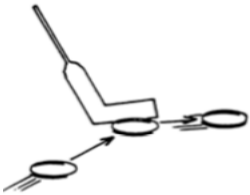
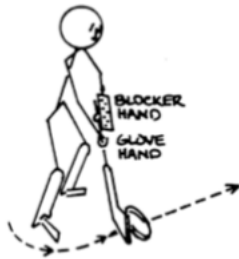
Inverted "V"		• The position is the same as the crouch stance, except the knees are held together and the feet are placed slightly wider than shoulder width. • Feet and ankles are angled inwards. • This is a good stance for a goalkeeper who uses the butterfly drop frequently. • Some goalkeepers may show preference to this stance over the crouch if they tend to bring their knees together. • Knees and hips are bent more.	• These are the same as those for the "crouch".
Stand-Up		• This position is used infrequently due to its vulnerability for low shots. • Legs are kept tight together. • Knees and back are quite straight. • Stick hand is held high on the shaft of the stick. • Goal stick should be chosen with a very high lie number. • Glove hand is held comfortably to the side.	• Do not force goalkeeper to use this or any particular style. • Expose all choices and allow their personal preference to determine which style they use. • High shots to corners will best test this style.
Lateral Movement			
Shuffle		• This is always performed using the proper stance. • Weight starts over pushing foot; then the lead foot slides across in the direction of travel while remaining pointed at the ring. • The weight is transferred to the lead foot. • Trailing foot recovers so that the goalkeeper maintains proper stance. • Slide should not be greater than 12-14 inches. • Repeat this motion. • Demonstrate this motion without stick to give the learner a view of feet. Then demonstrate the move while holding the stick. • Demonstrate with the back facing the learning goalkeeper for another view of the skill. • This is a good lateral mobility skill since the goalkeeper remains in the proper stance and faces	• This should always be performed in both directions. • Work from 1 push to 5 pushes, alternating directions. • Using the width of ice surface, skate from one board to the other and return to the point of origin, always facing the same end of the rink. • For variation, a person could stand in front of the goalkeeper and point left or right; the goalkeeper shuffles left or right. • This drill can be done with two goalkeepers working in pairs. Speed up the pace as the drill continues.

		play to adjust to the shooting angle.	
"T" Push and Glide		• This is used when quick lateral movement is required. • It is always performed starting from the basic stance. • The weight starts over the pushing foot, which is the foot that forms the top of the "T". • The opposite foot points in direction of travel to form the stem of the "T". • The back-foot pushes and the opposite foot glides. After the push, the back-foot recovers behind the gliding foot, low to the ice. • The goal pad of the pushing leg always faces the play. • Body is always square to the ring. • Demonstrate, first without stick, then with stick. Demonstrate from the front and back. • This is good lateral mobility skill as the goalkeeper remains balanced in a ready position. • It is a good skill for fast post to post movement. • Execute the skill both to the left and the right.	• Push from one side of the ice to the other while always facing the same end of the rink. • Work in pairs or watch a person indicate the desired direction, pushing left or right and speeding up the pace. • Move from post to post while watching ring being passed behind the net.
Forward and Backward Movement			
Push and Glide		Forward • This is always done from the basic stance • This is similar to the "T" start and glide in forward skating. • Recover the pushing foot to the proper stance position. • Repeat the motion with the opposite foot. Backward • This is similar to the backward start in backward skating. • Backward start then glide with weight balanced over the skates. • Demonstrate first without stick, then with stick with a	• Partners face each other, one going backward and the other forward, changing direction in the space of 15- 20 feet. • This drill uses both forward and backward skating skills.

		view from the front and back. • Combined, this can be an aggressive, challenging motion and a fast, efficient movement to get back into the net. • The goalkeeper is always in a balanced ready position.	
Telescoping		Forward • Start by using the basic stance. • Point the toes outward and push the heels apart slightly more than shoulder width. Continue to glide forward. • When slowing or stopping is desired, toes are pointed inward, feet come together into proper stance. • Repeat this motion. Backward • To go backward, repeat the steps in reverse order. Toes initially point inward, and balls of feet are used to push off. • When slowing or stopping, toes are pointed outward. • This is more difficult than the push and glide technique, as strong groin muscles are required. • The goalkeeper must do both the pushing outward and pulling inward motion or else they will lose balance. • Legs must not be pushed too far apart to retain balance and minimal space between the pads. • The motion of "bobbing" (straightening and bending at knees) must be avoided.	• Move back and forth from goal line to edge of crease either on own or at the direction of the coach/instructor or partner. • Use a combination of lateral, forward, and backward skating movements to follow partner. • Obstacle courses can be constructed and followed using these movements. Always use the proper stance. • Follow the skater with a ring.

Throwing Ring		• Held in the glove hand, the ring should be parallel to the ice (like holding a frisbee). • The ring is brought back across the chest and the arm swings forward and points toward target. The ring is thrown like a frisbee. • The goalkeeper may transfer the weight from the back foot to the front foot and step into the throw for more power. • The goalkeeper keeps eye on target and throws the ring to the designated area. • Note: The goalkeeper cannot legally throw the ring over the blue line.	• Throw the ring to moving and stationary targets.
Positioning			
Finding the Posts		Stick Side • Use the proper stance. The stick needs to be lifted off the ice and is turned to a more horizontal position in front of the body. The goalkeeper reaches back and taps the post with the butt end of the stick. • The stick is brought back onto ice to the proper position. • The goalkeeper does not take the stick off the ice if play is close by. Glove Hand • Reach back with the hand and tap the post. • The glove hand returns, held out to the normal position. • The goalkeeper must always find the post after moving around in the crease.	• Follow the player with the ring especially going into the corners and behind the net. • Shots from all over the ice, checking posts before every shot or returning to the opposite post between shots. • Set up a skating course where goalkeeper must back into the net and find posts.
Hugging the Posts		Stick Side • Use the proper stance with the skate on the inside of the post and the body tight against the post, facing the front of the net. • The stick, with blade placed flat on the ice, is held erect and perpendicular to the ring. The glove is also held out facing the ring to intercept a pass.	• Follow the player with the ring in corners and behind net, finding, then hugging the posts.

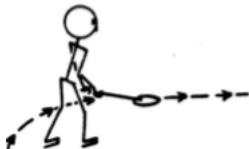
		- The goalkeeper does not take the stick off the ice or eyes off the ring. Glove Side - Use the proper stance with the skate on inside of post and body tight against post facing front of net. - The hand is held out facing the ring and the stick is brought across the body facing the ring with the blade flat on the ice to intercept pass.	
Playing the Angles		- The goalkeeper adjusts to the play by moving out of the net when the play is farther away and back into the net as play moves in closer. - The goalkeeper should always be in the center of the net by covering the middle post of the net. - The goalkeeper should try to remain in the centre of an imaginary triangle formed by the ring and two goal posts.	- It should become a habit for the goalkeeper to tap the posts with stick and hand frequently, so that the goalkeeper always knows where net is. - Follow a player as they move between blue line and net and establish a course. Skills used should include telescoping and finding and hugging posts, with or without shots on net. - Use a rope tied to each post, drawn together at the ring to demonstrate how to determine angles.
Geography		- A goalkeeper must learn to be aware of their position from visual cues. - Practise movements in the crease and memorize crease lines and other visual signals. - The goalkeeper should pick out landmarks in the rink, i.e. beam overhead that goes down the middle of the ice, blue line on the boards, middle of the free pass circles, etc. - By doing those things the goalkeeper will have a good idea of position merely by looking forward.	- Have goalkeeper move with the play and stop occasionally to assess their position. - Move the ring around and have the goalkeeper judge position without a stick or looking backward.
Stickwork			
Cushioning the Shot		- Use the proper stance, with the bottom of the stick blade flat on ice, 4" to 6" in front of the skates. - If the shot is on the stick, move the stick back toward the skates (i.e. cushion the shot) and the ring will not be deflected.	- Practise cushioning shots on ice directed toward the stick. - The goalkeeper follows a player who shoots on the net. - The goalkeepers, in pairs, practise cushioning and clearing the ring to a partner.

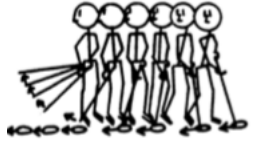
Deflecting Shots		• Use the proper stance with the stick always on the ice. • Make sure players keep their eye on the ring. • As the shot is received, the stick is turned, and the ring is deflected towards the corner. • Movements must be well coordinated. • Return immediately to the proper stance. • Deflecting the ring is a second choice. The goalkeeper should try to cushion the shot to gain control of the ring in the crease. • If control cannot be attained, the goalkeeper is advised to deflect it to either corner.	• Take low shots about two feet to either side of the goalkeeper.
Forehand and Backhand Passes		Forehand • The blocker hand slides up to the butt end of the stick, and the glove hand holds stick at the top of the shank. • Weight is put on the stick, and the pass is made with a sweeping action across the front of the body. • The head faces the target and the follow through action completes the pass with the stick pointing at the target. Backhand • This is executed in the same manner as the forehand pass, except it is a backhand motion across the body. • The pass should not be attempted with "slap shot" action. • Transfer the weight from the back foot to the front passing foot. Step into the pass for more power.	• Pass a ring to a target. Move the target farther away to increase distance and accuracy as the drill continues. • Stop and take possession of the shot then pass the ring to a player using the stick. • Use both stationary and moving targets.

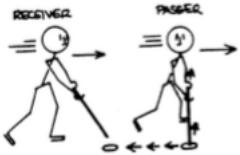
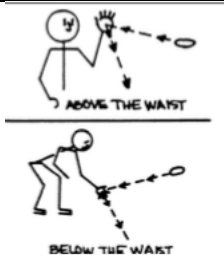
One Knee Drop or Skate Save (Deflection)		• Start by using the proper stance, turning the skate as in the "T"-push, with the toe pointing towards to the corner. • Lean in the direction of the save and extend the lead leg, keeping the stick flat on the ice in front of the of the body to protect the space between the legs. • The pushing leg drops down to the ice while the lead skate extends in a semicircular motion keeping the blade of the skate on the ice at all times. • To recover, the lead foot is brought back, and the pushing leg is brought back into the proper stance. • The goalkeeper must keep their eye on the ring and coordinate the skate motion with the motion of the ring. • The goalkeeper should not drop down and then kick the leg out. Rather, the blade of the skate must remain on the ice at all times. This requires the leg to be extended as the goalkeeper is dropping down. • This move is for low shots, as the goalkeeper should remain standing on high shots.	• Controlled shots on the ice are directed to both bottom corners of the net. • Follow the player with the ring who takes shots on the ice.
Butterfly Drop		• Using the proper stance, the knees come together, and the feet slide out to the sides while dropping to the knees. • Pads lie flush on the ice angled toward the corners, with the stick flat on the ice covering the space between the pads. • The upper body remains upright, with the handheld out to the side. • Recovery is made by bringing one leg under the body, standing, and assuming proper stance. • This move is good for screen shots as the goalkeeper is low to see through, or around, the screen.	• Shots are taken with a screening player in front of the goalkeeper. • Follow a player who has the ring and takes low shots. • Other drills include: up and down in the butterfly position to practice speed, endurance, keeping the stick on ice, recovery, etc. (do not repeat too often as this is a very tiring drill)

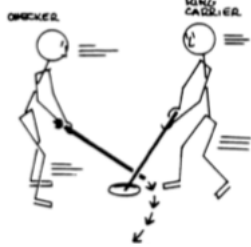
3.2 Ring Skills

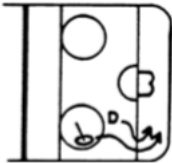
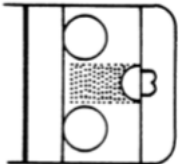
Ring Skills

Skill	Illustration	Concepts and Hints	Practice Drills
Grip		• Use the grip as described in the basic stance. • Place the upper hand as close to the knob as possible with the lower hand 13 -15 inches ("length of fore-arm") down the stick. • Apply more pressure when carrying the ring. • The thickness and length of the shaft are important and should vary with strength, size, and height of the player. • The grip may vary slightly with each skill.	• Drop the stick, quickly pick it up, regain proper stance, then check the player's grip.
Ring Handling		• Perform these skills while skating. • Keep the head up - don't look down. • Sufficient downward pressure on the stick will prevent ring from being lost. • The closer the ring is to the body, the less vulnerable it will be. • Keep the body between the ring and any checker. • Try to do all skating drills with a ring. • Carrying the ring with one hand is more difficult to maintain adequate control.	• Circles (figure 8's). • Set up pylon course or another weave drill.
Passing		• Perform all passing drills to a player or an object. • Keep eyes on the target, not the ring. • Pass the ring to the stick side, follow through, and keep the stick down. • When passing to a moving player, assess the skater's speed. Make the passes firm.	Pass the ring to a teammate while: • stationary • both mobile • one skating towards the other • one skating away from the other • both skating toward or away from one another

Forehand Sweep Pass		• Be stationary when introducing a skill, demonstrate in motion after the basic concept is learned. • Stand sideways to the target on the forehand side. • Use the proper grip and stance. • The weight begins on the back foot. Keep the knees well bent. • Draw the ring back well behind the back foot. • Bring the ring forward in a straight line with weight transferring to front foot. • Release the ring at the front foot with follow through low and aimed at the target. • When learning, try passing to a partner along a line (e.g. blue line, red line, etc.) to determine accuracy.	• Once the stationary pass is mastered, introduce motion by having players “step into” pass with a “T” start and glide towards target.
Backhand Sweep Pass		• Demonstrate stationary when introducing skill - in motion after basic concept is learned. • Stand sideways to target on backhand side. • Use the proper grip and stance. • The arms make a sweeping action with the bottom arm remaining relatively straight throughout the pass. • The weight begins on the back foot with the knee well bent. • The ring is brought forward in a straight line toward the intended target with the weight transferring to the front foot. • Release the ring at the front foot with follow through low - aimed at target. Note: This skill requires strong fore- arms and may be difficult for younger players.	• Once the stationary pass is mastered, introduce motion.
Lead Pass		• Pass ahead of the intended receiver using forehand or backhand techniques. • Assess their speed and point of pass intersection. • The idea is to enable skater (receiver) to keep up momentum and make an easy reception.	Drills include: • Precise passing drill • 2-line pass drill • 3-line weave

Drop Pass		- While continuing to skate forward, the passer stops the forward movement of the ring by moving the stick backward. - The passer lifts their stick out of the ring and continues skating, leaving the ring behind. - Keep the ring between body and teammate.	- Partner drill in pairs behind one another. - Combine with board pass.
Use of Boards		- Bounce the pass off the boards to pass around the opponent. - Assess the angle (deflection and reflection) and the required force.	Deflect a pass off boards, pick up the rebound and repeat.
Directing a Pass using the Skate		Redirect the pass to another player or to an area where the ring can be retrieved safely.	Play soccer on the ice - a tennis ball may be used.
Receiving a Pass		- Practice picking up the ring from the forehand and backhand side, behind the body and off the boards. - Give the passer a target and/or motion to the intended direction (usually open ice). - Keep the stick close to the ice.	
Stabbing the Ring		- Keep the body in front of the ring. "Sight" the ring with the stick like a gun, follow the ring closely, then stab it with the end of the stick.	Perform stationary passing and receiving with partner, followed by players moving forward to pass and backward to receive.
Off of the Boards		- Anticipate the angle of rebound. - Keep the eyes on the ring. - Watch for "funny" bounces which occasionally occur.	Receive a pass from a partner off the boards past a pylon.
Use of the Hand		- Knock down high passes. - Direct the ring towards the stick. - Try to get the ring to land flat on the ice. - For passes above the waist, keep the palms facing forward and the fingers pointed up. - For passes below the waist, keep the palms facing forward and the fingers pointing down.	- Stationary passing. - Throw or pass the ring high to a partner so they may redirect it with their hand. - Partners alternate receiving flip passes between each other.

Use of the Skate		• "Cushion" to prevent the ring from rebounding out too far. • Place feet in "V" formation. • Keep the stick ready while watching for the ring. • Deflect the ring towards stick.	• While doing passing and receiving drills be sure to back up the pass with the skates.
Checking		• Checker must be close to player being checked. • Check only the lower portion (bottom 1/3) of stick from underneath. • Do not reach out. • Be in stride with player being checked. • Only make clean attempts to check. • This requires good skating ability.	Use the following situations: • one on one • two on one • keep away.
Side Stick Check		• Aim for the ring (preferably) or use short rapid upwards hitting motion on the underside of opponent's stick. • Keep control of the stick. • Quick recovery enables many opportunities toward gaining possession of ring.	• Practice stationary checking before checking with movement.
Sweep Check		• Skate backwards as the opponent approaches. • Look at the ring carrier's stick to determine from which side to sweep. • If sweeping from the forehand, weight starts on foot on the side where the stick originates and is transferred to other foot. • Hang on to the stick firmly and try to keep two hands on the stick when possible. • If sweeping from the backhand side, keep both hands on the stick (held relatively close together). • The sweeping action must be forceful and aimed at the ring with contact being made at the lower part (bottom 1/3) of ring carrier's stick.	• One on one.

Double Teaming		- Two attackers move in together. - Limit the ice, (i.e. steer the ring carrier towards partner or boards). - The partner follows and cuts off the opponent. - When the ring carrier is covered, both players check.	Practice a two on one in the corners.
Checking in Corners		- Steer the ring carrier in the direction desired. - Stay between the ring carrier and the net when on defense - Remember don't over commit yourself. Good position is very important on defence.	Use the following situations: - one on one - two on one.
Shooting		- Develop shooting techniques for the sweep, flip, and wrist shots both forehand and backhand. - All shots are important. - Teach good percentage shooting (i.e. being in good position to shoot). - Retrieve the ring by picking up rebounds.	
Forward Sweep	See Forehand Sweep Pass	- This is a similar concept to the forehand sweep pass but uses maximum force. - Follow through by pointing the stick at the intended target. - REMEMBER to keep the stick down and under control.	A variety of drills is only limited to a coach's imagination.
Backhand Sweep	See Backhand Sweep Pass	- This is similar to the backhand sweep pass. - Use maximum force.	See above
Forehand Flip	See Forehand Flip Pass	- This is the same idea as the forehand flip pass. - Use a quicker, more powerful release.	Shoot against the boards or net.
Backhand Flip	See Backhand Flip Pass	- This is the same as the backhand flip pass. - It is good when close to net and the goalkeeper is down. - It is normally used with a deke.	- Set up targets. - Have contest for most hits.
Forehand Wrist	See Forehand Sweep Pass	This is a similar concept to the forehand sweep pass with a twist of the wrist upwards while releasing the ring.	- Use boards. - Include movement and a goal with specific targets.

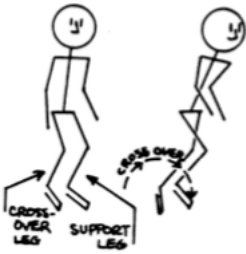
		Concentrate on the weight transfer and variety of shots i.e. left, right, high, low. Note: Younger players may not have the strength, but concepts may still be taught at an early age.	
Backhand Wrist	See Backhand Sweep Pass	This is the same as backhand sweep pass with an upwards flick of the wrist just prior to release.	See above
Dekes		- They are an important part of game. - They can be taught once players have developed reasonable skating and ring skills. - Stress "protecting the ring" (keep body between ring and opponent). - Keep the head up. - Do not telegraph shots or passes.	Use pylon drills to practise dekes.
Body and Head Fakes		- Move the head one way while intending to move the body the other way. - Body fakes require head, shoulder, and upper body involvement.	Use pylon drills
Fake Pass Fake Shot		Complete all motions of pass/shot except for the release.	A variety of drills is only limited to a coach's imagination.

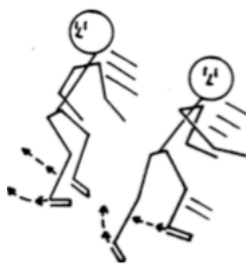
3.3 Skating Skills

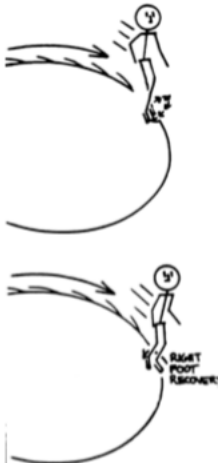
Skating Skills

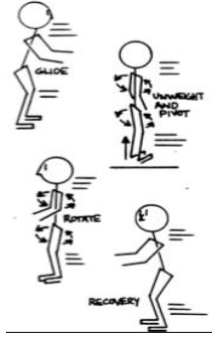
Skill	Illustration	Concepts and Hints	Practice Drills
Basic Stance or "Ready Position"		This is the position that allows the player to move quickly in any direction. - Keep the knees bent and feet shoulder width apart. - Keep the chin up and back straight. - Place the stick in front of the body and hold it with two hands, keeping the bottom hand extended 10-15" down the shaft (forearm's length). - Move weight over balls of feet.	- Close eyes, visualize body position. - Experiment with stability provided in improper stances i.e. knees straight, feet close together, back bent well forward.

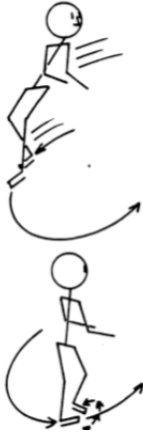
"T" – Start		• The "T"-start is easy to learn. • Start in the ready position. • Turn one skate at a right angle (90°) to the other which will remain pointing in the intended direction of travel. • Keep the knees well bent with body weight mainly over the back skate. • Push with back skate and transfer weight from pushing leg to gliding leg. • Use the hip, knee and ankle for thrust. • Keep gliding with the leg slightly bent. • Keep the body weight over the gliding foot. • Use each leg alternately as a pushing leg and use full extension for maximum effect.	• Push with one "T"-push and see who can go the furthest. • Alternate the pushing leg. • Push down the ice on one foot then the other ("Scootering").
Snowplow Stop		• Stop by pointing the toes and knees towards each other. • Keep the knees slightly bent. • Put pressure on the inside edge of the blades. • Distribute the weight evenly on both skates. • Keep the centre of gravity slightly behind the skates by keeping the knees bent and by leaning "away" from the stop.	• Have players face the boards. • While holding onto boards, bring the toes together in the snowplow position (i.e. bend knees and waist as in stopping). This allows players to feel the proper position, where feet and weight should be.
Front ("V") Start		• Start in the basic stance, facing the intended direction of motion. • Turn the toes of the skates out (i.e. a wide "V" - 180°). • Begin leaning forward. As they begin to fall off balance, they should take 3 or 4 short choppy steps followed by longer and longer strides.	• Don't use the stick. • Face the boards, approx. 15" from boards. • Use the commands: ○ upper body close to 45° angle to ice surface ○ weight of body over driving leg at the beginning of each new stride ○ "Basic stance" ○ "Toes Out" ○ "Lean" • Players catch themselves on boards.

Forward Striding		• Striding is the act of skating and is the continuance of the starting motion with a gradually longer and longer stride for effective skating. • The key elements are: ○ knee of gliding leg well flexed ○ upper body close to 45° angle to ice surface ○ weight of body over driving leg at the beginning of each new stride ○ shoulders perpendicular to direction of travel ○ thrust of blade to side and slightly back with recovery close to ice ○ skate returns directly under body after recovery ○ power derived from full extension of hip, knee, and ankle and pushing off toe at completion of thrust ○ use arm (shoulder) swings for balance ○ head up and knees bent, back straight.	• Use the front start (i.e. short choppy steps) gradually increasing the length of the stride from short to long, starting at the end of the ice surface. • Reach maximum extension or full stride before the first blue line and continue to the end of the ice surface. • Observe the key elements (e.g. skating too upright, too bent over, or lack of leg extension). • Return using sides of ice along the boards and repeat.
Parallel Stop		• Skate forward at half speed. • Glide with the feet shoulder width apart. • Turn the head in the direction of the stop. Shoulders (upper body), hips, then knees turn in order. The feet will automatically follow. • If ice tracings can be seen, there should be two parallel lines approx. 4-6" apart and about 2 inches wide.	• Practice the "T" and front starts to initiate glide. • Attempt a parallel stop at each blue line. • Increase the speed of the stop as confidence and ability increases. • Keep knees bent for good stability. • Attempt both left and right side stop.
Crossover Start		• Start in the basic stance facing at right angles to the intended direction of travel. • Keep the knees well bent. • Lift the back leg over the front foot in the direction of the start and put on ice 4-6" beside front foot. • The original front foot is brought forward to make a large "T" with back foot. • Push and take 3 or 4 quick choppy strides followed by longer and longer strides.	• This should be practised from both sides. • Practice between free play line and the blue line. • Excellent start, should be used for endurance drills.

Backward ("C") Start		• Start in the basic stance facing the boards, knees bent more than usual. • The toe of the starting foot is placed at a right angle to the toe of the gliding foot. • The weight is over the starting foot. • Make a fully extended "C" with the front half of the blade of the starting foot. Then recover the starting foot back under the body. • Alternate, using the other foot. • Make the first 3 or 4 pushes very forceful.	• Use the length of the ice - start from a stopped position. • Stop and repeat the process after reasonable backward acceleration.
Backward Striding		• The basic principle is the coordination of alternating backward "C"s". • Use the full leg extension i.e. hip, knee ankle. • At the middle of the "C", the leg should be completely extended. • Keep the knees well bent and the weight slightly forward. • To maintain control and prevent "bum wiggling", feet must return to the mid-line of the body before the next stride. • Arms pump alternately with each stride. • For safety, take periodic glances over shoulders in the direction of travel.	• Perform skill through middle of ice with players returning forwards along the side boards.
Backward ("V") Stop		• Assume the ready position while gliding backwards. • The stop is made by turning the toes outward while leaning "away" from the stop and pushing gently into the ice. • Keep the knees bent. • Lean slightly forward, keeping body straight. • Make sure pressure is applied equally to both feet	• Begin by having players push off the boards backwards and stop. • Practice backward starts then glide backwards before attempting a backward stop.

Forward Crossover Turns		• The knees must be well bent. • Head and shoulders should face the centre of the turn stressing upper body control. • Action consist of two thrusts: i) INSIDE edge - the outside foot pushes outward and then is "stepped" across in front of inside leg. Weight transfers onto this leg when it is placed on the ice. ii) OUTSIDE edge - The inside foot pushes outward behind the opposite skate as it is being placed on the ice. Recover this foot to the starting position. • Keep the head and shoulders well turned inward as this directs the player's weight into the crossover. • The more the knees are bent, the harder the push can be i.e. full extension can be applied.	• Use the circles as a guide to practice on, alternating directions. • Use leg power in executing crossovers. • The ultimate objective is to be able to do equally well in both a clockwise and counter-clockwise direction. • Acceleration should be evident when using crossovers.
Backward Crossover Turns		• Execute these in a manner similar to forward crossovers. • While skating backward, turn head and shoulder slightly in the intended turning direction. • Push off with the skate opposite to the turning direction (outside skate) while leaning slightly into the turn. • Lift the outside skate over, and in front of, and place it back on the ice beside the inside skate. • Transfer body weight while recovering the inside skate back to the starting position. • Knees and hips are bent, keeping body weight slightly behind and towards the inside of the turn.	• Backward skating must be done equally well in either direction. • Use circles with easy skating first. • Do skating with one foot while gliding with other. • Skate with both feet before doing backward crossovers. • Practice using all five circles, skating 1 and 1/2 times around each circle. • Alternate directions around each circle.

One Foot Mohawk Pivot – Backward to Forward		• Skate backward at half speed. • Glide in the ready position. • The turning sequence is head, shoulders, hips, right foot, left foot. • When turning, right foot lifts up and turns to have heel touching the other heel. • Have players balance while coasting on one foot in order to learn control. • Step down on right foot, turn left foot to be parallel and in the same direction as right foot. • For safety, be sure to glance occasionally over the shoulder in the direction of travel.	• Use full ice, turning at each blue line i.e. skate forwards between blue lines. • Allow players to change direction while maintaining speed. • Good skaters can pivot in either direction. • If necessary, use boards for support to learn these progressions.
One Foot Mohawk Pivot – Forward to Backward		• Skate forward at half speed. • Glide in the ready position. • The turning sequence - head, shoulders, hips, right foot, left foot. • When turning, the right foot lifts up and turns to have one heel touch the heel. • Have players balance while coasting on one foot in order to learn control. • Step down on right foot, turn left foot to be parallel and in the same direction as right foot. • For safety, be sure to glance occasionally over the shoulder after turning.	• Use full ice, turning at each blue line i.e. skate backwards between blue lines. • Allow players to change direction while maintaining speed. • Good skaters can pivot in either direction. • If necessary, use boards for support to learn these progressions.
Two Foot Pivot Front to Back or Back to Front		• Keep feet parallel and close together. • Slightly extend knees to "unweight" skates from a balanced "ready position". • As turn is executed, bring arms close to body as shoulders and trunk rotate. • Keep weight evenly distributed on both skates. • Follow through with glide once turn completed, keeping skates parallel.	• Use full ice, turning at each blue line. • Also do turns around face off dots. At each dot, change from forward to backward and then forward. Repeat the process skating backwards, or alternate. • Attempt 360° turns at each blue line and execute turns in each direction.

Sharp Turns		• The objective is to change direction using the smallest radius possible while maintaining top speed. • Skating proficiency must be high to execute this properly. • Skate forward toward and then glide in the ready position. • Bring the inside foot forward. • Keep the knees well flexed. • When beginning the turn, rotate the head and shoulders inward, keeping body weight between the middle and the back of the blades - hips must turn inward. • On exiting the turn, knees begin to extend, and the player will have to make 2 or 3 crossovers then stride normally. Note: Stress importance of crossovers at the end of the turn.	• This is a difficult move, but one of the most useful. • Have players attempt a sharp turn around a pylon. • Practice turns in each direction. • Pair players off and have each critique the other.
One-foot Stopping		• Elite skating skill not widely used or recommended. • Use of one blade for stopping reduces balance and increases stopping time and distance. • Backward one-foot stop is executed in the same position as a "T" start using the back foot, inside edge for stopping. • One foot inside edge stop is executed as parallel stop with trailing foot kept off of the ice. • One foot outside edge stop is executed as parallel stop with leading foot kept off of the ice.	



Ringette-Specific Games (7)

These games help to develop and reinforce skills related to the sport of ringette.

OVERVIEW

DEVELOPMENT FOCUS

Sport Specific Skills
Ringette: Drop Pass, Lead Passing/Receiving, Motion Passing/Receiving, Passing, Receiving, Ringhandling, Shooting, Stationary Passing/Receiving, Stick Check, Sweep Check

SPORT(S)

Ringette

EQUIPMENT

Balls, Ringette Rings, Ringette Stick

RINGETTE CANADA SAFETY GUIDELINES

Good safety practices can reduce the risks of preventable injuries. A safe physical and emotional learning environment is essential if students are to learn while participating in movement activities.

Physical Safety

1. Ensure all participants are wearing all required safety equipment.
2. Ensure proper fit of all safety equipment.
3. Ensure that playing area is clearly marked and free of obstructions.
4. Ensure that participants keep their sticks below knee height at all times.
5. Vigorously enforce no body contact rule.
6. Demonstrate proper use of equipment.
7. Teach, practice, and enforce a simple signal to stop all activity immediately in the event you identify a safety issue.
8. Check the condition of all equipment before each session. Make any repairs that are required, and replace equipment if required.
9. Mark out the game-play boundaries ahead of time by using tape, pylons or floor markings.

Emotional Safety

1. Deliver well-planned, developmentally appropriate, game-play experiences.
2. Provide a supportive learning environment for those students who learn more slowly than others.
3. Adjust rules, teams and activities to ensure that all students have success.
4. Adopt and promote the True Sport approach to playing.

SKILL LESSONS & ACTIVITIES

■ Power Pass (7.3)

Ringette Rings

- Divide the group in half.
- Each team is responsible for their zone, which is between the goal line and the red line.
- No one is able to cross the red line into the other end.
- Players on both teams should have one ring each: the objective of this game is to try and pass all the rings from one zone into the other team's zone.
- Players should spread out.
- The rings must remain on the ice at all times.
- The game begins and stops by sounding the whistle.
- If you wish to add more competition, explain to the teams that the group that has the least rings in their end when the whistle blows will be rewarded.

- This drill is to strengthen passing ability.

■ Diminishing Ring (7.4)

Ringette Rings

- The game is played in one zone.
- Everyone has a ring except two players who are "it".
- These two players must try and check the players who have the rings.
- When they retrieve a ring, they shoot it out of the zone.
- The player who loses the ring joins the players who are "it".
- The last player with a ring is the winner.

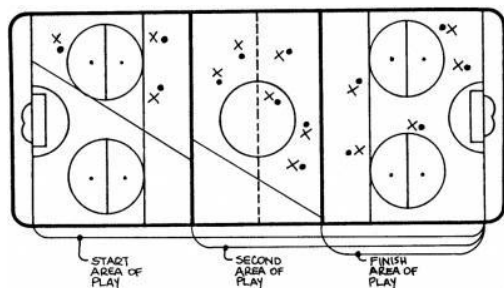
- This will improve ringhandling and checking ability.

Ringette-Specific Games (7)

These games help to develop and reinforce skills related to the sport of ringette.

■ Hit the Skate (7.5)

Ringette Rings



- This is a simple game, but involves all of the skating skills in the player's repertoire.
- All players have a ring and skate anywhere on the ice surface.
- Each player tries to hit another player's skate with their ring, while the other players are doing the same.
- Once you are hit on the skate you are "out" and step aside until the last person has been tagged.
- With some age groups, the area of play can be restricted to one zone to promote real heads-up play.
- One specific area may also be designated for those who are "out" so that they may be involved in another activity rather than standing still.

Purpose

- This drill will improve skating skills and passing and shooting accuracy.

■ Ring Soccer (7.6)

Ringette Rings, Ringette Stick

- Divide players into four teams.
- Games will be played on the width of the rink between the goal line and the blue line at both ends.
- Players have all their equipment except sticks.
- Four sticks can be used for goals in each end.
- Players can only use their skates to kick the ring around the playing surface.
- Goalkeepers (if any) cannot use a stick or lie on the ice.
- Remember, the rules say a player can only kick the ring with the side of their skate blade.

Purpose

- This is to improve starts, stops and agility.

■ Tennis Ball Catch and Dribble (7.9)

Balls

- Each player should have a tennis ball and as they skate around the arena throw the ball into the air and catch it.
- This is great for hand-eye co-ordination. Have the player bend over and move the ball along the ice with their hands.
- Then place the ball at their skates. Move the ball along the ice, gently kicking it with alternate skates.
- All of these drills help the players move about the ice and help with their co-ordination.

Purpose

- This drill will improve hand-eye co-ordination.

■ Hot Potato (7.29)

Ringette Rings

- Two teams are selected, and each team is given the same number of rings.
- The object of the game is to end up with the least number of rings on one's side by passing them to the opponents.
- Players must take rings passed to them before passing them on.
- The game is limited to a designated length of time.
- The coach should identify a type of pass which must be used by all players. •

Balance and crossovers will be practiced.

■ Stealing Bases (7.39)

Ringette Rings, Ringette Stick

Players are divided in groups of three and spread over the ice surface.

Two players have one ring between them and pass it back and forth.

The third player tries to steal as many bases as possible by skating between the first two.

If the base stealer is tagged with the ring while trying to 'steal a base', the base stealer is required to change places with the passer.

The objective is to steal as many bases as possible. •

Skating, passing, and receiving will be improved.

■ Ship Shape (7.41)

Ringette Rings

This is a game especially for young skaters.

Gather all the skaters in the centre circle and explain the calls.

Bow - one end of the ice (front of the boat)

Stern - the opposite end of the ice (back of the boat)

Port - the left side of the ice (facing the bow)

Starboard - the right side of the ice (facing the bow)

Man Overboard - lie down on the ice, then get up

Captain Aboard - salute to the captain (coach)

Swab the deck - moving the stick and ring around like it was a mop

Mutiny - chase the coach

For example, if the instructor yells "bow", all the students skate with their rings to the designated end of the ice and come back.

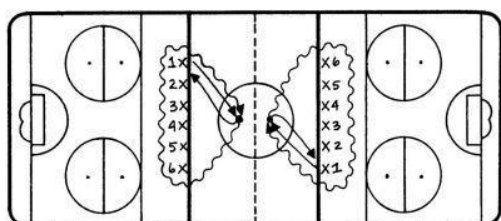
When all are back or nearly back, the teacher makes another call.

Continue to reinforce the skating skills, and vary the calls.

- Carrying the ring, stopping, starting, and changing directions will be practiced.

■ Ring Spud (7.42)

Ringette Rings



Divided players are into equal teams and numbered.

The teams line up on the blue line facing each other.

With two rings placed at centre ice, the coach calls a number.

The two players skate to the centre, take a ring, skate behind their line, and return to their original spot.

The first player one in position receives a point. •

Ring carrying and turning will be improved.

■ Ring Agility (7.43)

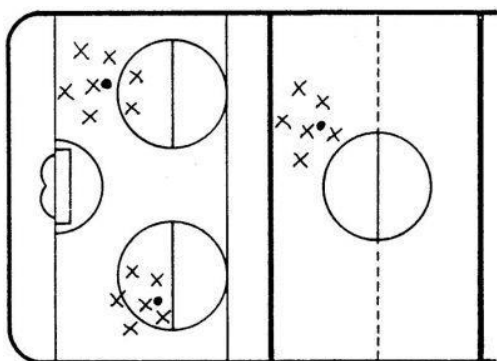
Ringette Rings

- Using a ring, each student holds it in their hands facing the leader. While watching the leader at all times, students mimic the movements. The ring is moved around the head, waist, knees, legs, etc.
- Using a ring and a stick (similar to the above), the stick and ring are moved around the body, between the legs, etc.

- Ring agility will be improved.

■ Steal the Gold (7.44)

Ringette Rings, Ringette Stick



- There are two teams divided by the centre line.
- Seven rings are placed on the dots of each of two diagonal circles.
- There are two "jails" located in each of the opposite diagonal corners.
- The object of the game is to steal the "gold" without being captured by the other team.

Important Rules

- Two players from each team guard their "gold". Players crossing the centre line may be touched by a guard.
- If touched, players go to jail.
- When holding a "gold" ring, players cannot be touched.
- One prisoner is freed when touched by a teammate carrying "gold" and will then accompany the player with the "gold" back to the other side.

- This is an activity game.

■ Scrimmages (7.45)

- An important aspect of a practice may include a scrimmage.
- The concept will develop skill and teamwork and give the players an opportunity to practice certain plays before they play an actual game.
- Once again, "fun" should be a part of this activity.
- There are several ways to improve the concept of a scrimmage.
- Omit whistle stoppage.
 - Players should be encouraged to play by the rules so that play will be continuous and more aerobic in nature.
 - At the same time have the the players stay away from the boards to prevent freezing the ring and unnecessary congestion.
- Use the players as referees.
 - This will give all players the chance to see what it is like to referee.
 - They will learn to interpret and understand the rules during regular games.
- The coach controls the game and also the location of the ring.
 - Occasionally the coach shall blow the whistle unnecessarily.
 - At this time all players stop and try to locate a new ring that the coach has introduced.
 - The idea is to try and have players react quickly to a new situation and also keep all players involved.
- The coach can also determine the role or the way certain players can play during the scrimmage so that the athlete works on a specific skill.
 - This can be useful because the athlete has a goal to reach (i.e. work hard on checking in the defensive zone, carry the ring with control in the offensive zone).
 - Shoot for the corners, and continue moving even though the ring is not in your zone.

Module 5: Putting it All Together

5.1 Key Parts of a Complete Practice Plan in Ringette Community Sport

Key Parts of a Complete Practice Plan in Ringette Community Sport



Time	Practice Part	Key Contents and Tips
variable	Introduction	Before practice begins... ☐ Arrive early ☐ Inspect facilities ☐ Organize equipment ☐ Greet each child as he or she arrives, get a feel for his or her mood
2-3 min		At the beginning of practice... ☐ Start on time ☐ Ask children to gather in front of you ☐ Talk briefly about the goals of the practice ☐ Give specific safety instructions ☐ End with a team cheer
5-10 min	Warm-up	General warm-up ☐ General exercises or games to raise body temperature ☐ Dynamic flexibility exercises
8-15 min		Specific warm-up ☐ Short activities that children already know and that mimic the movements of the main part ☐ Intensity should gradually increase but not tire the children Note: Never skip or rush a warm-up, as this may lead to injury.
15-30 min	Main Part	☐ Sequence three or more activities (depending on time and logistics) together in a progressive fashion ☐ Use cooperative games whenever possible ☐ Avoid elimination activities, because children who need the most practice get eliminated first (e.g., if you lose the ball you're out) ☐ If parent assistants are available, set up stations to minimize downtime and line-ups ☐ Aim to improve fundamental movement skills in children ☐ Aim to improve appropriate fundamental sport skills ☐ Play modified mini games that allow everyone to participate
5-10 min	Cool-down	☐ Gradually decrease intensity ☐ Follow with stretching
2-3 min	Conclusion	☐ Give brief comments on what went well, what needs improving ☐ End with a team cheer ☐ Ensure that nobody is leaving feeling frustrated or in an aggressive mood



Practice Planning Checklist

Structure and Organization

- ✓ The practice is organized and well structured (introduction, warm-up, main part, cool-down, conclusion).
- ✓ The length of the practice is appropriate for children's age and ability.
- ✓ Available facilities and equipment are used as fully as needed to achieve practice goals.
- ✓ The practice includes a variety of activities.
- ✓ Activities are planned so there is minimal waiting time for children.
- ✓ The transition from one activity to the next minimizes the time wasted.
- ✓ Activities are presented in the appropriate order in the main part of the practice.

Choice of Activities

- ✓ The activities are appropriate to children's LTAD stage.
- ✓ The activities are adapted to children's skill and fitness level.
- ✓ The activities have well-defined goals, and the purpose of the tasks involved is clear.
- ✓ The activities are relevant to the sport.

Success and Challenge

- ✓ The activities present reasonable challenges to the children.
- ✓ The activities are chosen or designed so that the children succeed on average three out of four times when performing tasks.

Safety

- ✓ Potential environmental, equipment and facilities, and human risk factors have been considered, and the activities are designed accordingly.
- ✓ An Emergency Action Plan is available.

5.3 Sample Practices

5.3.1 U8

5.3.2 U9

5.3.3. U10

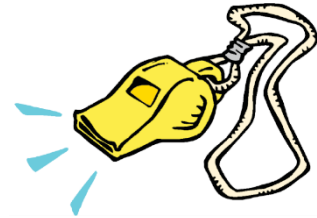
5.3.4 U12

5.4 Coaching at Practices

COACHING AT PRACTICES

Which of these are you expected to do?

- ☐ Set up equipment
- ☐ Complete a facility inspection
- ☐ Run practices
- ☐ Evaluate practices
- ☐ Run parent meetings
- ☐ Run the end-of-season social



Running Practices

- ☐ How you organize activities and how you arrange for the transition from one activity to the next are important in keeping the participants' attention and interest.
- ☐ Participants are happiest when they're busy, when they have lots of chances to try an activity, when they succeed more than they fail at the activity, and when they have some choice in what they're doing.
- ☐ Choose challenging activities that participants can do successfully at least seven out of every 10 tries.
- ☐ Maximize the time participants are active, and make sure they spend very little time spent waiting in line or in transition between activities.
- ☐ Try to get parents/guardians or other volunteers to help you arrange activities in stations.
- ☐ Let participants have a say in what stations you set up and how they move between them.

Some Ways to Motivate Participants

- ☐ Make things, such as practices fun or add fun – athletes are motivated when they have fun
- ☐ Have a positive and inclusive learning environment where it is okay to make mistakes. The important thing is what an athlete does after a mistake; does s/he work hard and make it up
- ☐ Ask questions, involve the athletes, they know lots and will remember more if they need to answer questions, they can help figure out things that are not working, they can correct themselves and analyze what the other team is doing
- ☐ Include athletes in the planning stages; get them involved in parts of the practice; i.e. make training groups, give them a schedule when their group is responsible to bring a game, drill to practice, rotate so all are involved
- ☐ Need to be challenged – challenge athletes to improve
- ☐ Add something new – have routines but change other things up
- ☐ Add variety – keep things fresh, notice how the athletes are doing things, how the

day is going for them, if they are/aren't with it totally, aren't - make a change

- Add competition; create mini games to include the part of the game you need to improve, with scoring according to what you are working on for both offense and defense.
- Create goals with the athletes; ask them what they need to work on; when they have input, whatever it is, they will usually work harder
- Relate their play to what is being done – Need to know why, where it fits in the game
- Bring in idols/role models, someone players look up to: i.e. good older players, young coaches
- Players are motivated when they are rewarded; i.e. 'good job' from coach, or give points for different achievements, or have players vote the players who have contributed the most to a practice game, keep tabs at the end give a prize to the highest point getter, or set goals and reward when athletes achieve them.
- Acknowledge the athlete's success in achieving their goals in some way and move on to new challenges.
- Reward team with something they like; i.e. finish practice with a scrimmage/game

Module 6: Roles and Responsibilities

6.1 Team and Equipment Management

TEAM AND EQUIPMENT MANAGEMENT

Which of these are you expected to do?

- ☐ Register individual participants
- ☐ Register the team
- ☐ Gather medical and contact information
- ☐ Book facilities for practices
- ☐ Book facilities for competitions
- ☐ Order and purchase equipment
- ☐ Order and purchase uniforms
- ☐ Establish a team code of conduct
- ☐ Establish a parent code of conduct
- ☐ Recruit assistants
- ☐ Arrange for transportation when required
- ☐ Assemble a first-aid kit
- ☐ Design an Emergency Action Plan (EAP)
- ☐ Design/obtain a facility safety checklist



Recruiting Assistants — and Keeping Them!

The head coach is ultimately responsible for all team activities. Your job will be easier and more enjoyable if others are recruited to help out. Friends, acquaintances, and parents of the participants can be called upon to serve as assistant coaches and managers. Here are suggested roles and responsibilities for these positions:

Assistant Coach

- ☐ Review the practice plans with the head coach before each practice.
- ☐ Assist the head coach in practices and games.
- ☐ Stand in for the head coach if required at practices and games.

Manager

- ☐ Look after team jerseys and equipment
- ☐ Distribute practice and game schedules
- ☐ Make any necessary telephone calls to participants and parents
- ☐ Be responsible for team funds

- ❑ Get information on league regulations and activities from the appropriate person (usually the league director or local association president)
- ❑ Assist in the care and maintenance of participants' equipment

Tips for Finding Volunteers

- ❑ Ask your league director or local association president for names of people who might want to assist
- ❑ Spread the word to neighbours and friends — can they help? can they suggest others who enjoy sport and have experience working with children?
- ❑ Call your local high school and speak to physical education teachers; explain your needs, and ask if they can give you names of student-athletes who might be interested in helping out
- ❑ Talk to the parents/guardians of all your participants and invite them to get involved

Tips for Keeping Volunteers

Once you have the help of volunteers, it's important to keep them motivated and involved. Here are some ways you can do this:

- ❑ Involve them in planning wherever possible and have them share in the decision-making
- ❑ Have them do things they'll find enjoyable and satisfying
- ❑ Acknowledge their contributions.

6.2 Coaching at Competitions

COACHING AT COMPETITIONS

Preparing for Competitions

If you are well organized and well prepared for competitions, participants are more likely to do their best and enjoy themselves. Here are some suggestions for what to do before, during, and after a competition.

Before the Competition

- ❑ Arrive at the site well ahead of time
- ❑ Make sure you have your first-aid kit and all the equipment you need
- ❑ Check the playing surface and the facility for safety hazards
- ❑ Make sure participants' equipment fits properly
- ❑ Be sure the various volunteers (e.g. assistants, manager, scorekeepers, timekeepers) are ready and aware of their duties
- ❑ Ensure that all participants go through a proper warm-up
- ❑ Have a short meeting with the participants — be positive, focus on a small number of points, and don't ask participants to do anything they haven't already practiced

During the Competition

- ❑ Smile and enjoy yourself — it projects a happy and positive mood
- ❑ Be enthusiastic, respectful, fair, and consistent
- ❑ Encourage participants' efforts in a clear, precise manner
- ❑ Encourage participants to ask questions
- ❑ Set a good example in dealing with officials and the other team

- Explain officials' calls to participants
- Give all participants a chance to play every position
- Ensure that every participant has equitable playing time throughout the competition
- Make substitutions frequently to keep everyone in the competition
- Keep feedback positive and brief

After the Competition

- Make sure participants and team staff shake hands with the other team and officials
- Encourage participants and give them positive feedback
- Announce upcoming practices or competitions
- Ask yourself these questions:
 - Did participants have fun?
 - Did everyone have an equal opportunity to play?
 - Was it a positive experience for everyone?
- After analyzing the strengths and weaknesses participants showed during the competition — do this **with participants** — prepare for your next practice.
- Say something positive to each participant before he/she leaves.

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Sample Practice Plans

U8 Practice Plan #1

Goal of the practice: Introduce basic stance, T-start, basic grip, and ringhandling

Equipment needed: Pylons, rings, whistle, coaching board

Date: _____

Introduction (2-3 minutes)

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Warm-up (5-10 minutes)

GAME: Frozen Tag

- players are without sticks
- limit size of playing area to 1/2 or 2/3 of ice surface
- choose 3 or 4 players to be "it" at a time (choose green helmets or blue pants or pink skate laces, etc.)
- play a couple of times with different groups of players being "it"

ACTIVITY: Stationary Stretch

- coach leads stretching with players stationary around center circle

- *straight neck stretches (ear to shoulder)*
- *move head from side to side (slowly)*
- *move head from front to back (slowly)*
- *shoulder shrugs*
- *arm circles*
- *trunk twists*
- *groin stretch (knees on ice and slide them apart)*
- *knee lifts*
- *toe touches*

Main Part (30-45 minutes)

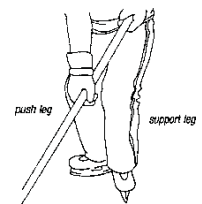
TEACHING: Basic Stance

- Allows players to move quickly in any direction

ACTIVITY: Basic Stance

- Experiment with stability provided in improper stances by gently pushing on players with straight knees, feet together, etc.

- *Knees bent, bum down, back straight, head up.*
- *Two hands on stick.*
- *Feet shoulder width apart.*
- *Weight over balls of feet.*



TEACHING: T-starts

- A start that is easy to learn

ACTIVITY: T-starts

- Players line up on the goal line and do a T-start with one leg holding it as long as they can. See who can glide the furthest. Alternate legs.

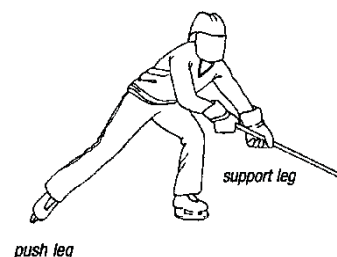
ACTIVITY: Scootering

- Players do T-starts across width of ice concentrating on long pushes and keeping the head level (have players pretend there are pizzas on their heads that will fall off and 'splat' on the ice if they bob up and down)
- Skate across 4 times, going from quick pushes to long, hard ones. Alternate legs.

- *Make a T-start with your skates by turning one skate at 90° to the other which remains pointed in the direction of travel.*

- *Push with back skate and glide on front skate.*

- *Use hip, knee and ankle for thrust.*



TEACHING: Basic Grip

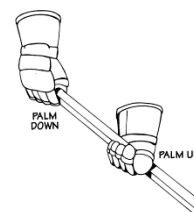
- An effective way to hold the stick for ringhandling.

ACTIVITY: Stick drop

- Players drop the stick, quickly pick it up, regain basic stance. Check grip. Have another player try to check the stick out of the player's hands.

- *Upper hand holds the stick as if you are shaking hands with it.*

- *Lower hand is placed a forearm's length down the stick.*



TEACHING: Ringhandling

- Protecting the ring with the body while skating.

ACTIVITY: Whistle Ring Drop

- Players all carry a ring skating in a circle around 23 of ice – on the whistle everybody drops their ring and picks up another one. Switch skating direction every now and then.

ACTIVITY: Instructor Mirror Drill

- Players have to do exactly what the coach does with their stick and ring.
- Work both stationary and while skating (stick behind the back, through the legs, carry with one hand, etc.)

ACTIVITY: Obstacle Course

- Players weave through zig zag pylons (keeping the ring away from the pylons) OR
- Players go straight down the middle of pylons, stretching their arms and sticks (while carrying a ring) around pylons. Ensure pylons are appropriately spaced for age, size, and ability of participants.

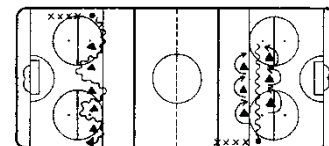
- *Head up (aware)*

- *Apply more pressure on stick when carrying the ring*



- *Keep ring close to the body (behind back foot, close to heel)*

- *Build a wall' – body between ring and pylons.*

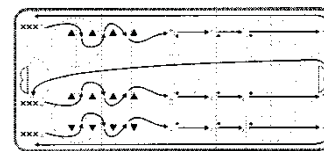


GAME: Relay Race

- First player carries the ring through the pylons, then drops their ring at the red line and picks up another one, then drops that one at the blue line, picks up a stationary one, then drops and picks up again at the free play line.
- The player then skates all the way to the end, touches the boards, then skates back.
- Next player in line goes as soon as the player ahead touches the end boards.

- *Set up pylons in a weave pattern for each of 3 or more groups.*

- *Set up 3 rings (one for each group) across the center line, blue line and free play line)*



Cool-Down (5-10 minutes)

ACTIVITY: Stretching

- Repeat warm-up stretches skating at 1/2 speed around the ice.

Conclusion (2-3 minutes)

U8 Practice Plan #2

Goal of the practice: Review T-start and ringhandling. Develop forward skating stride.

Introduce forehand and backhand passing.

Equipment needed: Pylons, rings, whistle, coaching board

Date: _____

Introduction (2-3 minutes)

--

Warm-up (5-10 minutes)

ACTIVITY: Keepaway (T-starts only)

- Choose 3 or 4 players to be "it" - they try to check the rings off all the other players.

GAME: Children's game – "Head, shoulders, knees and toes"

- Players bend to touch each of the parts of the body indicated in the song. Repeat faster each time.

- *"Head and shoulders, knees and toes, knees and toes, knees and toes."*
- *Head, shoulders, knees and toes, eyes, ears, mouth and nose."*

Main Part (30-45 minutes)

REVIEW: T-starts

- Use T-starts down the length of the length of the ice using only right leg to the close blue line, left leg to the red line, right leg to the far blue line and left leg to the goal line.

TEACHING: Sculling Stride

- Used to introduce full skating stride.

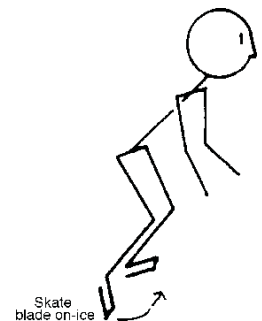
ACTIVITY: Sculling Stride

- Players scull with one foot along each line on the ice.
- Use goal lines, blue lines and middle red line, alternating sculling leg each line. Repeat twice.

ACTIVITY: Chariot Pull

- Players get in partners, both players facing forward, players hold onto sticks to form chariots.
- Front partner pulls while rear partner provides resistance by not skating. Switch partners. Have each player pull twice.

- *Keep skate blade on the ice*
- *Push all the way out with one leg, bring it right back in underneath your body.*
- *"Heel to heel, then toe to toe."*
- *As players become more proficient, rear player can offer more resistance by gliding in a "snow plow" position with toes together.*



TEACHING: Skating Stride

- To move across the ice as effectively as possible.

ACTIVITY: Partner Push Drill

- Player 1 pushes player 2 (holding onto their waist) down the length of the ice)

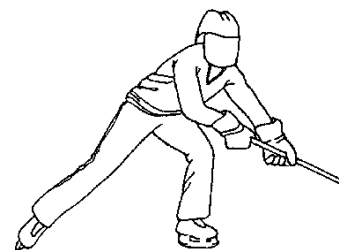
ACTIVITY: Stick Push

- Players place sticks flat on the ice in front of them and push them across the width of the ice.

ACTIVITY: Human Train

- Split players into groups of four and have them form a train without sticks - hold onto each others' waists - on whistle groups skate down length of ice
- 1st whistle – first player stops skating and coasts – 2nd whistle – second player stops skating and coasts – keep going until last person is pushing whole group – can also switch around so players pull – first player ends up pulling group. Rotate positions.

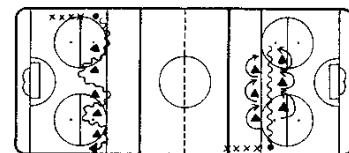
- *Knees bent, bum down, back straight, head up.*
- *Full leg extension and recovery.*
- *Two hands on stick.*



REVIEW: Ringhandling

- Obstacle Course
- Players weave through zig zag pylons (keeping the ring away from the pylon) OR
- Players go straight down the middle of pylons, stretching their arms and sticks (while carrying a ring) around pylons. Ensure pylons are appropriately spaced for age, size, and ability of participants.

- *Keep ring close to the body (behind back foot, close to heel)*
- *'Build a wall' – body between ring and pylons.*



TEACHING: Stationary Passing (forehand and backhand)

- To pass the ring using forehand and backhand to a teammate.

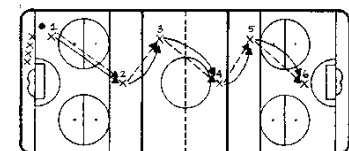
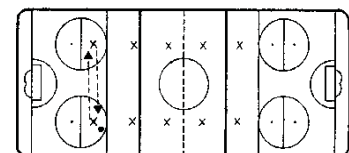
ACTIVITY: Stationary Partner Passing

- Players are put in partners and form 2 lines across from each other.
- Alter the distance between partners – make short passes then move apart and make longer passes, etc.

ACTIVITY: Follow Your Pass Drill

- Set up in both ends of ice if there are enough players.
- Players start from corner, make pass, take that person's spot, then receive pass from player behind.
- constant movement – players should be stationary when they pass, then skate to next spot, turn around to receive pass, then pass again.

- *Make eye contact*
- *Passer must follow through with their stick – point at the target.*
- *Receiver must give a target to the passer.*
- *Transfer weight from back leg to front leg.*
- *Use both forehand and backhand passes.*



GAME: Hot Potato Ring

- Players are split into 2 teams – half on one side of center red line, half on the other.
- Each side starts with 8–10 rings scattered around.
- Object is to get all of the rings out of your zone and into the other team's zone – at end of game, the team with the fewest rings on their half wins.

OR

GAME: Hit the Skate

- Each player starts with a ring
- Everyone skates around playing area ($\frac{2}{3}$ of ice depending on numbers) trying to hit other players' skates with their rings.
- If your skate is hit, go to boards and do 2 jumping jacks, then join the game again.

- *Promotes strong hard, and quick passes.*

- *Explain to players they have to get the rings out of their zone as quickly as they can by passing them over the red line.*

Cool-Down (5-10 minutes)

ACTIVITY: "Head and shoulders, knees and toes"

- Repeat "head and shoulders, knees and toes" skating at $\frac{1}{2}$ speed around the ice.

Conclusion (2-3 minutes)

U8 Practice Plan #3

Goal of the practice: Develop forward skating stride. Review stationary passing. Introduce V-start and lead passing.

Equipment needed: Pylons, rings, 4-6 chairs, whistle, coaching board

Date: _____

Introduction (2-3 minutes)

Warm-up (5-10 minutes)

ACTIVITY: Animal Stretching

- players skate around perimeter and perform stretches led by coach

ACTIVITY: Balance Drills

- Players skate around perimeter of ice while coach calls instructions from center, such as:
- Balance on one leg between blue lines
- Balance on inside leg around end corners
- Hop over blue lines
- On center red line go down on tummies and get back up quickly
- Push sticks on ice between blue lines

- *be a stork (one leg pulled up)*
- *be a frog (hopping)*
- *be a snake (crawling along the ice)*
- *be an elephant (arms swinging like a trunk)*
- *be a giraffe (stretch up high)*
- *be a horse (gallop)*
- *be a bird (fly with arms out)*

Main Part (30-45 minutes)

TEACHING: V-starts

- A quick start used to accelerate out of basic stance.

ACTIVITY: Falling Forward

- Line up one body length from boards (basic stance with toes out, leaning forward) and fall towards the boards, bracing yourself with your hands.

ACTIVITY: Stick Jumping

- Set up 4 or 5 sticks, parallel to each other and about 1 meter apart (or less depending on age, size and skill of participant).
- Players V-start and accelerate through sticks by hopping over them.

- *Heels together toes out.*

- *Forward lean.*

- *Diamond shape in between legs big enough to fit a glove between the knees.*

- *3 to 5 short, quick, choppy steps.*

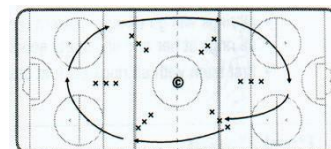
ACTIVITY: Chariot Pull

- Players get in partners, both players facing forward, players hold onto sticks to form chariots.
- Front partner pulls by starting with a V-start while rear partner provides resistance by not skating. Switch partners. Have each player pull twice.

ACTIVITY: Chair Relay

- Players split up into 4 or 6 groups, depending on numbers.
- First player in line pushes chair all around perimeter of ice, and hands it to next person in line once they get back to their group.
- First team to have all players complete the skate wins.

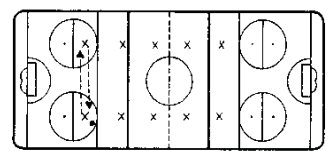
- As players become more proficient, rear player can offer more resistance by gliding in a "snow plow" position with toes together.
- Requires 4-6 plastic/metal chairs.
- Each group gets a chair to push around the perimeter of the groups.



REVIEW: Stationary Passing (forehand and backhand)

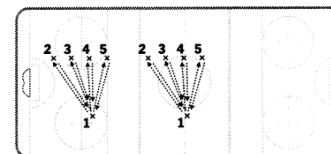
- Players are put in partners and form 2 lines across from each other.
- Alter the distance between partners – make short passes then move apart and make longer passes, etc.

- Use both forehand and backhand passes.



ACTIVITY: Pepper Passing Drill

- In groups of five, player 1 does not have a ring, other four players have rings.
- One player stands away from other four, who stand in a line facing lone player
- Player 1 receives pass from player 2, then passes back, player 1 then gets pass from player 3, and returns it, then player 1 receives pass from 4, passes it back, gets pass from 5 and passes back.
- Player 1 keeps going through group receiving and making quick passes until whistle blows and player 1 changes position with another group member.



TEACHING: Lead Passing

- Passing to a player who is moving.

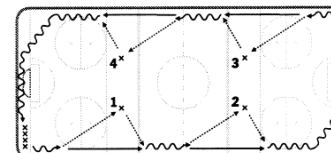
ACTIVITY: Give-and-Go Lead Passing

- Will need four coaches, or 2 coaches and 2 players to be stationary passers.
- Players skate counter-clockwise around ice, make a pass to a stationary passer 1 then receive a lead pass back, then pass to stationary passer 2, receive a lead pass back.
- Line up in other end and go through again with passers 3 and 4.

ACTIVITY: Pairs Passing

- Players skate with partner around perimeter of ice making short lead passes to each other. Change directions.

- Make eye contact
- Passer must follow through with their stick – point at the target.
- Receiver must give a target to the passer.
- Transfer weight from back leg to front leg.
- Pass in front of moving player.
- Use both forehand and backhand passes.



GAME: Fireman's Drill

- Split players into 2 teams and line them up in zig zag pattern.
- First player from each team starts with 5–10 rings.
- Object is to get all rings passed through zig zag to end person and back through pattern to first person as fast as possible.
- All rings will go through pattern down to last player – once last player has all rings at the end, start. sending them all back through pattern.
- First team with all rings back at start position wins.

- *Ensure players make eye contact.*

- *Passes should be made when receiver gives a target.*



Cool-Down (5-10 minutes)

ACTIVITY: Animal Stretches

- Repeat animal stretches while skating at 1/2 speed around the ice.

Conclusion (2-3 minutes)

FUNDamentals - Practice # 3

Warm-up (5 minutes)

Skating → Introduce large group instructions

Participants line up on the goal line. Coaches are to demonstrate each of the following skills. Participants perform the same skill after each demonstration.

1. T push + glide
2. Up and down (1 knee)
3. Log rolls
4. Wonder woman slides (Snow queens)
5. Forward skating with the focus on big long strides

Stations – Rotation I (20 minutes)

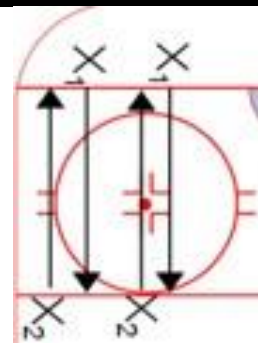
Scooter relay

Skating – Gliding, balance.

One partner begins the relay on the goal line, the other on the free play line. The participant on the goal line must make their way to their partner while balancing on one foot and pushing with the other. Once they reach the free play line, their partner must make their way to the goal line using the same technique.

The relay is then repeated while balancing on the other foot.

TIP: Use the example of pushing forward on a skate board to explain the skating technique to the participants.



Checking

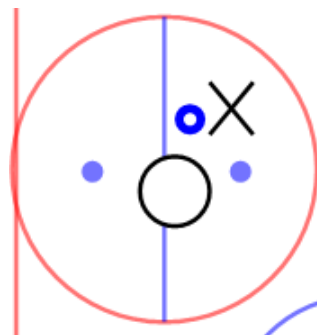
Introduction to the basics of checking the ring.

Participants will work in pairs. One is designated as the ring carrier; the other will be the checker.

The ring carrier stands still with the ring, in the basic stance position. The checker has 4-5 turns to perform the checking motion. The roles are reversed and the drill is repeated.

Key teaching points: The checking motion should resemble a slicing motion (karate chop) and not a lifting motion. Asking the participants to make the 'Hi Ya' karate chop sound when performing the skill could help them consolidate the concept.

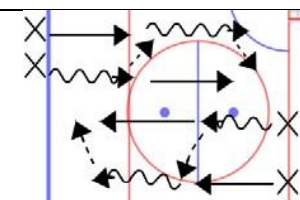
Emphasis should be put on the checker's body position. The checker should be shoulder to shoulder and hip to hip with the ring carrier.



Passing

Forehand passing – in motion

Participants will complete forehand passes to a partner while skating towards the blue line. Once they have reached the blue line, participants will repeat the drill in the direction of the goal line.



Skating

Edges and balance

Participants will skate from red line to free play line using the following techniques:

- Tip toes (walking)
- Heels (walking)
- Forward C-cuts

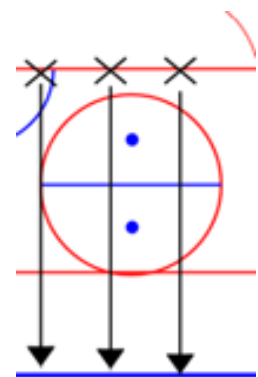
Key teaching points: It is important to emphasize that the participants feel the edges of their skates while completing this drill. Use the following comparisons to help the participants understand the concepts:

Slice of pizza = inside edge

Place feet in a 'pizza' slice shape (toes in, triangle shape) to feel inside edges.

Cowboys = Outside edge

The sensation one gets when placing both feet on the outside edges of the skate will resemble that of the bow legs of a cowboy.



Water break!

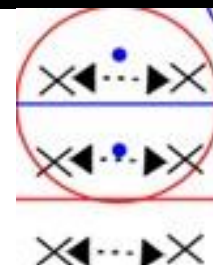
Stations – Rotation 2 (20 minutes)

Passing

Backhand passing – stationary

Start in a half moon formation with the coaching passing back and forth to each participant. Once the review of the key passing points is complete, participants pair up and practice stationary passes with their partner. The coach should circulate to provide encouragement and feedback.

Key teaching points: eye contact, communication with partner, head up.



Checking

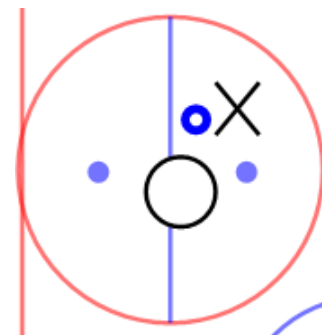
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Key teaching points: The checking motion should resemble a slicing motion (karate chop) and not a lifting motion. Asking the participants to make the 'Hi Ya' karate chop sound when performing the skill could help them consolidate the concept.

Emphasis should be put on the checker's body position. The checker should be shoulder to shoulder and hip to hip with the ring carrier.

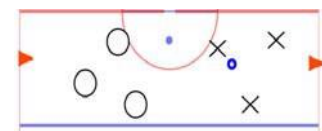


Mini Game

2 groups play 3vs3 cross-ice mini game. Place a pylon or an object at each end of the playing area to act as the 'net'. A team scores by hitting the pylon with the ring.

The emphasis should be on team play, passing and understanding the basic concept of 'trying to score goals' and 'trying to stop the other team from scoring goals'.

The coach(es) should follow the flow of the mini game, encourage all participants and help guide the ring when needed.

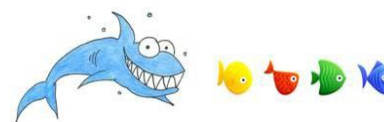


Games and cool down (5 minutes)

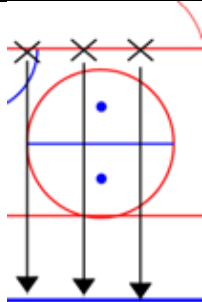
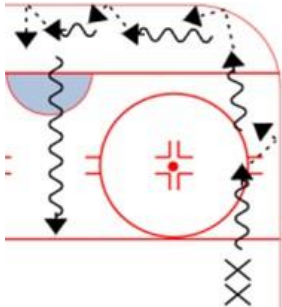
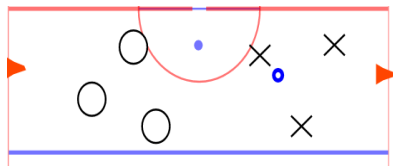
Shark and fish

Two players are designated as the sharks to start. The fish must skate from blue line to blue line

without being tagged. If they are tagged, they become sharks too.



Team Cheer!

FUNdamentals - Practice # 4	
Warm-up (5 minutes)	
Frozen tag Select one player to be the tagger. When a player gets tagged they must stand still (frozen) until a teammate touches them to become free again	
Stations – Rotation I (20 minutes)	
Skating <i>Backward skating and Forward C-cut</i> Participants will skate from goal line towards the centre line using the following techniques: • Forward C-cut • Backward motion creation • Intro Backward c-cut <u>Key teaching points:</u> Coach should demonstrate each skill.	
Passing <i>Backhand passing – in motion</i> Participants will work individually. 1. Each participant will complete 10-15 stationary backhand passes off the boards. 2. Participants skate along the boards completing backhand passes while in motion. <u>Key teaching points:</u> head up, understanding the deflection angle off the boards, always in motion.	
Mini Game 2 groups play 3vs3 cross-ice mini game. Place a pylon or an object at each end of the playing area to act as the 'net'. A team scores by hitting the pylon with the ring. <i>The emphasis should be on team play, passing and understanding the basic concept of 'trying to score goals' and 'trying to stop the other team from scoring goals'.</i> <i>The coach(es) should follow the flow of the mini game, encourage all participants and help guide the ring when needed.</i>	
Water break!	

Stations – Rotation 2 (20 minutes)

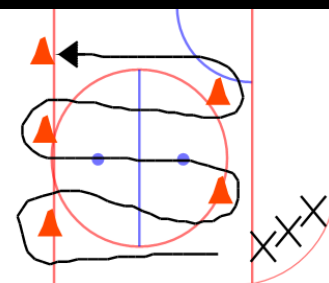
Skating

Turns

Participants skate through the pylon course while completing sharp turns around the pylons.

Key teaching points: Encourage participants to turn as close to the pylon as possible, their head should be up at all times.

Coaches should position themselves throughout the drill at one of the pylons. Participants must then perform the turn around the coach, providing a great opportunity to assess the skill level and provide encouragement and feedback.

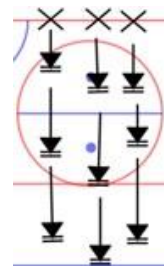


Skating

Snow plow stops

Participants will skate from goal line towards the centre line, stopping on the whistle.

Key teaching points: Participants should start to progress toward the ½ snow plow stop. The stop is performed in the same motion, but the weight is on one foot. Encourage them to alternate between left and right foot.

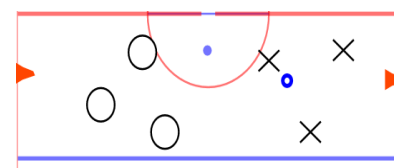


Mini Game

2 groups play 3vs3 cross-ice mini game. Place a pylon or an object at each end of the playing area to act as the 'net'. A team scores by hitting the pylon with the ring.

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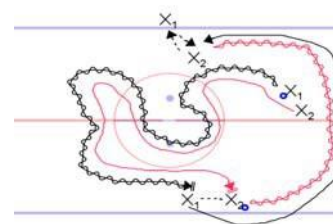
The coach(es) should follow the flow of the mini game, encourage all participants and help guide the ring when needed.



Games and cool down (5 minutes)

Buzzing Bees

Participants will work in pairs with one ring. Participant A will start with the ring and skate around the ice surface. Participant B must follow A around as closely as possible. The goal is not to steal the ring, but to become A's shadow. When the whistle blows, participants stop and pass the ring back and forth with their partner. They should be completing short passes. On the second whistle, B skates away with the ring with A shadowing. This process is repeated for the duration of the cool down.



Team Cheer!

FUNdamentals - Practice # 5

Warm-up (5 minutes)

Follow the leader

A coach is designated as the leader. All participants will skate around the ice surface completing the same motions as the leader. This drill should include:

1. T pushes
2. Gliding
3. Falling and getting back up
4. Log rolls
5. Wonder woman slides (Snow queens)
6. Forward skating with the focus on long strides
7. Backwards skating motions
8. Edges – Pizzas and Cowboys

The more creative and animated you are, the more fun the participants will have.

It is also possible to have some of the participants take the lead throughout the warm up.

Stations – Rotation I (20 minutes)

Skating

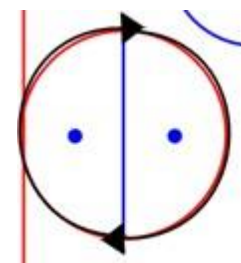
Forward crossover progression

Participants skate around the circle using the ½ lollipop motion with the outside foot. Repeat this drill in the opposite direction (changing the stable foot).

What is a lollipop motion?

Place feet in a V formation with heels together. Perform a C cut with both feet at the same time and the glide on both feet. The C cut motion would create a circular pattern on the ice (top of lollipop) and the gliding motion a straight line (the stick).

Key teaching points: The emphasis should be placed on making a sound with the skate during the C cut motion and on balance during the gliding motion.



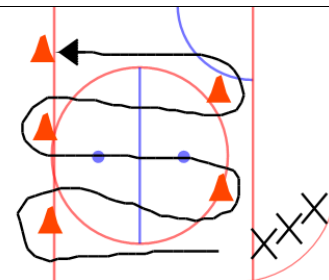
Skating

Turns

Participants skate through the pylon course while completing sharp turns around the pylons.

Key teaching points: Encourage participants to turn as close to the pylon as possible, their head should be up at all times.

Coaches should position themselves throughout the drill at one of the pylons. Participants must then perform the turn around the coach, providing a great opportunity to assess the skill level and provide encouragement and feedback.



Skating

Edges and balance

Participants will skate from red line to free play line using the following techniques:

- Tip toes (walking)
- Heels (walking)
- Forward C-cuts

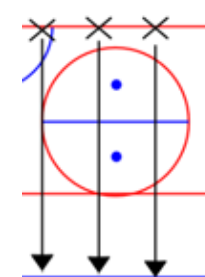
Key teaching points: It is important to emphasize that the participants feel the edges of their skates while completing this drill. Use the following comparisons to help the participants understand the concepts:

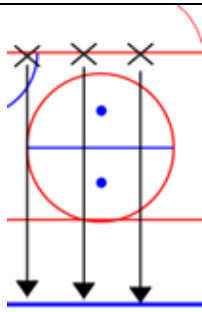
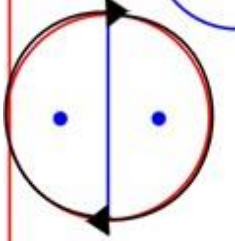
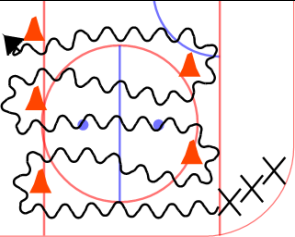
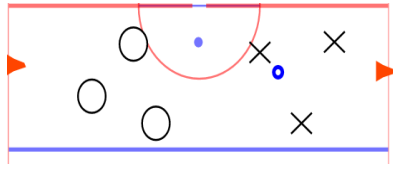
Slice of pizza = inside edge

Place feet in a 'pizza' slice shape (toes in, triangle shape) to feel inside edges.

Cowboys = Outside edge

The sensation one gets when placing both feet on the outside edges of the skate will resemble that of the bow legs of a cowboy.



Skating <i>Backward skating</i> Participants will skate from red line to free play line using the following techniques: • Backward motion creation • Intro Backward c-cut <u>Key teaching points:</u> <i>Coach should demonstrate each skill.</i>	
Water break!	
Stations – Rotation 2 (20 minutes)	
Skating <i>Forward crossover progression</i> Participants skate around the circle using the ½ lollipop motion with the outside foot. Repeat this drill in the opposite direction (changing the stable foot) <u>Progression:</u> Following the C cut, the outside foot should continue the motion to bring foot ahead of the other. Keeping the laces of skate in front.	
Ring Skills <i>Carrying the ring</i> Participants skate through the obstacle course while carrying the ring. <u>Key teaching points</u> – <i>protect the ring, keep it close to the body, keep the ring away from the obstacles.</i>	
Mini Game 2 groups play 3vs3 cross-ice mini game. Place a pylon or an object at each end of the playing area to act as the 'net'. A team scores by hitting the pylon with the ring. <i>The emphasis should be on team play, passing and understanding the basic concept of 'trying to score goals' and 'trying to stop the other team from scoring goals'.</i> <i>The coach(es) should follow the flow of the mini game, encourage all participants and help guide the ring when needed.</i>	
Games and cool down (5 minutes)	
Capture the Gold This game requires 2 teams. Participants do not use their sticks. Designate a 'gold area' at opposite ends of the playing area for each of the teams using pylons and place an equal amount of rings in each area. On the whistle, teams must try and capture the other teams' gold (the rings) and bring it back to their 'gold area'. If a player with gold in their hands is tagged by an opponent, the gold must be returned. Participants are not allowed to guard the 'gold area' – they must be 1-2m away. Gold areas are considered safe zones, participants cannot be tagged. The team with the most gold at the end wins.	
Team Cheer!	

Stage: UI0

Practice: # 6 (Ice Practice)

Introduction (pre-practice)

- Coaches arrive early to greet athletes
- Inspect facility
- Equipment
 - 12-15 pylons
 - 20 rings
 - Mini rings, tape for off ice rink, board markers
 - First aid kit
 - Water bottles
 - Whistle
 - Medical reports (allergies), Parent contact (E.A.P)
- Extra review of practice plan and goals with athletes

Warm up (Full Ice 10-12 minutes)

- Couple of minutes of free play with rings
- Balance and agility
- Stretches: Head to toe
 - Ear to shoulder
 - Shoulder lifts
 - Arm – Baton roll
 - Hips
 - a) Trunk twists
 - b) Toe touches
 - Knee – Lift one foot & alternate legs
 - Groin stretch – Lunge while skating
- Skate around ice – first whistle single knee down, skate around – two whistles snow plow stop, change direction and continue skating
- Players to be in a forward glide at first whistle – second whistle players to glide and touch toes and then on whistle back to skating. Restart different duration holding glides
- Inside/outside edges
- Backward Glide

Cool down

- Light skating with ring (2 laps then drop off at net)
- Glide between blue lines alt. sitting position
- Gliding position add 1 foot glide, 2 foot glide touch knees, touch toes
- Stretching repeat warm up stretches
- Goalkeeper involved in cool down skating

Post-practice wrap up

- Brief review of practice. Give positive feedback
- Feedback from players
- Review upcoming activities
- Say goodbye

Notes

- Review practice plan
- Assess the skill level (may have to divide in groups needing attention on skills acquired to date)

Drill # 1

- Review backhand pass – refer to Practice # 5 Drill # 4
- Review forehand sweep – refer to Practice # 5 Drill # 5

Drill Name:	Backhand pass/forward sweep	Duration:	10 minutes
What Skills are we developing? Players: • Backhand pass • Forehand pass • Accuracy		What do I need? • Rings • Whistle • Assistant coach to work with goalkeeper	
Goalkeepers: Goalkeeper to work with coach on positioning, grip, ring distribution			

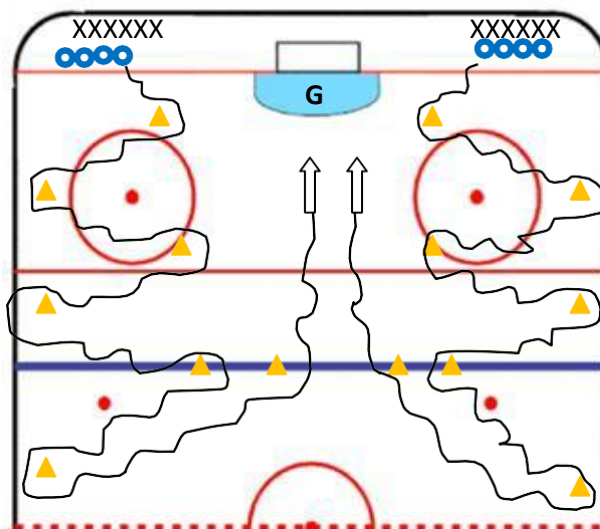
Drill # 2

- Backward 'v' stop – push off, return to boards and repeat
- Shorten glide time to increase intensity

Drill Name:	Backward 'v' stop	Duration:	5 minutes
What Skills are we developing? Players: • Backward glide • Backward 'v' stop • Balance		What do I need? • Whistle	
Goalkeepers: Involved in this drill			
Drill Details: • Refer to R.C. manual, skating, page 15, item #3.10.1 3.10.1 Board Push and Stop Equipment: None required. Description: Players start facing boards and push off the boards with the hands and arms and glide in basic stance and then stop. Return to boards and repeat, gradually shortening the glide time with each push off.			TIPS • Knees bent • Head up • Heels together • Toes out • Use both feet

Drill # 4

- Tight turns with shot



Drill Name:	Tight turn with shot	Duration:	10 minutes
What Skills are we developing? Players: • Tight turns • Balance • Edges • Forward stride • Shooting • Ring handling		What do I need? • Pylons • Rings	
Goalkeepers: Will receive shots			
Drill Details: • Player start from corner with ring • Complete tight turns around pylons and skate to net and finish with shot • Player goes then to opposite site			TIPS • Focus on tight turns • Focus on shooting (forehand sweep)

Stage: UI0

Practice: # 7 (Ice Practice)

Introduction (pre-practice)

- Coaches arrive early to greet athletes
- Inspect facility
- Equipment
 - 12-15 pylons
 - 20 rings
 - Mini rings, tape for off ice rink, board markers
 - First aid kit
 - Water bottles
 - Whistle
 - Medical reports (allergies), Parent contact (E.A.P)
- Extra review of practice plan and goals with athletes

Warm up (Full Ice 10-12 minutes)

- Couple of minutes of free play with rings
- Balance and agility
- Stretches: Head to toe
 - Ear to shoulder
 - Shoulder lifts
 - Arm – Baton roll
 - Hips
 - a) Trunk twists
 - b) Toe touches
 - Knee – Lift one foot & alternate legs
 - Groin stretch – Lunge while skating
- Skate around ice – first whistle single knee down, skate around – two whistles snow plow stop, change direction and continue skating
- Players to be in a forward glide at first whistle – second whistle players to glide and touch toes and then on whistle back to skating. Restart different duration holding glides
- Inside/outside edges
- Backward Glide

Cool down

- Light skating with ring (2 laps then drop off at net)
- Glide between blue lines alt. sitting position
- Gliding position add 1 foot glide, 2 foot glide touch knees, touch toes
- Stretching repeat warm up stretches
- Goalkeeper involved in cool down skating

Post-practice wrap up

- Brief review of practice. Give positive feedback
- Feedback from players
- Review upcoming activities
- Say goodbye

Notes

- Review practice plan
- Assess the skill level (may have to divide in groups needing attention on skills acquired to date)

Drill # 1

Drill Name:	Backward 'v' stop	Duration:	5 minutes
What Skills are we developing? Players: • Backward glide • Backward 'v' stop • Balance	What do I need? • Whistle		
Goalkeepers: Involved in this drill			
Drill Details: • Players line up on end boards • On whistle, player will push off and boards • On next whistle player will use backward 'v' stop • On next whistle to skate backwards, gliding and stop on next whistle • Repeat to centre ice & back to end boards			TIPS • Knees bent • Head up • Heels together • Toes out • Use both feet • Make sure they come to a complete stop

Drill # 2

- Review tight turn with a shot
- Refer back to Practice # 6 Drill # 4
- Same exercise

Drill Name:	Backward 'v' stop	Duration:	5 minutes
What Skills are we developing? Players: Same as above	What do I need? • Whistle		
Goalkeepers: Same as above			
Drill Details: Same as above			TIPS Same as above

Drill # 3

Introduction to crossovers

- See toolbox (Practice Plan 8):

TEACHING: Crossovers (forwards)

To turn a while skating forwards and produce an increase in speed.

ACTIVITY: Lateral Movement

Players move laterally across the lines by crossing one leg over the other, keeping their shoulders, hips, and knees square.

ACTIVITY: Circles Progression

Players are split into 5 groups (1 group at each circle)

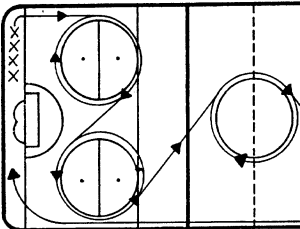
Players go around their circle doing the following skill progression:

Keeping inside foot on the circle, pumping with outside foot (both feet stay on the ice)

Continue pumping, but on every third pump, cross outside foot over inside foot and hold for 3 seconds.

Continuous crossovers – players skate around all 5 circles practicing their crossovers and skating in opposite directions around each circle.

- Both feet push.
 - Knees bent.
 - Shoulder straight.
 - Cross all the way over.
 - Practice crossovers in both directions.
- Coach to demonstrate how it is done

Drill Name:	Cross over (forwards)	Duration:	10 minutes
What Skills are we developing? Players: • Forward cross over • Forward skating • Edges • Balance		What do I need? • Whistle	
Goalkeepers: Involved in this drill			
Drill Details: • Players go around their circle (2 by net plus the one at centre ice) • All to go in one direction for approximately 2 minutes and then reverse direction 			TIPS • It is not a race • Focus on technique

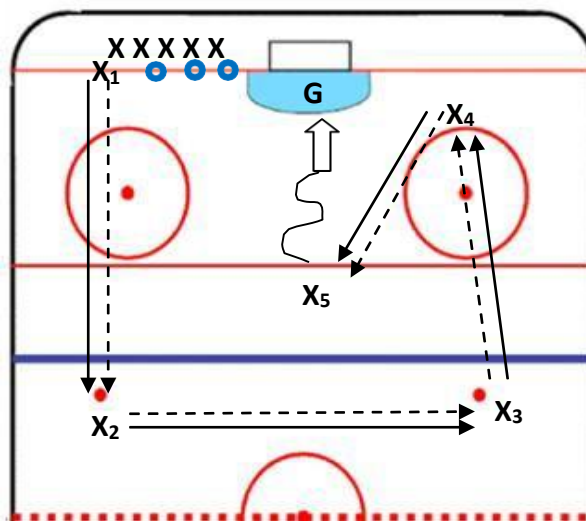
Drill # 4

- 'V' start into power stride (push)

Drill Name:	Acceleration	Duration:	5 minutes
What Skills are we developing? Players: • 'v' starts • Forward stride • Inside edge • Parallel stop		What do I need? • Whistle • Assistant coach to work with goalkeeper	
Goalkeepers: Goalkeeper to work with coach on ring distribution, proper stance & angles			
Drill Details: • Players to line up on goal line • In a 'v' start position, on whistle player take 3 short choppy strides and then long power strides to centre ice & parallel stops • Repeat from centre ice to goal line			TIPS • Head up • Knees bent • Powerful short strides at start then long power strides • Focus on parallel stops

Drill # 5

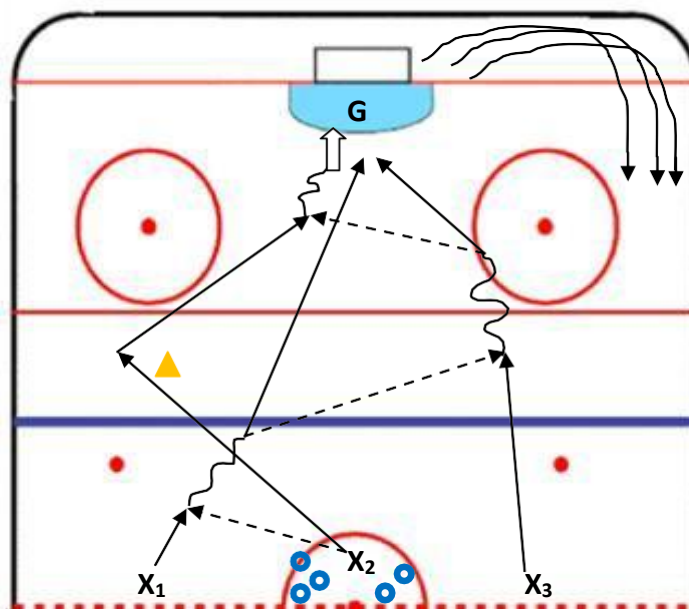
- Passing and receiving the ring



Drill Name:	Box pass with shot	Duration:	10 minutes
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What Skills are we developing? Players: • Passing • Receiving ring • Forward sweep shot • Forward stride	What do I need? • Whistle • Rings • Pylons
Goalkeepers: Goalkeeper will receive shots	
Drill Details: • Player 1 passes to player 2 and follows the pass and gets ready to receive a pass from next player • Player 2 passes to player 3 and follows the pass and so on until the pass gets to player 5 • Player 5 proceeds to shoot on goalkeeper • Everyone has a turn and then we reverse direction (start at opposite corner)	TIPS • Accurate passing • Focus on shooting • Looking for openings

Drill # 6



Drill Name:	3 player weave	Duration:	10 minutes
What Skills are we developing? Players: • Lead pass • Stabbing • Forward stride • Shooting	What do I need? • Rings • Pylons		
Goalkeepers: Goalkeeper will receive shots			

Drill Details: • Player 2 starts with ring • Players 1 and 3 start skating forward • Player 2 passes to player 1 and goes around pylon • Player 1 passes to player 3 and follows player 2 towards net • Player 3 passes to player 2 and goes to net • Player 2 takes a shot and players 1 and 3 get rebound • All 3 players go back to different lines at centre • Players to go along boards so next group can start • Note: drill can go to other side of ice	TIPS • Call for pass • Passes to open ice • Shoot for open spots • Watch ring onto stick when receiving pass
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Stage: UI2

Practice: # 9 (Ice Practice)

Introduction (pre-practice) (3-5min in the dressing room)

- Welcome athletes.
- Review procedures for safety, water breaks, etc.
- Discuss goals of practice + planned drills/activities

Warm up (10-12 minutes)

Drill #1: Skating: tight turns on dots

Connect the Dots /S19-3.13.3

Skating: ½ pivots on dots (always facing same boards)

Drill #2: Stretching – Agility / Balance / Coordination (ABC'S) of Warm-Up

Agility Skating /S22-3.15

- Knee Drop
- Snow Queen
- Hop
- Wide Crossovers
- Skiing
- Inside Edges
- Outside Edges
- Single Leg Snaking

Drill #3: Skating & Shooting Drill

Horseshoe (Butterfly or ½ Ice Philly) /S20-3.14

- Adapted to full ice drill using wrist shots

Goalie

Positioning: triangle

Cool down (5-10min)

- Scrimmage /G20-7.45

Post-practice wrap up) (3-5min in the dressing room)

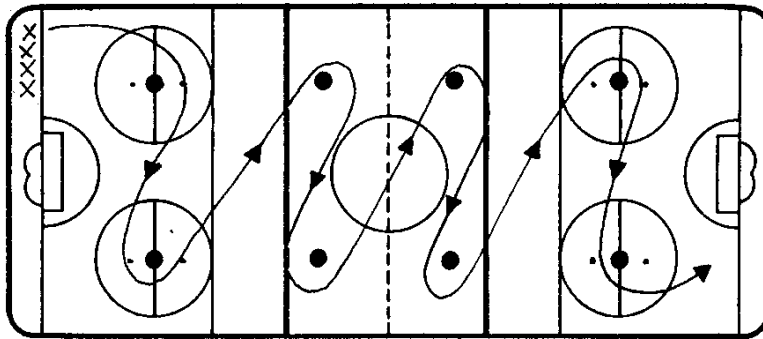
- Wrap up daily activities and prepare athletes for next ice time.
- Before each athlete leaves the ice discuss what position they like playing the best
- Coaches are available for questions

Drill #1

3.13.3 Connect the Dots

Equipment: None required.

Description: Players line up in one corner. In a single file line, zig zagging back and forth across the width of the ice, players skate in order, performing a tight/sharp turn around each of the hockey face-off dots on the ice.



Drill #2

3.15.1 Knee Drop

Equipment: None required.

Description: Standing in their own space, players drop to their knees (using their hands to break the fall) and get back up again as quickly as possible. Then players do the same while skating - dropping at each blue line and getting up and skating again.

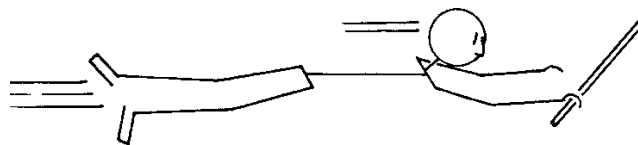
Variation: This drill can also be done with players only touching one knee to the ice at a time while skating.

3.15.2 Snow Queen

Equipment: None required.

Description: Players start on the goal line and skate forward the length of the ice. At the first blue line, they dive forward under control and slide on their stomach (with their stick directly out in front - if carrying one). Then they get up as quickly as possible.

Variation: Same as above, except while sliding on the ice, players roll like a log, keeping control of their body (and stick) and then get up again as quickly as possible.



3.15.3 Hop the Stick

Equipment: One stick for every two players is needed.

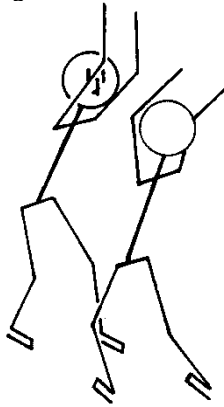
Description: In pairs in their own space on the ice, one partner is the sweeper and the other is the hopper. The sweeper is on two knees holding the stick pointing outward in one or two hands. With the stick on the ice, the sweeper moves it back and forth like a windshield wiper. The hopper has to jump over the stick one foot at a time (like skipping), while trying to keep the head up and eyes straight ahead. Partners then switch roles and repeat the drill.

3.15.4 Mirror Drill

Equipment: None required.

Description: In partners, the two face each other. One is the leader and the other the follower. The leader moves forward, backward, side to side, jumps, falls to knees, to stomach, rolls over, etc. Any combination of these can be used while the follower mimics each of the moves. Then the partners switch roles and continue the drill.

Variation: This drill can also be done as a large group, with the instructor as the leader. Using signals, the leader stands facing the players who are spread out in their own space, and points to what the players are to do.



3.15.5 Wide Crossovers

Equipment: None required.

Description: While skating either the length of the ice or around the rink, players lift one leg high to the side, then cross it over the other leg. When that leg touches down on the ice, the other leg is lifted and repeats the movement of the first leg. This is a continuous movement. The intent is to use the outside edges of the skate blades as much as possible.

Variation: This drill can also be done skating backwards.

3.15.6 Skiing

Equipment: None required.

Description: While moving from one end to the other or around the ice, players keep both feet together and cut the ice pushing with their heels on one side then the other in a parallel skiing motion. Both feet stay on the ice at all times.

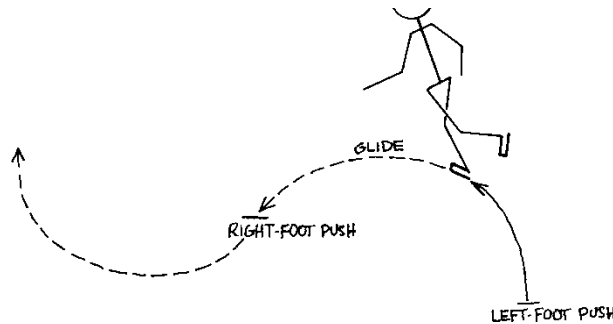
Variation: Once proficient in skiing, moguls can be added so that after each cut the player does a two foot hop before cutting the other way. This is a difficult movement requiring good leg strength.

3.15.7 Inside Edges

Equipment: None required.

Description: While moving from one end to the other or around the ice, players first push once with their left foot and glide on the inside edge of their right foot in a semi-circle to the left. When they get back to the middle, they push once with their right foot and then glide on the inside edge of their left foot in a semi-circle to the right, and repeat the drill. This is a continuous movement.

Variation: This drill can be done backwards as well.



3.15.8 Outside Edges

Equipment: None required.

Description: While moving from one end to the other or around the ice, players first push once with their right foot and glide on their left foot outside edge in a semi-circle to the left. Then when they get back to the middle, they push once with their left foot and glide on the outside edge of their right foot in a semi-circle to the right. Then the drill is repeated in a continuous motion.

Variation: This drill can be done backwards as well.

3.15.9 Single Leg Snaking

Equipment: None required.

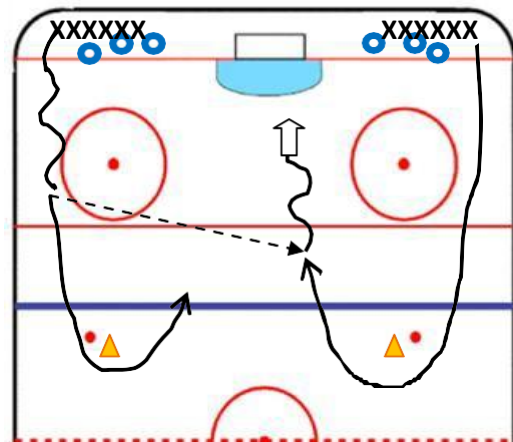
Description: While skating forward, players lift one leg off the ice. The supporting leg, well flexed, continues to push, alternating from inside to outside edge, in a snaking motion. The other leg can help with momentum by swinging it in the direction of travel.

Variation: Once proficient, this drill can be done backwards.

Drill #3

Skating & Shooting Drill

Horseshoe (Butterfly or ½ Ice Philly) /S20-3.14
Using wrist shots

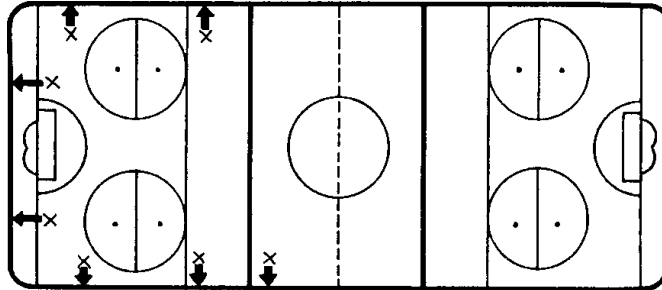


Drill #4

4.10.1 Stationary Shooting

Equipment: Rings are needed.

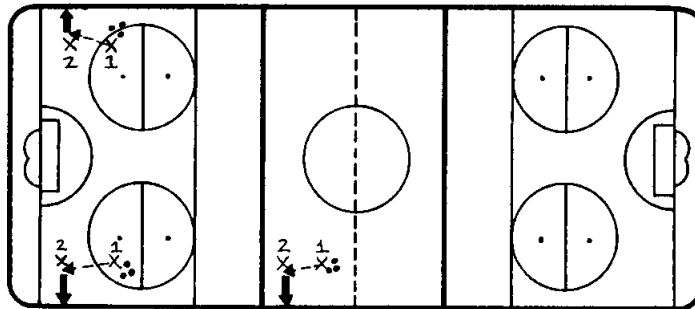
Description: Players spread out around ice surface and practice against the boards. Watch for proper technique.



4.10.2 Quick Shot

Equipment: Rings are needed.

Description: Players are paired and spread out over the ice surface. Each pair has 3-4 rings. Player 1 passes to Player 2 who receives the ring and takes a quick shot. Emphasize quick release and suitable shots.



Drill #5

3.12.1 Step Turns

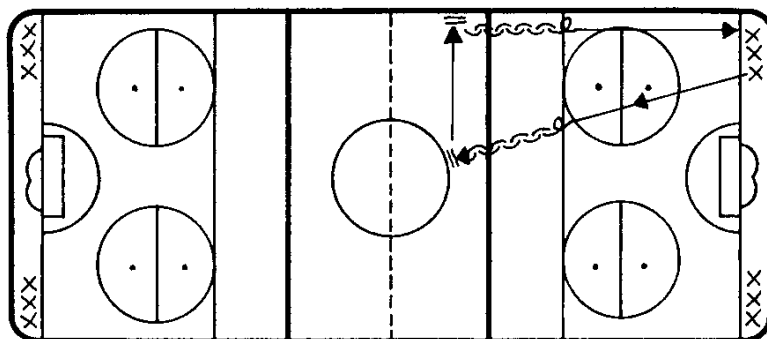
Equipment: None required.

Description: Players spread out along the blue line. On the spot, players walk through the steps of pivoting from forward to backward and vice versa.

3.12.3 Flower Drill

Equipment: None required.

Description: Players divide into 4 groups, one in each corner. The first player in each group skates toward the centre free pass circle, pivoting from forward to backward at the free play line, and stops at the circle. Skating forwards to the nearest side boards, the player pivots to go backward towards their group, and pivots at the free play line again to skate forward to rejoin their group. Once they are finished (or sooner, depending on numbers), the next person in each group takes a turn, and so on.



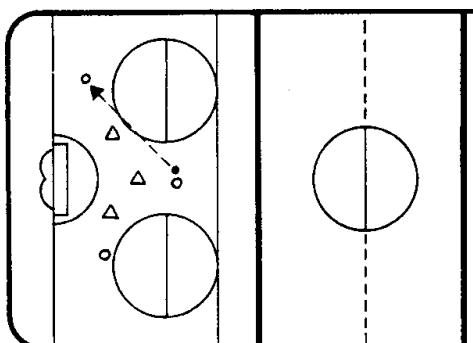
Drill #6

6.3.5 Offensive Triangle ("T" Offense)

Equipment: None is needed.

Description: Offensive players simply pass the ring within a triangle formation while attempting to catch the defence off guard to create a scoring opportunity.

Purpose: The objective of the "T" offense is to set up for a drop pass or to catch the defence out of position. The biggest advantage of the "T" offence is that it can create two on one situations. Offensive players simply pass ring within triangle formation while attempting to catch defense off guard to venture a goal attempt.



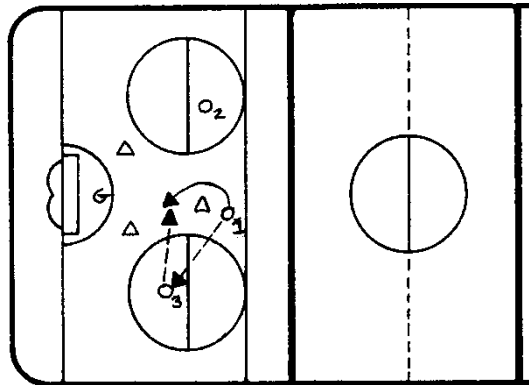
6.3.6 "T" Offense - Give and Go

Equipment: None is required.

Description: O1, the ringhandler at the top of the triangle, passes to the player on the left side (O3). The player at the top (O1) breaks behind the top of the defensive triangle to receive a quick pass from O3. O1 takes a shot on the net. O3 skates to the side of the net for a rebound or a pass from O1.

Purpose: The objective of the give and go is to catch the defence off guard and create a good scoring opportunity.

Variation: The passer may also use the player on the right side of the triangle (O2).

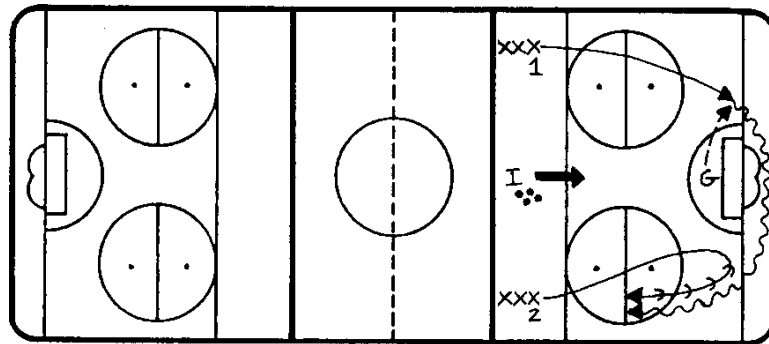


4.7.9 Angle Checking

Equipment: Rings are required.

Description: Players form two lines on either side of the ice. The instructor takes a shot on goal. The goalkeeper tosses the ring to Player 1, who continues around the net. Player 2 skates at an angle, and checks the ring carrier out to the free pass circle. Alternate lines.

Variation: Add one more line for double teaming.

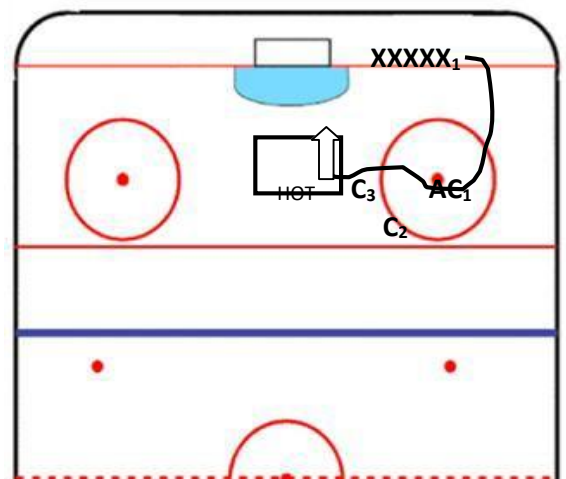


Drill #7

Guard ring and drive

- Line of players
- X1 skates AC ('At me'), goes around coach while guarding ring then past C2 who checks as well
- C3 who checks X1 needs to guard ring alternating ways get to slot for shot

Then do from other side



Drill #8

7.45 Scrimmages

An important aspect of a practice may include a scrimmage. The concept will develop skill and teamwork and give the players an opportunity to practice certain plays before they play an actual game. Once again, "fun" should be a part of this activity.

There are several ways to improve the concept of a scrimmage.

- Omit whistle stoppage. Players should be encouraged to play by the rules so that play will be continuous and more aerobic in nature. At the same time have the players stay away from the boards to prevent freezing the ring and unnecessary congestion.
- Use the players as referees. This will give all players the chance to see what it is like to referee. They will learn to interpret and understand the rules during regular games.
- The coach controls the game and also the location of the ring. Occasionally the coach shall blow the whistle unnecessarily. At this time all players stop and try to locate a new ring that the coach has introduced. The idea is to try and have players react quickly to a new situation and also keep all players involved.
- The coach can also determine the role or the way certain players can play during the scrimmage so that the athlete works on a specific skill. This can be useful because the athlete has a goal to reach (i.e. work hard on checking in the defensive zone, carry the ring with control in the offensive zone). Shoot for the corners, and continue moving even though the ring is not in your zone.

Stage: UI2

Practice: # 10 (Ice Practice)

Introduction (pre-practice) (3-5min in the dressing room)

- Welcome athletes.
- Review procedures for safety, water breaks, etc.
- Discuss goals of practice + planned drills/activities

Warm up (10-12 minutes)

Drill #1: Skating: tight turns focusing on technique, to lead into sharp turns
Connect the Dots /S19-3.13.3

Drill #2: Stretching – Agility / Balance / Coordination (ABC'S) of Warm-Up

Balance Skating /S20-3.14

- Line Jumps
- Squat Glide
- High Knee Prance
- Stick Kick
- One Foot Glide
- On Your Toes
- The Cork Screw

Drill #3: Skating: Circles

Leap Frog/Circles /S16-3.11.5

- Players skate full ice circles in small groups, dropping ring back to player behind. Last player in line skates to the front with ring and starts again.

Cool down (5-10min)

Crows and Cranes /G16-7.38

- There are two teams, each team lines up facing the other at the centre red line. The coach stands at one end of the line.
- If the coach says “cranes”, the cranes skate to their end and the crows chase them. If a crane is touched by a crow before reaching the end line (safety zone), they player must join the crows.
- The caller can make things fun by saying “crackers” or “crowns” etc. to confuse everyone.

Post-practice wrap up) (3-5min in the dressing room)

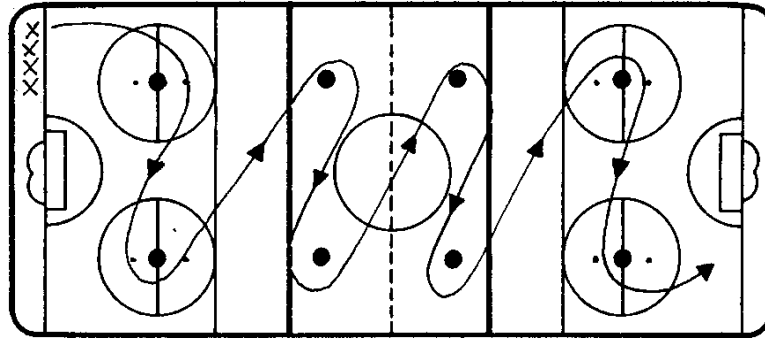
- Wrap up daily activities and prepare athletes for next ice time.
- Before each athlete leaves the ice discuss what position they like playing the best
- Coaches are available for questions

Drill #1

3.13.3 Connect the Dots

Equipment: None required.

Description: Players line up in one corner. In a single file line, zig zagging back and forth across the width of the ice, players skate in order, performing a tight/sharp turn around each of the hockey face-off dots on the ice.



Drill #2

3.14 - BALANCE

3.14.1 Line Jumps

Equipment: None required.

Description: Players line up along the goal line. Skating from one end to the other, players do a two foot jump at each line on the ice - free play lines, blue lines, and centre red line.

Variation: More advanced skaters can jump sticks or pylons - but this can be potentially dangerous. Should your older or more advanced players wish to, they may choose to jump higher.

3.14.2 Squat Glide

Equipment: None required.

Description: Players skate from one end to the other, or around the rink, and glide in a sitting position (squat) between the two blue lines. Squatting regularly with the knees bent more than 90° can be quite stressful on the tendons and ligaments of the knees.

3.14.3 High Knee Prance

Equipment: None required.

Description: Players line up along the side boards. Moving across the width of the ice, players prance - drive up off the toe and emphasize the high knee lift, at a speedy tempo.

3.14.4 Stick Kick

Equipment: One stick is needed for each player.

Description: While skating from one end to the other or around the ice, players hold their stick out in front at shoulder height and slowly kick one leg at a time up to meet the end of the stick. This is a controlled movement, not a quick snap.

3.14.5 One Foot Glide

Equipment: None required.

Description: Players skate from one end to the other or around the ice, and glide on one foot between the blue lines or free play lines, maintaining control of their body.

Variation: More advanced players can also try to jump the lines on one foot.

3.14.7 On Your Toes

Equipment: None required.

Description: Players line up along the side boards. Moving across the width of the ice, the players first walk on their toes. Then after becoming proficient at that, players run on their toes.

Variation: This drill may be repeated with players walking and then running on their heels.

3.14.8 The Cork Screw

Equipment: None required.

Description: Players stand in their own space, lift one leg slightly off the ice and turn 180° (1/2 turn), then turn back again. Alternate the direction and leg.

Drill #3

Skating: Circles

Leap Frog/Circles /S16-3.11.5

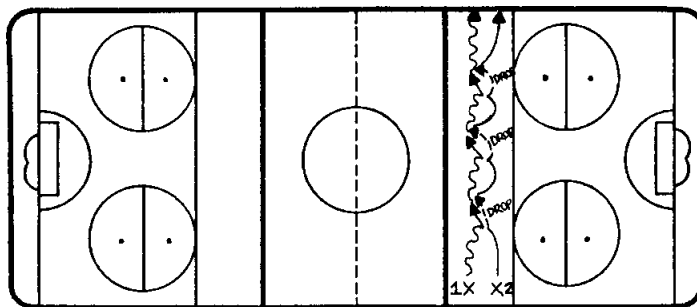
Players skate full ice circles in small groups, dropping ring back to player behind. Last player in line skates to the front with ring and starts again.

Drill #4

4.5.1 One Player Following the Other

Equipment: Rings are required.

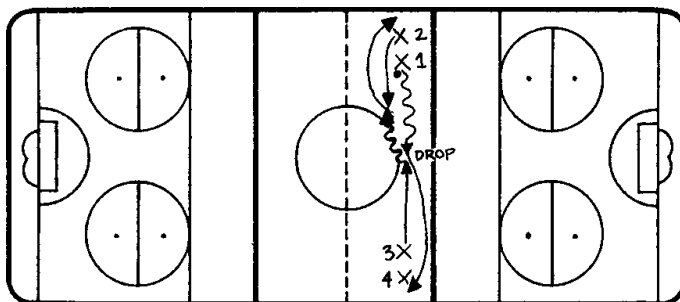
Description: Players line up with a partner along the side boards, one in front of the other. Player 1 and Player 2 skate forward. Player 1 drops ring to Player 2. Player 2 passes ring up to Player 1 who drops it again. Continue across the ice and back. Alternate the ring carriers.



4.5.2 Straight On Drop

Equipment: Rings are required.

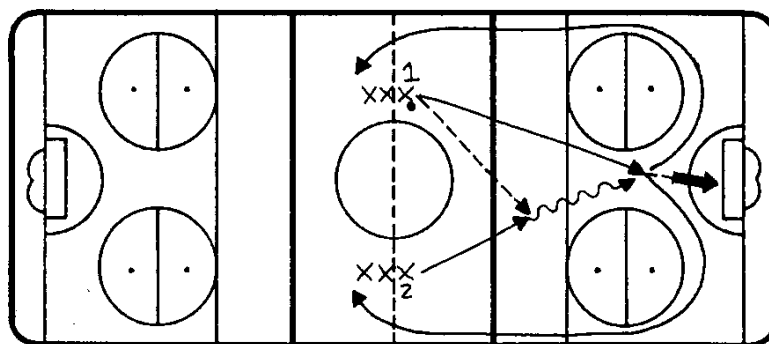
Description: Players line up in two lines facing each other. Player 1 skates towards Player 3, drops the ring, and skates behind the opposite line. Player 3 skates towards Player 2 and drops the ring. Continue through each line and repeat several times.



4.5.4 Drop Pass With Shot

Equipment: Rings are needed.

Description: Players form two lines facing the goal. Player 1 passes across the blue line to Player 2. Player 2 skates toward the goal and drops the ring in front. Player 1 who is skating close behind picks up ring and shoots. Players skate back to the beginning along boards. Alternate lines.



Drill #5

3.13.2 Fish Hook

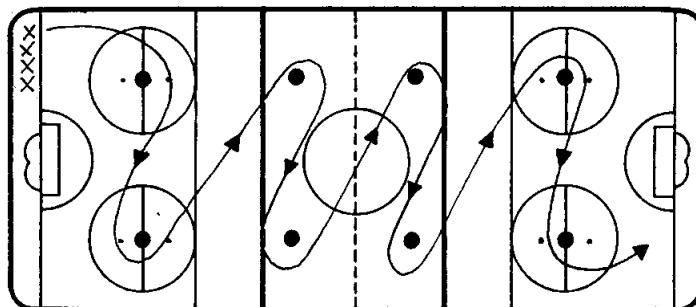
Equipment: One pylon for every 2 players is needed.

Description: With pylons set up about ten feet from the side boards (spaced out) players stand in pairs directly opposite a pylon. The first partner skates to the pylon and turns around it to the left. Then the next partner does the same, and the drill is then repeated turning to the right. Continue to practice, keeping the inside foot slightly ahead and leaning into the turn.

3.13.3 Connect the Dots

Equipment: None required.

Description: Players line up in one corner. In a single file line, zig zagging back and forth across the width of the ice, players skate in order, performing a tight/sharp turn around each of the hockey face-off dots on the ice.



3.13.4 Reaction Turn

Equipment: None required.

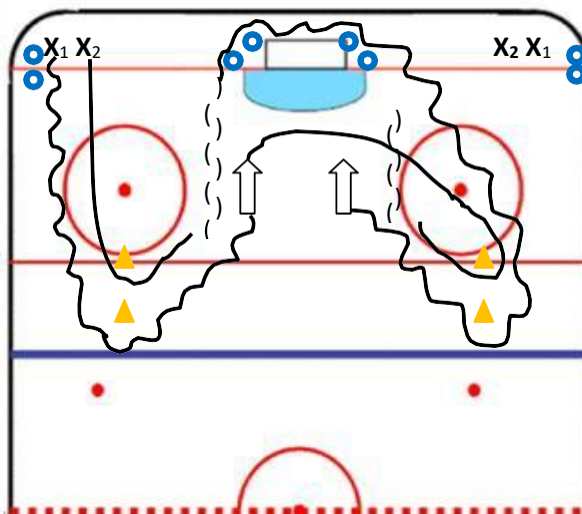
Description: The coach/leader stands at the centre free pass circle while the players line up single file with the first player at the free play line. One at a time, the players skate forward toward the leader. As the players get closer, the leader points to the left or right, and the player then makes a sharp turn in that direction, then goes back and joins the end of the line.

Drill #6

Double shot

- 2 lines
- X1 has ring out from corner around pylon
- X2 is defender, skates backwards
- Keep X1 away from hot spot
- After X1 shoots, then X2 goes behind net, gets ring from goalie
- X1 now plays defence
- Both go around other pylon, on for shot

Then to end of line



Drill #7

7.38 Crows and Cranes

Purpose: Starting power and stopping will be practiced.

Equipment: None is required.

Description: There are two teams. Each team lines up facing the other at the centre red line. The coach stands at one end of the line. If the coach says "cranes", the cranes skate to their end and the crows chase them. If a crane is touched by a crow before reaching the end red line (safety zone), that player must join the crows. The caller can make things fun by saying "crackers", "crowns", etc., to confuse everyone!

