

NCCP COMMUNITY Coach Workbook





National
Coaching
Certification
Program

PARTNERS IN COACH EDUCATION

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.



Coaching Association of Canada
Association canadienne des entraîneurs



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The Community Sport Initiation program was designed and developed by the Coaching Association of Canada, with the development of sport-specific content by Beth Veale and Phyllis Sadoway.

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Introduction

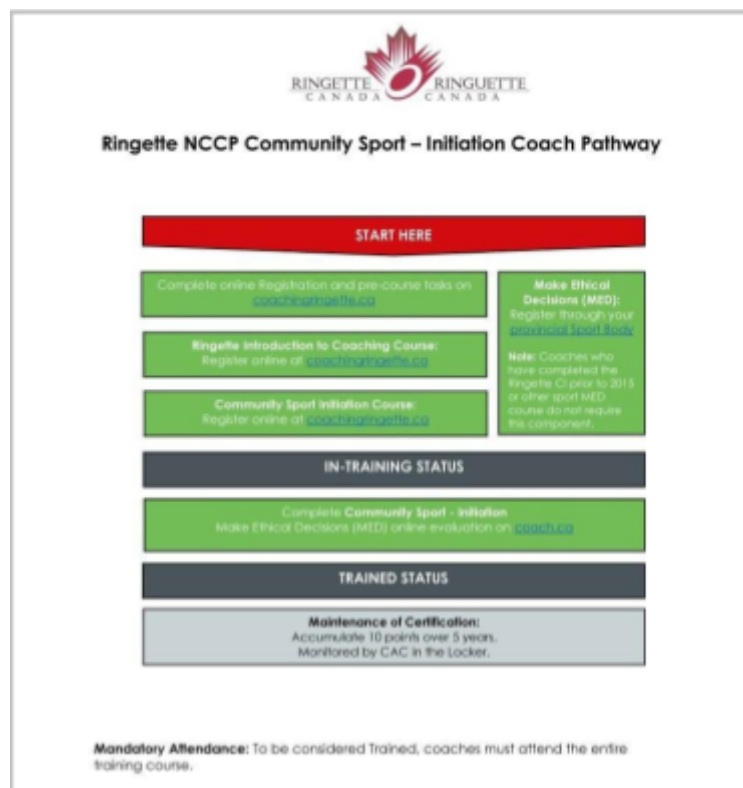
Purpose of Document

- ❑ This Coach Workbook is your record of what you did and what you learned in the Community Sport – Initiation workshop. The Coach Workbook has been designed to help you work on your own, after the workshop, to improve even more as a coach. We therefore recommend that you save your workbook and consult it regularly to ensure continuous improvement of your coaching skills.
- ❑ This workbook refers often to *Reference Material*, *Drill Manual*, and Ringette Canada's *Official Rules and Case Book*. *Reference Material* is an online resource developed to deepen your knowledge of key coaching topics.

Coach Pathway

Coach pathways describe, in picture form, the requirements for becoming a coach in the NCCP. Every sport in the NCCP has developed a coach pathway for each coaching option it offers (Community Sport – Initiation, Competition – Introduction, etc.).

The figure below shows the pathway to becoming a Community Sport – Initiation (CSI) coach in ringette. As the pathway shows, you become a *trained* coach by completing the steps in the pathway. To maintain your status as a trained CSI coach, you have to accumulate 10 points every 5 years by coaching and taking short accredited Coaching Association of Canada (CAC) workshops. Check the Ringette Canada or CAC websites for information on these workshops.



NCCP Core Competencies

As you progress through this workshop, you will work on developing *five core competencies* that will help you become a more effective coach and have a more meaningful impact on athletes' experience. The competencies are:

- ☐ Problem-solving
- ☐ Valuing
- ☐ Critical Thinking
- ☐ Leading
- ☐ Interacting

Problem-solving	● Finding a solution to a complex situation ● Developing an initial practice plan and progressively modify it ● Rank participant training priorities ● Develop an Emergency Action Plan ● Design activities that develop technical skills, athletic abilities, mental skills and life-skills.
Valuing	● Appreciate the hierarchy of values in a moral dilemma ● Appreciate the need to consider potential risk factors when planning practice activities ● Appreciate how a structured and organized practice promotes learning ● Respect other coaches, participants, officials, and others involved in sport ● Ensure that the role of competitions is consistent with long-term participant development.
Critical Thinking	● Evaluate options for decision or action ● Compare current knowledge, skills and attitudes, and reflect on coaching practices ● Identify specific actions needed to better align a program with the guidelines recommended for long-term athlete development.
Leading	● Make decisions that influence others in a positive way ● Develop a rationale for challenging the status quo ● Formulate and share a vision for a program that

	promotes long-term athlete development
Interacting	●Brainstorm and exchange ideas and interact with other coaches to develop strategies and plans for having a positive effect on long-term athlete development ●Work with participants to design activities ●Communicate effectively with participants, parents, and other stakeholders

Overall Context

This module is one of many offered in the National Coaching Certification Program (NCCP). For more information on the NCCP and the workshops it offers, visit www.coach.ca.

Symbols

You will find the following symbols in this workbook:



This symbol means write your thoughts on your Stoplight Reflection



This symbol means refer to the resource material

1 WHAT IS RINGETTE?

Ringette is a unique winter ice sport played primarily by females but open to all. In this non-contact sport, skaters use a straight stick and a hollow rubber ring. Ringette rules require individuals to pass over each blue line, thus encouraging team play.

This module introduces the basics of this incredible sport:

- ☐ [Ringette equipment](#)
- ☐ [Ringette rules](#)

How do you play ringette? Watch the Ringette Canada video [“What is Ringette?”](#) and write any notes or questions you might have.

1.1 Ringette Equipment



Required Equipment

- 1 Hockey helmet and ringette face protector (both CSA certified)
- 2 Neck guard (BNQ approved)
- 3 Elbow pads
- 4 Jersey
- 5 Gloves
- 6 Girdle/pelvic protection
- 7 Ringette Pants
- 8 Shin pads
- 9 Skates
- 10 Ringette Stick

NOTE: Please consult provincial rules regarding the use of shoulder pads.

Équipement obligatoire

- 1 Casque de hockey et protecteur facial de ringette (les deux certifiés par l'ACN)
- 2 Protège-cou (approuvé par la BNQ)
- 3 Coudières
- 4 Maillot
- 5 Gants
- 6 Gaine / Protection pelvienne
- 7 Pantalon de ringette
- 8 Protège-tibias
- 9 Patins
- 10 Bâton de ringette

NOTA: Veuillez consulter les règlements provinciaux en ce qui concerne l'utilisation des épauières.



Required Goaltender Equipment

- 1 Shoulder pads
- 2 Elbow pads
- 3 Pants
- 4 Blocker
- 5 Goaltender pads
- 6 Skates
- 7 CSA-Approved helmet and face protector
- 8 BNQ-Approved neck protector
- 9 Chest protector
- 10 Hip, Tailbone and genital protection
- 11 Protective gloves
- 12 Goal stick

Équipement de gardien de but obligatoire

- 1 Épauières
- 2 Cubitières
- 3 Pantalon
- 4 Gant Bloqueur
- 5 Jambières du gardien de but
- 6 Patins
- 7 Casque et Protecteur facial (Approuvés par l'ACNOR)
- 8 Protège-cou (Approuvé par le BNO)
- 9 Plastron protecteur
- 10 Protection pelvienne
- 11 Gant protecteur
- 12 Bâton du gardien de but



Alternate hand protection

hybrid, trapper, player gloves, Mylec gloves, player glove

Autre protection pour les mains

gant hybride, gant intercepteur, gant de patineur, gant en Mylec

* Please refer to current Ringette Canada rule book for size specifications for goalie equipment.

* Veuillez vous référer aux Règlements officiels de la ringette et au Manuel de cas pour connaître les spécifications de taille de l'équipement du gardien de but.

1.1.1 The table below shows the key equipment used to play ringette. First:

- ☐ Indicate whether the equipment is mandatory or optional

1.1.2 Then, you will be assigned 3-5 pieces of mandatory equipment to review and for each piece of equipment:

- ☐ Describe how to check if the equipment is safe
- ☐ Describe how to check if the equipment fits

Equipment		How to Check If It's Safe	How to Check If It Fits
All Athletes, including Goalkeepers			
CSA-approved Helmet and Face Mask for Ringette	☐ Mandatory ☐ Optional		
BNQ-approved Neck Protector	☐ Mandatory ☒ Optional ☐		
Shoulder Pads	☐ Mandatory ☐ Optional		
Elbow Pads	☐ Mandatory ☐ Optional		
Protective Gloves	☐ Mandatory ☐ Optional		
Hip/Tailbone/Genital Protection	☐ Mandatory ☐ Optional		
Ringette Pants	☐ Mandatory ☐ Optional		
Shin Guards	☐ Mandatory ☐ Optional		
Ringette/Hockey Skates (no picks)	☐ Mandatory ☐ Optional		
Ringette Stick	☐ Mandatory ☐ Optional		
Mouth Guard	☐ Mandatory ☐ Optional		
Just Goalkeepers			
Goal Pads	☐ Mandatory ☐ Optional		
Chest Protector	☐ Mandatory ☐ Optional		

Equipment		How to Check If It's Safe	How to Check If It Fits
Goal Trapper	☐ Mandatory		
	☐ Optional		
Goal Stick	☐ Mandatory		
	☐ Optional		
Blocker	☐ Mandatory		
	☐ Optional		
Goal Skates	☐ Mandatory		
	☐ Optional		
Goal Helmet and Mask	☐ Mandatory		
	☐ Optional		
Plastic Throat Protector	☐ Mandatory		
	☐ Optional		



RM Rule book, section 4; Dress of Athletes and section 5: Equipment to support your answers.

Who is ultimately responsible for ensuring athletes are wearing all their equipment and that it is safe and fits?

1.1.2 What items would you want to have in your coaching kit to be prepared for any equipment issues and any other items you might need?

1.2 Ringette Rules

Did you know?

The rules of ringette have been established for athletes' benefit and safety. It is your responsibility as a coach to teach athletes the rules. *Official Rules and Case Book of Ringette* presents all of ringette's rules; *Reference Material* presents simplified versions of the basic rules.

- 1.2.1** Use section 8 in the rule book to answer the questions about the rules your group was assigned. Answer what the rule is, what causes a violation and how play starts after a violation of the rules.



RM Rule book- Section 8: The Play and Section 10 Free Pass and GK Ring

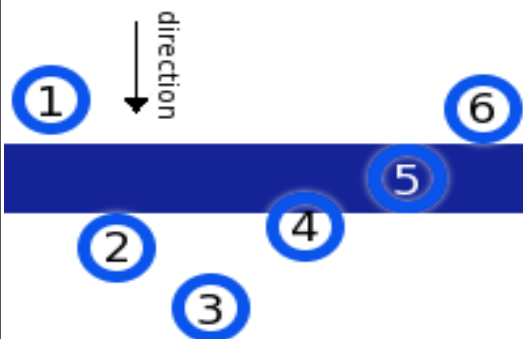
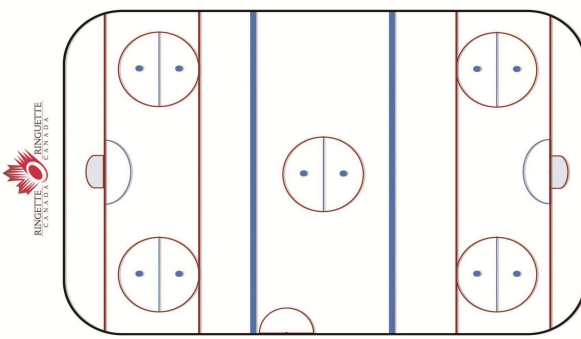
a Athletes

Question	Answer
How many athletes does each team have on the ice? What are their positions? How many skaters are allowed in the offensive/defensive zone?	
What can cause the number of athletes in the game to change? How are the number of players in each zone affected by these changes?	
Starting Play - The game starts with a Centre Ice Free Pass. What are the rules for a Centre Ice Free Pass? Draw an example of a Centre Free Pass play. Rule Book Section 1	
Why is it important to have athletes play all positions at this stage of play?	

b Blue Lines

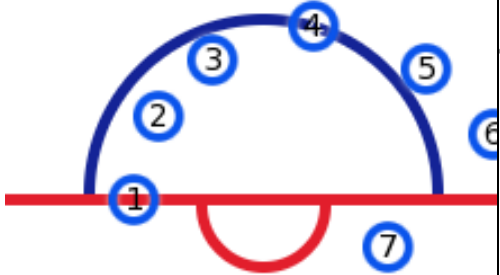
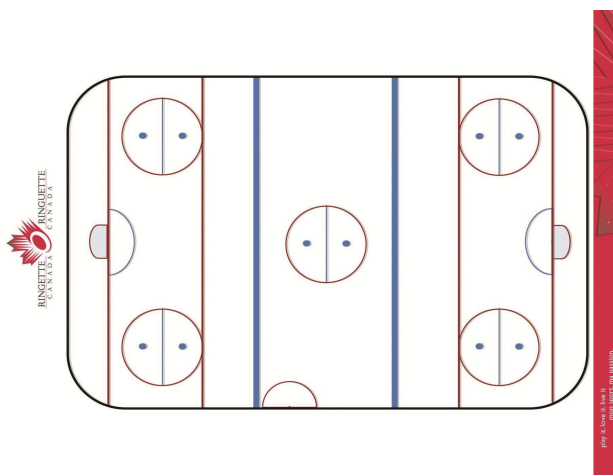


Rule book
Section 8.4

Question	Answer
What is the significance of the blue line in ringette?	
What can the passer (Team A) and other athletes (Team A or Team B) do if the ring stops on the blue line (4 and 5)? If it just touches the blue line (2 and 6)? Neutral zone Team A, Player X 	1. 2. 3. 4. 5. 6.
Who can play ring 3 has been passed over the first blue line by Team A already and no one touches the ring in the neutral zone, causing a 2 blue line pass?	3.
Starting Play – Offensive Free Pass When a defensive team commits a violation in their zone, such as skating over the blue line with the ring, the offensive team is awarded an Offensive Free Pass. What are the rules for an Offensive Free Pass. Draw an example of an Offensive Free Pass. Rule Book Section 10	

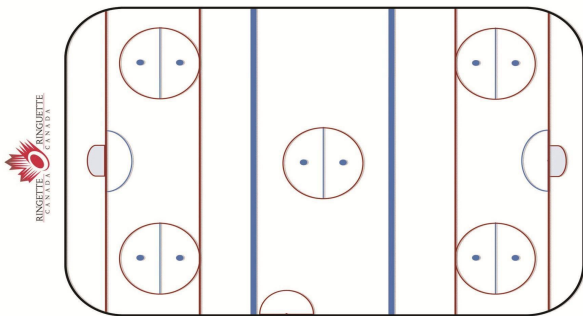


c Crease

Question	Answer
Who is allowed in the goalkeeper's crease? How can this change during the game?	
Which athletes can play these rings and what can they do with them? (Ring 5 is touching the crease) 	1. 2. 3. 4. 5. 6. 7.
Starting Play - Goalkeeper Ring: If an offensive player commits a violation in their offensive zone, such as playing ring 3, there is a change in possession and the defensive team is awarded a Goalkeeper Ring. What are the rules for a Goalkeeper Ring	
Starting Play - Draw a Goalkeeper Ring play with a team breakout of the defensive end. Rule Book Section 10 – Goalkeeper Play	



d 30-second Shot Clock

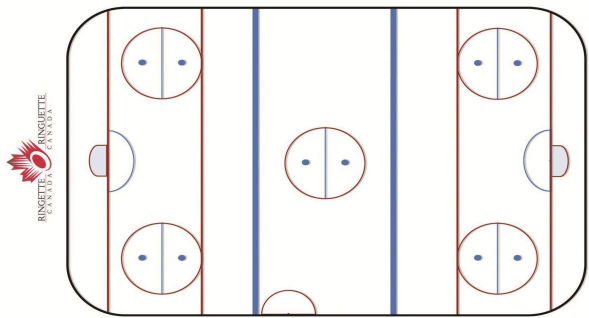
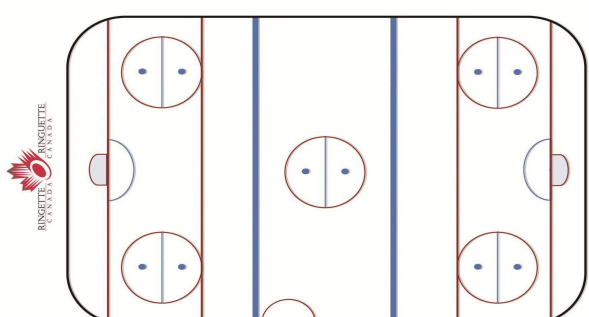
Question	Answer
Starting at U12, the 30 sec shot clock rule comes in to play. What is the 30-second shot clock rule?	
What can cause the shot clock to reset?	
What strategies can you teach your athletes to cause the shot clock to run out for the other team?	
What strategies can you teach your athletes to keep possession of the ring and not lose the ring because the shot clock runs out?	
Starting Play – Defensive Free Pass On the rare occasion that a team puts a ring out of play, for example an offensive team shooting the ring and it lands on top of the net, the defensive team is awarded a Defensive Free Pass, a free pass in their defensive end. Describe a play a team could use for a defensive free pass.	



RC Jamboree Guide p 5/6

e Modified Play: Long-Term Athlete Development

Ringette contributes to developing the physical literacy of participants using modified games and activities inspired by Ringette to teach fundamental movement skills associated with skating and the foundational games associated with invasion games. Use the Ringette Canada Jamboree Guide to answer the following questions.

Question	Answer
List some ways ringette rules have been modified to meet the needs of athletes in the Active Start and FUNdamentals stage of development, such as the Cross-Ice and Half-Ice games. Are there any other modifications your associations have incorporated for the your players?	Cross Ice  Half Ice 
What are the benefits of modifying the rules for our younger athletes?	

Share your responses with the other groups and modify your answers appropriately.



1.2.2 In your group, work with the penalty from Ringette Canada's *Official Rules and Case Book* you've been assigned and answer the following questions about it:

- a** Describe the penalty in your own words.

- b** What does the referee signal for the penalty look like?

- c** What are some things you would teach/emphasize as a coach to ensure your athletes avoid this penalty?

Share your responses with the other groups.

- d.** What coaching strategies can you use to help teach the rules, including violations and penalties to your athletes?
-
-
-
-
-
-
-
-
-
-
- 1.2.3** Many referees leave ringette after just one or two seasons because they don't enjoy the negative interactions with some sport participants. What can you as a coach do to ensure that communication with referees is positive to model respectful interactions for other sport participants and promote the retention of our referees?

1.2.4 Test your understanding of the rules of ringette by answering the True/False quiz below.

#	Statement	True or False? (circle one)
1	The athlete taking the free pass must pass the ring out of the entire circle within 5 seconds of the start of play.	T F
2	The ring must be passed over each blue line using only the stick and not the glove or skate.	T F
3	When two opponents place their sticks in the ring and gain joint control so that the ring is immovable, the ring is awarded to the team that gains control of the ring first.	T F
4	CSA-approved hockey helmets and ringette-approved full-face protectors are mandatory for all athletes.	T F
5	Athletes are allowed to wear jewelry while playing.	T F
6	Any athlete may enter the goal crease.	T F
7	Goalkeepers may pull the ring into the goal crease from outside the goal crease.	T F
8	A cross-checking penalty is given to a athlete who forcefully contacts an opponent while holding the stick horizontally in front of the body with both hands.	T F

Quiz Answers:

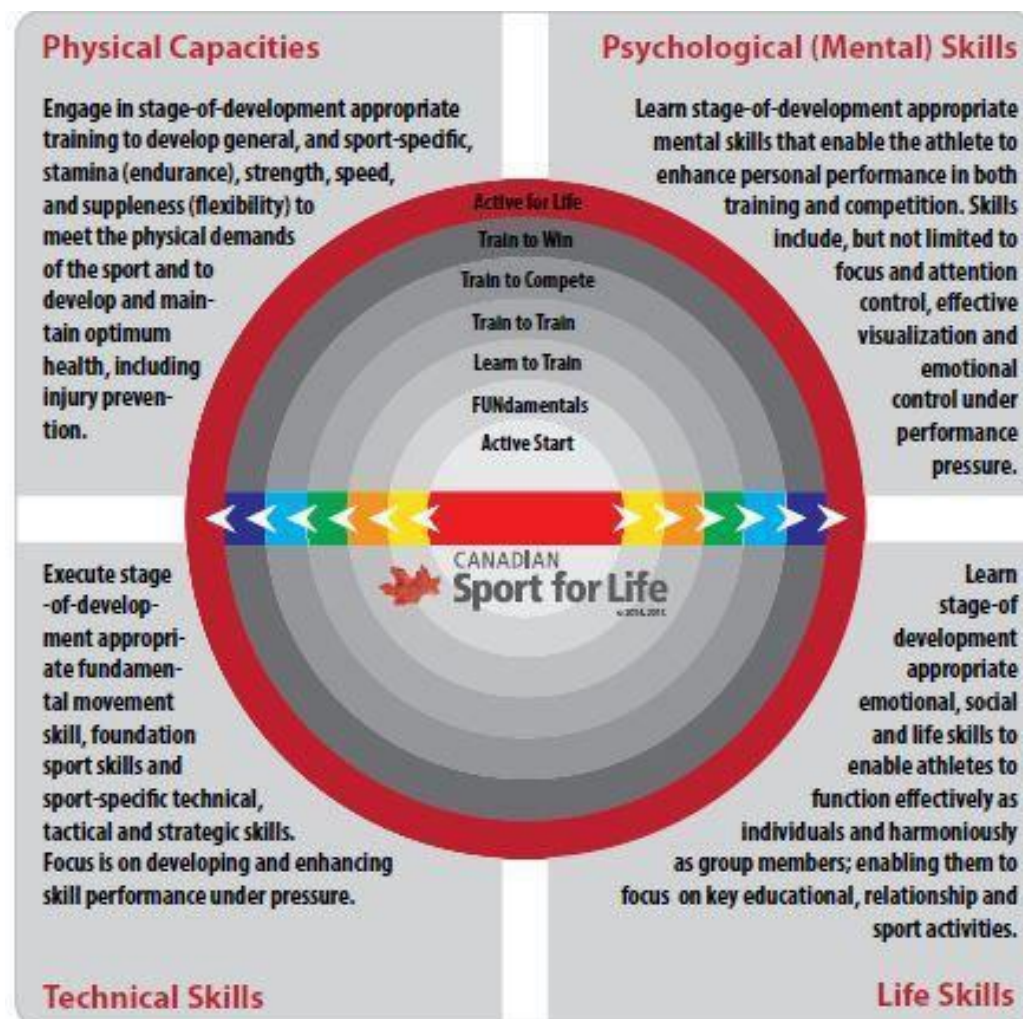
1.T, 2.F, 3.F, 4.T, 5.F, 6.F, 7.F, 8.T

2 RINGETTE SKILLS

To play ringette well, athletes need a solid foundation of technical and tactical, psychological, physical and life skills preparation. Since Ringette Canada feels that values-based sport is important, and has pledged to the True Sport Principles, the Ethical Literacy Matrix has been added as a bonus quadrant. By building a familiarity with the Ringette Canada Athlete Development Matrix (ADM), This module covers the fundamentals of each of these components of success in the sport:

- ❑ [Psychological preparation](#)
- ❑ [Physical preparation](#)
- ❑ [Life Skills](#)
- ❑ [Technical and Tactical preparation](#)
- ❑ [Ethical Literacy](#)

The module also touches on [when to teach each type of skill in the season](#).



2.1 Psychological (Mental) Preparation



ADM

Active Start p. 8, FUNdamentals p 14, Learn to Train p. 24

Did you know?

Athletes in any sport need many different psychological skills to succeed. In the Community Sport - Initiation context, your main focus as a coach should be on positive thinking and team building, including team goals.

For athletes, a key part of both these skills is responding well both individually and as a team when mistakes occur. Making a mistake is an opportunity to learn. Creating an environment where athletes aren't afraid of making mistakes is therefore one of your most important responsibilities in this area.

Find a partner who is coaching athletes at the same LTAD stage. You will be using the Athlete Development Matrix for this section. Select the LTAD stage that the majority of your athletes are at for reference for this section.

2.1.1 Psychological Preparation

Refer to the Athlete Development Matrix, select the LTAD stage the majority of your athletes are at, and identify the psychological skills appropriate for that stage. Then, follow these steps to complete the table below:

- Read the Psychological Quadrant Goals.
- Continuing to refer to the Athlete Development Matrix, and using the first example completed for you (using Fundamentals stage), choose TWO more Types of Psychological skills to add to your chart.
- Still referring to the Athlete Development Matrix, identify ONE of the skills listed in that category.
- Read the "Psychological" milestones listed in the Athlete Development Matrix Essentials for your athletes and add the milestone that best relates to that skill.
- List one or two key activities or actions you could use that would help develop the skill for your athletes. Repeat this process until you have listed one or two key techniques, methods, or activities for the next skill.

LTAD Stage for majority of your Athletes: _____

Type of Psychological Skill (From ADM)	Skill Name	Key Activities
Specific skills	Positive Self Talk	Model positive self-talk . Create a list of positive self-talk statements Discuss the benefits to positive self-talk . Incorporate crafts as a way to remember positive self-talk .
1.		
2.		

2.1.2 An athlete has just made a mistake. It's really important to create an environment that promotes learning from mistakes. In the space below, suggest 2 or 3 actions you could take or questions you could ask the athlete to help the athlete correct the mistake and not be afraid of making mistakes in the future.

2.2 Life Skills Preparation



ADM Life Skills Quadrant

In this section, we will look at stage of development appropriate emotional, social and life skills needed to enable athletes to function effectively as individuals and harmoniously as group members; empowering them to focus on key educational, relationship and sport activities.

2.2.1 Life skills Preparation

Refer to the Athlete Development Matrix (ADM), select the LTAD stage the majority of your athletes are at, and identify the psychological skills appropriate for that stage. Then, follow these steps to complete the table below:

- a Read the Life Skills Quadrant Goals
- b Continuing to refer to the ADM, and using the first example completed for you (using Fundamentals stage), choose **TWO** different Types of Life Skills to add to your chart
- c Still referring to the ADM, identify **ONE** of the skills listed in that category.
- d List one or two key activities or actions you could use that would help develop the skill for your athletes. Repeat this process until you have listed one or two key techniques, methods, or activities for the next skills

LTAD Stage of Majority of Your Athletes:

Type of Life Skill (From ADM)	Skill Name	Key Activities
Personal Development	Develop Leadership Skills	Choosing a warm up or cool down activity First person in warm up line up
1		
2		



2.3 Physical Preparation

2.3.1 Physical Preparation

Refer to the Athlete Development Matrix (ADM), select the LTAD stage the majority of your athletes are at, and identify the Physical Preparation skills appropriate for that stage. Then, follow these steps to complete the table below:

- Read the Physical Preparation Quadrant Goals
- Continuing to refer to the ADM, and using the first example completed for you (using Fundamentals stage), choose **TWO** different Types of Physical skills to add to your chart
- Still referring to the ADM, identify **ONE** of the skills listed in that category.
- List one or two key activities or actions you could use that would help develop the skill for your athletes. Repeat this process until you have listed one or two key techniques, methods, or activities for the next skills

LTAD Stage of Majority of Your Athletes: _____

Type of Physical Skill (From ADM)	Skill Name	Key Activities
Stamina	Aerobic Training	Promote participation in activities and games other than ringette that incorporate large muscle groups through dynamic fundamental movement patterns (i.e. skating, skipping, hopping, shuffling, etc.)
1		
2		

2.3.2 Motor abilities are the fundamental movements needed in ALL sports. Agility, balance, and coordination are often called the ABCs of motor abilities. What can you do in your practices to ensure the ABC's are emphasized?

2.3.3 What actions can you take to promote proper nutrition?



2.4 Technical and Tactical Preparation

ADM Tech/Tact Quadrant

In this section, we will use the Athlete Development Matrix to learn more about ringette specific skills. Program development should follow the skill progressions in this quadrant in order to provide an ideal environment for participants and athletes to progress in our sport.

2.4.1 Technical Preparation

Stages of Skill Development

When developing a ringette program, it is important to consider the athlete's stage of development and skill level. In the ADM the following terms are used.

Refer to the Athlete Development Matrix by LTAD stage (ADM), select the LTAD stage the majority of your athletes are at, and identify the technical/tactical skills appropriate for that stage. Then, follow these steps to complete the table below:

- Read the Technical/Tactical Quadrant Goals
- Continuing to refer to the ADM, where the different technical/tactical skills are labelled. The first example completed for you (using Fundamentals stage)
- Still referring to the ADM, identify **TWO** of the skills listed in each of the categories.
- List one or two key technical points for each skill
- Continuing to refer to the Athlete Development Matrix by LTAD Stage, identify the stage the majority of your athletes are at for each of the skills you have chosen:
I — Introduce (Initiate) D— Develop (Acquire) C — Consolidate — Refinement - Creative Variation, then maintain

LTAD Stage of Majority of Your Athletes: _____

Type of Technical/Tactical Skill (From ADM)	Skill Name	Description of Skill	I, D, C, R, M
Skating	Balance	Knee Bend Awareness of inside and outside edges	D
Individual Ringette Skills			

Team Ringette Skills			
Goalkeeping Skills			

2.4.2 Tactical Preparation

One of the most important skills we can teach our athletes is how to win a 1 on 1 battle, either offensively or defensively.

In small groups, list two or three tactics a athlete could use to:

- a. Play 1 on 1 as an offensive athlete with the ring to get past a defender.



RM - Ringette
Development
Model p 36/37

- b. Defend 1 on 1 against the ring carrier trying to get past you. What are some key principles a defensive athlete must keep in mind when defending against a ring carrier moving toward the net? (Contain, Channel, Check

- c. Describe a drill that you could use to teach your athletes these 1 on 1 skills?

2.5 Deciding When to Emphasize a Skill

Did you know?

As a coach, you need to know more than *what* skills to teach. You also need to know *when* to *emphasize* them. Emphasizing skills *at the right time* is an essential part of building athletes' confidence and not overloading them.

2.5.1 Season Planning

With a partner, use the ADM by LTAD Stage to determine when during the season you would emphasize the goalkeeping, ring, skating, psychological skills and life skills listed in the table below. Choose three of each type of skills and assign them to the what part of the season you might teach them, in other words, what order would you teach the 3 skills. The Psychological skills is done as an example.

I would emphasize this skill...	In this part of the season...		
	Beginning	Mid	Late
Psycholo – gical	Goal setting	Positive self-talk	Visualization
Life Skill			
Physical			
Tech - Skate			
Tech – Ind Ring			
Tact – Team Play			

2.6 Ethical Literacy



ADM FUNd p 19

L2T p 27

T2T p 36

Ringette Canada believes that the Ethical Literacy skills will provide a safe, healthy and values-based participant and athlete experience. Ringette Canada has committed to the principles of True Sport: Go for it, play fair, stay healthy, keep it fun, respect others, include everyone, and give back.

2.6.1 Read the section on Ethical Literacy for the LTAD stage for the majority of your athletes. With a partner, you will be assigned one of the principles to discuss and describe an example of how you would incorporate that into your program.

Principle:

Activity:



A “Essentials” Guide

2.6.2 Using the Athlete Development Matrix “Essentials” Guide

Read the section in the guide for the LTAD stage for the majority of your athletes. How could you use this guide to help improve your athlete’s skills?

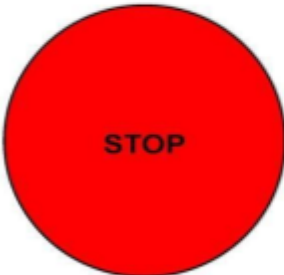
2.7 Reflection

2.7.1 Take a few minutes on your own to think about what you’ve learned in the first two modules. Then note on your Stoplight Reflection on the next page how this will change your behaviour as a coach.

Stoplight Reflection

To enhance my performance as a coach, I will:







3 TEACHING RINGETTE SKILLS

In this and the next module, you choose learn how to teach a specific ringette skill. You start by planning how to teach the skill and progress to choosing or creating a drill that incorporates the skill). In the next module, you choose games that incorporate that skill (the next module). And then — finally! — you go on-ice and practice teaching the skills, drills, and games you’ve planned!

This module presents a five-step process for teaching ringette skills. The five steps in the process are:

- 1 [Explain](#)
- 2 [Show](#)
- 3 [Watch](#)
- 4 [Give feedback](#)
- 5 [Watch again](#)

The module also touches on when to [choose or create drills](#).

Watch the Learning Facilitator demonstrate teaching a ringette skill or watch the first part of the video “Teaching Ringette Skills” to see an example of the five-step process of teaching a ringette skill.

3.1 Explain

- 3.1.1** With a partner, refer to the *Athlete Development Matrix* by LTAD Stage, select the LTAD stage most of your athletes are at, and then choose one goalkeeper, ring, or skating skill to teach athletes on-ice. Now check Ringette Canada’s skills videos, or the Ringette Development Model for information on the skill you just chose, and use that information to complete the table below — it leads you through the process of how to EXPLAIN a skill.



RM p GK – p 55, RS p 63, SS p. 69

Name the skill. Describe the Purpose of the Skill	
List 3 Key Points about how to Perform the Skill (ex: head up, shoulders back, knees bent)	

3.2 Show/Demonstrate

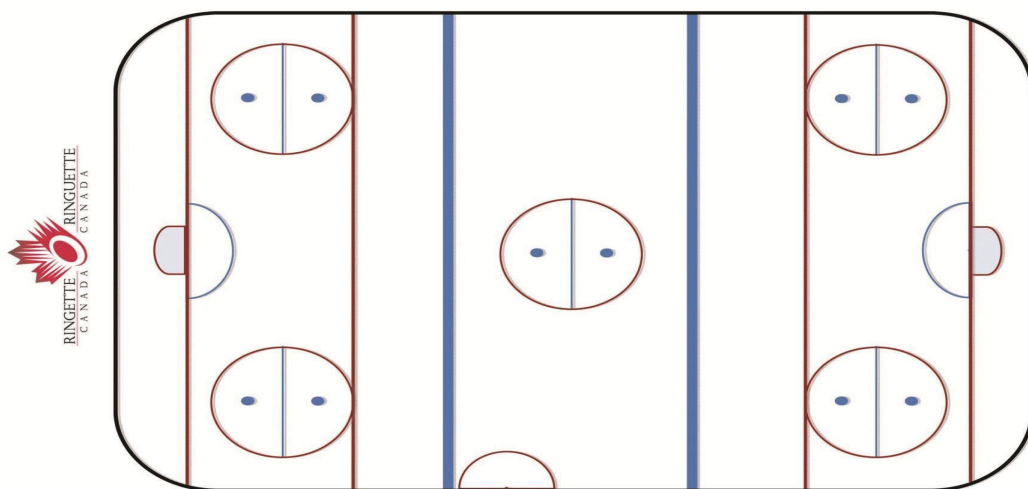
3.2.1 Continuing to work with the same partner and skill as in 3.1.1, complete the table below — it leads you through planning how to SHOW a skill.

Who should demonstrate the skill?	☐ Coach ☐ Assistant coach ☐ Athlete ☐ Athlete and coach
What view do you want the athletes to see? (If you want athletes to see more than one view, you will have to demonstrate the skill from different views.)	☐ Front view ☐ Side view from left ☐ Side view from right ☐ Back view
The first demonstration should show the entire skill . What should athletes focus on during the demonstration?	☐ ☐ ☐
The second demonstration should break the skill down into the key points for performing the skill. What verbal cues best describe each key point?	☐ ☐ ☐
The third demonstration shows the entire skill and is accompanied by verbal cues. What key points will be emphasized?	☐ ☐ ☐
Call for questions. List three questions athletes may ask.	☐ ☐ ☐

3.3 Watch/Observe

3.3.1 Continuing to work with the same partner and skill as in 3.1.1, plan how you would watch athletes perform the skill:

- ☐ Use the rink diagram to show how you would position athletes so that they use as much of the available ice as possible, are actively engaged, get as many repetitions as possible, get involved quickly, have a good chance of success, and are safe?



- ☐ Where would you and other coaches position yourselves so you can easily move around to watch individuals and the group, give feedback, and check for safety – both the athletes and yours?
- ☐ What will you watch for, and what will you consider as you watch?

3.4 Give Feedback

Tip

When giving feedback, ask questions to get athletes to think about the skill. For example, ask "What happened?" "What did you try to do?" or "What could you do next time?"

Feedback Sandwich

To ensure your feedback is positive and informative is to provide the athlete with a *feedback sandwich that incorporates the different types of feedback*:

- Tell the athlete what they are specifically doing well.
- Tell the athlete specifically what he or she could do better next time. Focus on the key point that will make the biggest positive change.
- Give the athlete a compliment on their effort or work ethic.

3.4.1 Continuing to work with the same partner as in 3.1.1:

Using the Ringette Development Model, in the resource material, pick one common error for the skill you chose in 3.1.1, describe the error in the Common Error part of the table, and develop a feedback sandwich for that error.

Situation	Feedback sandwich
Athlete passes the ring technically correctly but high-sticks at the end pass.	Phyllis, good work on aiming your pass right to Beth's stick. Where was the end of your stick when you finished passing? (High, in the air) What do you think you could do to make sure you are not high sticking? (Point it lower). Yes, maybe try pointing at the tip of Beth's stick. Keep up the awesome effort.
Your chosen skill – choose a correction you anticipate you might see in your athletes.	

Situation	Example of Feedback
Athlete finishes the drill first but has missed parts of the drill.	
Athlete starts to cry after failing to perform the skill.	
The athlete is afraid to try the activity and so sneaks to the back of the line to avoid his or her turn.	
Other:	

3.4.2 Choose one of the non- technical situations described in the left-hand column of the table below give an example of a feedback statement you might use in the right-hand column.

3.5 Watch Again

3.5.1 Continuing to work with the same partner and skill as in 3.1.1, plan how you would watch the skill again after giving athletes feedback:

- a How will you organize your athletes to ensure you can see them all performing the skill.
- b How will you know if athletes are “getting” your feedback?
- c If the athlete is NOT getting your feedback, what would you do to change your approach?

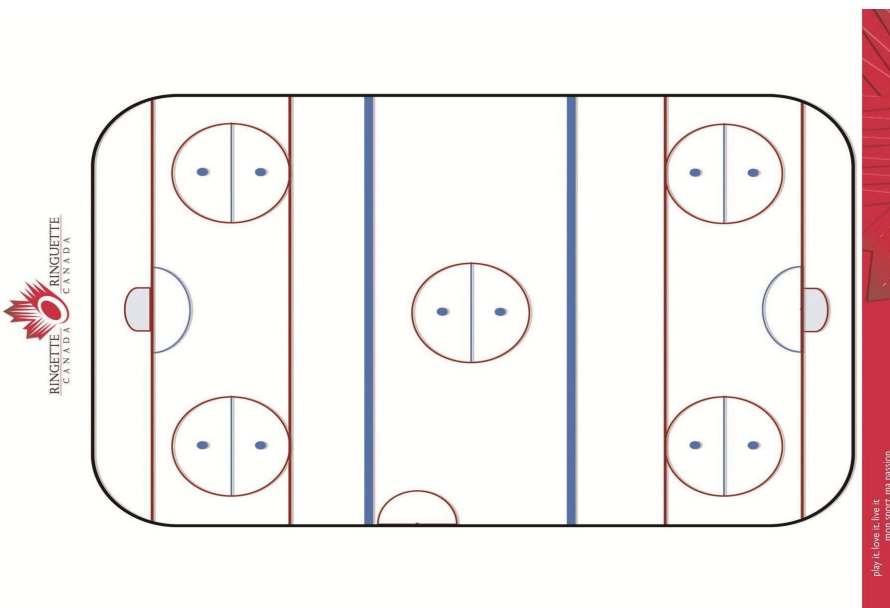
3.6 Drills: Performing Skills in Game-like Situations

Did you know?

Drills are a great way to improve athletes' comfort with a skill. They're also fun, and they help athletes move from performing a skill in isolation to performing it in games. Drills should progress from the more foundational to build more complexity, and more decision making in game like situations.

- 3.6.1 a.** Continuing to work with the same partner and skill as in 3.1.1, choose or create a drill that will get athletes to perform the skill in a more game-like situation. There are drills in the *Drill Manual*, as well as in the sample practice plans. Be sure to plan how to convey the drill to your athletes so they know their roles. Sketch the drill.

Key point in **describing** the drill:



Key technical points to the skill:

- b.** Progression to the drill: How can you make the drill more game like or more challenging?

4 USING GAMES TO TEACH RINGETTE SKILLS

Playing games helps young athletes develop the skills they need for *all* sports, including ringette. This module takes you step-by-step through the process of selecting and implementing purposeful games for your ringette athletes:

- ☐ [Selecting or creating a game](#)
- ☐ [Assessing games](#)

4.1 Selecting or Creating a Game

Did you know?

Small-space ringette-based and children's games provide great opportunities for athletes to practice skills, have fun, get to know their teammates, and learn how to play ringette. Ensure that the games you use are non-elimination so they can continue to build their skills and do not feel excluded. Give them a quick consequence - "sing a song, jumping jacks, etc"



RM p 41 Games

4.1.1 Continuing to work with the same partner and skill as in 3.1.1, consult the *Drill Manual*, and choose a game that will help teach that skill. Complete the steps in the table below — they help you plan the game.

Description of the Game	Purpose of the game: _____ _____
	Organization of the game (teams, individuals, etc.): _____ _____
	Athletes' movement (starting point, positions, etc.): _____
	Boundaries of area of play: _____
	Rules: _____ _____
	Equipment required (pinnies?): _____

Explanation of the Game	Explain 3-5 key points about playing the game:
Demonstration of the Game	How are you going to demonstrate the game? Who is going to demonstrate the game?
Appropriateness of the Game	Is the game safe? How could you make it safer? Does it match athletes' needs and LTAD stage? How does this game enhance athletes' self-esteem? How will you know if the game achieves its purpose? What are the advantages of using small-space games? Is it fun? What happens when athletes get eliminated? How can they get back in the game in a meaningful role?

4.2 Assessing Games

- 4.2.1** Listen and observe carefully as the Learning Facilitator (LF) explains and demonstrates a purposeful game off-ice.

Continuing to work with the same partner as before, use the table below to assess the appropriateness of the LF's game and the characteristics of the LF's explanation and demonstration.

- 4.2.2** Continuing to work with the same partner and skill as in 3.1.1, prepare for your teaching session. To prepare:
- a** Review how you plan to teach the skill.
 - b** Review the drill you chose or created to teach the skill.
 - c** Review the game you chose to reinforce the skill.
 - d** Organize how the two of you will teach the skill, the drill, and the game. For example, who will explain the skill? Who will demonstrate the skill? How will you run the drill? Who will describe the game? Coaches should rotate the leading role.
- 4.2.3** AFTER the teaching session, work with your partner to assess the game you taught on-ice. Use the table below for this assessment.
Share your experience with the whole group.

Record the key findings of 2 of the other groups in the table below.

Name of Game	Characteristics of the Game				Characteristics of Explanation/Demonstration					
	Safety	Meets Athletes Needs	LTAD Appropriate	Builds Self-esteem	Purpose Explained	Organization Outlined	Rules Explained	Equipment in Place	3-5 Key Points	Demo Clear
LF Game										
Your Game										

COMPLETE THE

4.3 Reflection

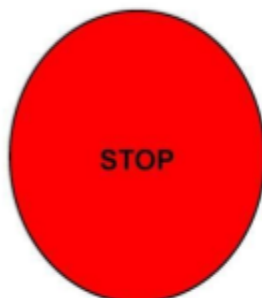
- 4.3.1** Take a few minutes on your own to think about what you've learned in this and the previous module. Then note on your Stoplight Reflection how this will change your behaviour as a coach.



Stoplight Reflection

To enhance my performance as a coach, I will:







5 PUTTING IT ALL TOGETHER

In most of your Community Sport coaching, you will modify practice plans you've been given. This module gives you the information you need to know to tell an effective practice plan from an ineffective practice plan and to modify practice plans as needed.

- ☐ [The parts of a practice plan](#)
- ☐ [Putting a practice together](#)
- ☐ [Making modifications](#)
- ☐ Safety

5.1 The Parts of a Practice Plan

5.1.1 Have a look at the sample practice plans in the resource material. Use the table with the key parts of a practice plan provided to identify the goals of each part, and one or two sample activities for each part of a practice plan.

Practice Part	Goals	Sample Activities
Introduction		
Warm up		
Main Part		
Cool Down		
Conclusion		

5.1.2 Read *Key Parts of a Complete Practice in Ringette Community Sport and Practice Planning Checklist* in your resource material. P 84 Make any necessary changes to your answer to 5.1.1

Did you know?

Children have trouble sitting still and listening, especially when they're excited about being at practice with friends. Allow for some meet-and-greet time when they can chat. It's also a good idea to do your talking while they're doing their stretching, both during warm-ups and cool-downs. Make sure you include frequent water breaks during your practice. Children need to drink about one litre of water an hour (250 mL/15 min) when exercising.

5.2 Putting a Practice Together

In this activity, you will plan your own practice (more experienced coaches).

With your partner, choose the activities for an upcoming practice for your athletes. Record your practice plan on the Ringette Practice Plan in the Annex. Make sure that your plan is detailed enough that an assistant could follow it if you can't attend the practice; use diagrams to make this clear.

Use the activities you have already designed in Section 3 – Teaching a Skill and Section 4 – Using Games as the Main Part of your practice plan.



RM p 85 – Practice Planning Checklist

Did you know?

Tip: How you organize activities and how you arrange for the transition from one activity to the next will be important in maintaining the attention and the interest of the participants. Participants are happiest when they are 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 are doing. Choose challenging activities that participants can do successfully at least seven out of every 10 tries. Maximize the time that they are active, with very little time spent waiting in line or in transition between activities. Use the services of any available parents who can help you arrange your activities in stations. Allow participants some say in what stations you set up and the ways they move between them.

Did you know?

Effective practices ensure that all athletes are safe, are learning, and are having fun. Always check to see if you need to modify a practice to ensure these things are all happening.

5.3 Making Modifications.

5.3.1 In your group, answer the assigned question about modifying your practices:

☐ **Different Skill Levels**

Effective practices train all athletes; if some athletes are at different skill levels, how will you modify your practice to meet every athlete's needs?

☐ **Using Resources Optimally**

Effective practices use resources and space optimally, and they encourage maximum participation. How will you modify your practice to ensure your practice is effective? What changes do you need to make if you are using half-ice?

☐ **Fun**

Effective practices ensure that athletes are having fun. How would you modify your practices to ensure the athletes are enjoying the experience? What would you do if you sensed that your athletes weren't having fun?

☐ Inclusion

There are a number of ringette athletes with special needs (physical, social/emotional and psychological). What can you do to adapt your practices to ensure they feel included within the team and their special needs are met.

☐ Positions

Effective practices ensure that all positions are developed, especially the goalkeeper position. How will you ensure that everyone has opportunities to develop their understanding of positional play for all positions?

☐ Safe

The 3 main safety risk factors are: Environment (Ice surface, Dressing Room);; Mechanical factors related to equipment and facilities (First Aid Equipment, Team and Individual Equip); and the athletes themselves (Supervision, Behaviours).

What actions can you take to ensure that the practice is safe for the athletes?

Share and discuss your group's modifications with the entire group.

Rule of 2 – See PPT

What actions will you take to ensure you are implementing the “Rule of 2?”

- 5.3.2 Pair up again with your partner from 5.2.1, review your practice plan from 5.2.1, and modify your plan as needed.**



5.4 Safety – Emergency Action Plan

5.3.1 After reading the following information about the roles in an emergency response, describe the roles that each member of your coaching staff would take in an emergency situation.

Safety – Emergency Response

A. Emergency Action Plan EAP

1. Although serious injuries or accidents are rare, you must be ready to deal with them if and when they occur. EAP helps you react quickly, efficiently and responsibly in a stressful situation.
2. When an injury occurs, an EAP should be activated immediately if the injured person:
 - Is not breathing
 - Does not have a pulse
 - Is bleeding profusely
 - Has impaired consciousness
 - Has injured the back, neck or head
 - Has a visible major trauma to a limb
3. Ensure you include your coaching staff in your EAP.
4. Plan needs to be specific to your athlete's needs, team and facility.

If someone hits their head or has a suspected concussion, they must stop playing and seek medical advice.
5. 3 Key Roles are the:

Charge Person – should be the one who is most qualified in first-aid and emergency procedures. They should know what emergency equipment is available, assess and tend to the injured athlete and direct others involved until medical personnel arrive.

Call Person – keep records of emergency phone numbers, make the phone call for assistance, guide the first responders, if required.

Control Person – Secure a controlled environment.

B. SCENARIO: After completing the EAP, describe how your coaching staff would respond if one of your players fell in a practice and hit the boards feet first and couldn't get up, complaining of a sore ankle?

Emergency Action Plan (Home/Practice/Games/Tournaments)

Team Name & Year:

Emergency Numbers – 911

Cell Coach:

Cell Assistant Coach:

Cell Assistant Coach:

Cell Trainer:

Cell Manager:

Other:

Team Staff Responsibilities

Charge Person (#1) :

Charge Person (Backup):

Call Person (#1)

Call Person (Backup):

Control Person (#1):

Control Person Backup:

Charge Person Responsibilities

- Conduct an initial assessment of the injury.
- Designate someone to watch the other participants (stop all activities and ensure all participants are in a safe area if nobody is available to supervise).
- Wait with the injured participant and help keep them calm until emergency medical services arrive and conduct their assessment of the injury.
- Record the injury using their club's accident report form.

Call Person Responsibilities

- Call for emergency help.
- Provide all necessary information to dispatch. • The facility location • The closest access door to the injured participant • The nature of the injury • A description of first aid that has been performed • Other medical information, such as allergies or medical conditions.
- Clear any traffic from the facility entrance or access road before the ambulance arrives.
- Wait by the entrance to direct the ambulance.
- Call the participant's emergency contact person.
- Assist the charge person as needed.

Control Person Responsibilities

- Pre-determine the location of the AED and other emergency equipment in the facility.
- Retrieving the AED and/or first aid kit and bringing to the injured player if requested.
- Seek highly-trained medical personnel in the facility if requested by the Charge Person.
- Ensure teammates, other participants and spectators are not in the way of the charge person.
- Advise opponents, on-ice officials, arena staff and parents of the steps being taken.

Directions to site/facility including where the first responders enter the building:

Equipment location

Legend

S: Arena/venue staff office - Phone

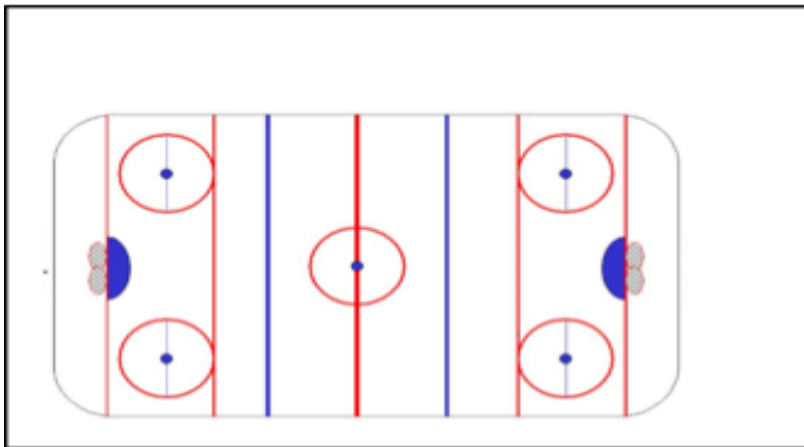
E: Exits

FA: First Aid

AED: AED

M: Muster point

I: Medical information for all participants, including coaching staff



Reminders

- You can save and re-use this form to prepare an EAP for your usual practice site and for any site where you host competitions.
- When preparing for away competitions, ask the host team or host facility for a copy of their EAP in advance.
- Attach the medical profile and parent or caregiver contact information for each participant to this emergency action plan. **This includes the coaching staff.**

Hospital & Ambulance Information - sample

Advise the operator that the athlete is a _____ year old athlete who was injured playing Ringette, which is a game similar to hockey played on ice. The athlete is still on the ice and an ambulance is needed. Provide details on the extent of the injury details of the arena location & address, driving directions and location of entrance. Provide the operator with your cell phone number and stay on the line until she permits you to hang up.

Be sure to complete and submit a provincial and/or RC Incident and Safety report form within 24 hours.

6 ROLES AND RESPONSIBILITIES OF THE RINGETTE COACH

Making sure that everyone involved knows the roles and responsibilities of the ringette coach is an important part of creating team harmony and commitment. This module covers these aspects of coaches' roles and responsibilities in the CSI context:

- ☐ [Tasks of the coaching staff](#)
- ☐ [Coaching at competitions](#)
- ☐ [Parent/athlete meeting](#)

6.1 Tasks of the Coaching Staff

6.1.1 In the table below, identify all the tasks you think your coaching staff must perform, listing each task under the title of the person you will ask to do it.

Head Coach	Assistant Coach(es)	Manager	Other

6.1.1 Read *Team and Equipment Management and Planning* in the resource material. Are there any additional tasks that you would now like to add to the table?



6.1.2 5 C's of Coaching

Read the chart regarding the C's of coaching.

Table 2: The 'C' system for coaching

Competence: 	It's about developing a positive view of one's actions with matching appropriate capability (being able to do things). In sport, this is achieved through the provision of carefully planned, developmentally appropriate activities. It includes physical, technical, tactical, mental, and personal and social competence.
Confidence: 	It hinges on having an internal sense of overall self-worth ('I am OK') and self-efficacy ('I can do things'). This is promoted in sport through exposure to success (internally referenced) and individual and/or group challenges that are realistic, and build resilience, coping with failure and learning strategies. All this should be in an environment that stresses personal improvement and values effort and persistence over outcomes and results.
Connection: 	It's related to the ability to build positive bonds with people and institutions (ie clubs, school), resulting in effective and mutually beneficial relationships between the individual, others and the environment. In sport, this is achieved through the chance to work with and help others, be part of a group and the understanding of the intrinsic benefits of sport participation.
Character and caring: 	It's based on exercising respect for societal and cultural rules, possessing standards for correct behaviours, a sense of right and wrong, and a sense of sympathy and empathy for others. Sport participation supports these developments when it takes place in an environment that respects participants, coaches, officials, parents and the rules of the sport.
Creativity: 	It's about being able to find one's own solutions to problems. Sport is ideally placed to promote this outcome by putting children in situations where they have to think for themselves and understand things in order to learn, rather than copying and repeating.

6.1.3 Which "C" do you feel is your area of strength? Give an example.

Which "C" do you feel is an area of growth. What action will you take to improve in this area?

6.2 Coaching at Competitions

6.2.1 In your group, describe briefly what you and your staff would do to prepare athletes for competition – before, during and after the game.

This coaching area...	Involves doing these things...	Who could help?
Organization/ management		
Communication before and after game (with athletes, bench staff, parents)		
Pregame talk (purpose, objectives, line-up)		
Pregame warm-up (purpose, objectives, activities)		
Safety considerations		
Bench management/ organizing athletes		
Stoppages in play Injury/Timeout		
Postgame cool-down (purpose, objectives, activities)		
Post-game talk		
Other (coaching your own child, unsportsmanlike penalties, assisting in dressing room to keep athletes positive and inclusive, etc.)		
Special considerations for tournaments		

Share your answers to 6.2.1 with those of other coaches. Can you add any of their ideas to your list? Check *Coaching at Competitions* in the resource material, for more ideas.

6.3 Parent/Athlete Meeting

It's important to have a parent/athlete meeting at the beginning of the season. Use the space below to summarize what you would want to cover in your meeting to set your team up for success. Be sure to do the following:

- Include the key points in your team coaching philosophy and expectations for the team.
- Identify all the jobs that need to be done during the season and have every family choose and be responsible for one team job — that way, every family is a working member of the team!
- What else should be included in your Parent/Athlete meeting?

6.3.1 Design an outline of an agenda you would use for your athlete/parent meeting.

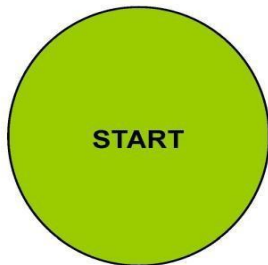
6.3.2 Suggest some questions parents could ask their children about how they thought they did in games and practices. What can you do to encourage parents to focus on the child's experience, not the outcome?

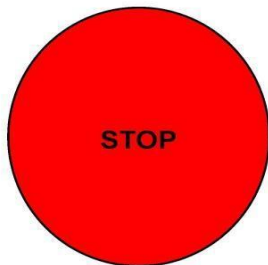
6.3 Take a few minutes on your own to review the Stoplight Reflections you've already completed. Then use the Stoplight Reflection on the next page to summarize how what you've learned in this workshop will change your behaviour as a coach.

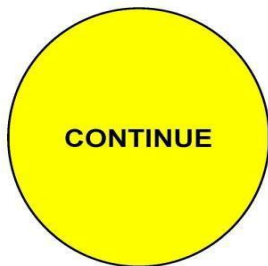


Stoplight Reflection

To enhance my performance as a coach, I will:







7 WRAP-UP AND EVALUATION

7.1 Online Evaluation

Did you know?

Your evaluation of the workshop you just took is very important to Ringette Canada. It tells us what's working and what isn't working, and it helps us tailor our workshops to coaches' needs. So please be sure to complete the online evaluation of this workshop.

7.2 Maintenance of Certification

The Coaching Association of Canada and its partners recognize the value of having certified NCCP coaches that are engaged in **Professional Development** programs which reinforce the values of **Lifelong Learning** and sharing amongst the coaching community.

In order for NCCP coaches to maintain their certified status, they will be required to obtain Professional Development (PD) points. PD points can be earned through a multitude of activities that coaches already participate in, including: national and provincial sport organization conferences and workshops, eLearning modules, NCCP workshops, coach mentorship programs, and active coaching. In most cases coaches are already earning their required PD points -- Maintenance of Certification Status is simply the introduction of tracking these points and recognizing coaches for their efforts.

Log into the **Locker** for an up-to-date record of your PD points.

What do I need to complete professional development?

Context	Minimum Professional Development credits required for a period of five years
Community Sport Initiation (CSI)	10 points
Competition Introduction (CI)	20 points
Competition Development (Comp-Dev)	30 points

8 ANNEX

6.3.2.1 [CSI Ringette Bingo](#)

6.3.2.2 [Teaching a Skill Summary Chart](#)

6.3.2.3 [Facility Safety Checklist](#)

6.3.2.4 [On-ice Self-assessment Sheet](#)

6.3.2.5 [Rink Diagrams](#)

6.3.2.6 [EAP](#)

6.3.2.7 [Practice Plans](#)

CSI Ringette Bingo

Each box identifies something that the people in this group may know or be able to do. Seek out the different participants and ask them to sign their name if the item applies to them. Please only get one signature per box and one signature per person. Collect as many as you can. Have FUN!

Has seen a game played at WRC's (World's), CRC's (Nationals), CWG's or NRL	Knows who to contact at your local association about coaching issues	Has a coach mentor to go to with issues	Knows where and when ringette was invented	Has a great team name
Has coached other sports	Can name 3 universities with ringette teams	Can explain a rule that is unique to ringette	Will be coaching a U12 team	Can name 5 countries where ringette is played
Has a child playing ringette	Has played ringette	Can name your local, provincial, or national, association's president	Has played other sports	Can share their favourite motivational saying
Can identify a scholarship for ringette	Is a first-year ringette coach	Will be coaching a Fundamentals team (age 6 - 8)	Can name someone on Ringette Canada's National team	Can explain what the acronym LTAD stands for
Knows who won the last World Ringette Championships	Can name a coach they admire and explain why	Will be coaching a U 10 team	Has refereed ringette	Can name their favourite athlete and explain why

Teaching a Skill Summary Chart

1. Teaching the Skill	Skill:
Explain - Name the Skill - Describe the purpose of the skill (ask questions) - 3 key points of the skill	
Show - Identify who will demonstrate - Describe your 3 demonstrations - Questions?	
Watch - How will you organize athletes to view them performing skill?	
Give Feedback - What is a common error you will look for? - What potential feedback sandwich will you provide?	
Watch Again - How will you organize athletes to "watch again?"	
2. Game-like Drill	Name:
- Describe the more ringette game-like drill you chose to help develop the skill - Who will explain the drill? - What are the key points of the drill? - What are the key points of the skill you are developing with the drill? - What equipment do you need to set up the drill? - What are some safety issues you will address?	
3. Game to reinforce the skill	Name:
- Describe the game you chose to reinforce the skill - Who will explain the drill? - What are 2 or 3 key points of the game? - What are the key elements of the skills that you will reinforce with the game? - What are some safety issues you will address?	

Facility Safety Checklist



Facility Safety Checklist



Facility: _____

Date: _____

Inspected by: _____

Item	Adequate	Inadequate	Corrective measures*	Observations
Playing surface and installations				
Dressing room				
Team Equipment				
Individual Equipment				
First Aid Kit & Procedures				
Others				

*Corrections 1) add 2) replace 3) modify 4) discard 5) clean 6) repair 7) check

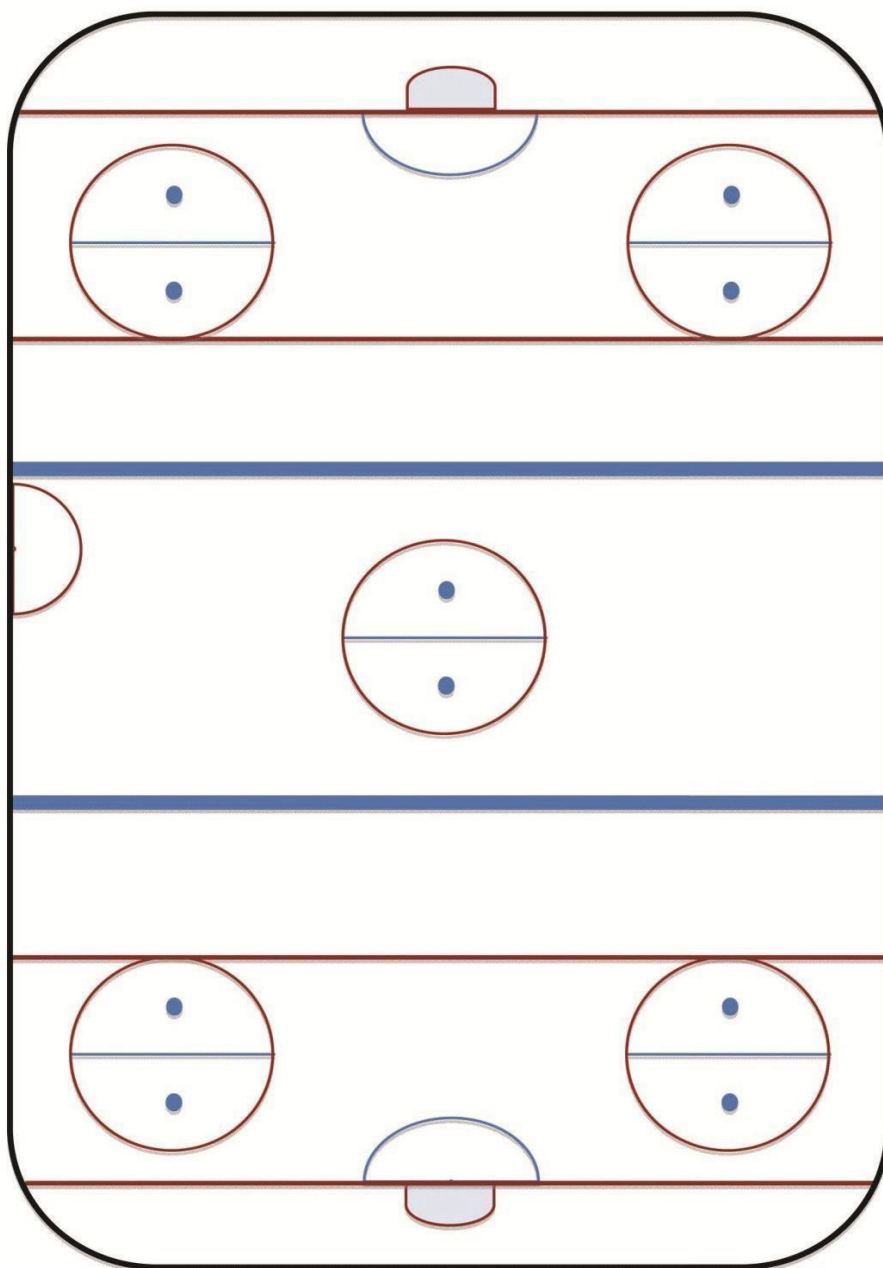
*This document, once completed, should be given to the facilities manager, and the coach should keep a copy for his/her files.

Facilities Manager name: _____ Signature: _____

Coach name: _____ Signature of coach: _____

Date (dd/mm/yy): _____

Rink Diagrams



play it. love it. live it
mon sport. ma passion.

On-ice Self-assessment Sheet

Practice Coaching: Teaching a Skill

Instructions: Assess yourself on the different criteria by giving yourself a G (green), Y (yellow), or R (red) depending on how effective your practice coaching experience was. Write any comments about changes you would make to improve your coaching skills. For “participants,” assume that you are referring to the athletes in the LTAD stage being coached.

Criteria	G/Y/R
<i>Safety</i>	
Coaches check to see that participants' equipment is safe and make the changes necessary to ensure safety	
The playing area is checked for hazards, and adults move the nets into place	
Safety points are emphasized and are watched for, and adjustments are made when necessary	
Comments/suggestions:	
<i>Skill selection</i>	
The skill selected is appropriate for participants' LTAD stage	
The skill selected is appropriate for participants' ability	
<i>Explain</i>	
Coach is positioned such that all children can see, and distractions are minimized	
Explanation and demonstration last 90 seconds or less in total time	
Participants clearly understood the purpose of the exercise/activity	
Two or three key points are emphasized (not necessarily technical aspects)	
Coach speaks in an enthusiastic, positive tone, using language that participants can clearly understand	
Coach speaks clearly and loud enough for all to hear	
The choice of words is appropriate for participants' age	
<i>Show</i>	
All participants can clearly see the demonstration and hear the explanation	
The demonstration is done from different angles	
The demonstration shows the whole skill, then parts, and then the whole skill again (where appropriate)	
Coach reinforces key points while someone demonstrates	
Participants are checked for understanding by asking athletes questions about the key points	

Watch	
The ice was used effectively; all participants had room to work on the skill	
All participants were actively engaged: they repeated the skill many times	
The coaches watched and allowed time for participants to perform the skill so that they had some success before initiating feedback	
Feedback	
Feedback sandwich is initiated with coach telling the athlete what he or she is doing well	
Feedback continues with coach identifying (by asking, telling, showing) what the athlete could do better, using key points and cue words	
Feedback concludes with coach giving the athlete a compliment	
Comments/suggestions on teaching the skill:	
"Game like" Drill	
The drill reflects a progression of the skill toward more game like conditions	
The progression for skill development is appropriate for participants' LTAD stage	
Coach focuses on the appropriate key points for the skill to be developed	
Coach adjusts the activity for more advanced and less advanced abilities within the group	
Coach looks for input/feedback from participants	
Correction or reinforcement is clear, brief, specific, and returns participants quickly to the activity	
Coach correctly identifies whether the interventions required need to be individual, small group, or whole group	
Coach looks for what athletes are doing well and communicates what to do — not what NOT to do	
Comments/suggestions:	
Game	
Game is effective in helping teach the selected skill	
Game is appropriate for LTAD stage coached	
Coach explains the game effectively including 3 – 5 key points	
Coach demonstrates game clearly and organizes it effectively	
Game is fun	
Comments/suggestions:	

Emergency Action Plan (Home/Practice/Games/Tournaments)

Team Name & Year:

Emergency Numbers – 911

Cell Coach:

Cell Assistant Coach:

Cell Assistant Coach:

Cell Trainer:

Cell Manager:

Other:

Team Staff Responsibilities

Charge Person (#1) :

Charge Person (Backup):

Call Person (#1)

Call Person (Backup):

Control Person (#1):

Control Person Backup:

Charge Person Responsibilities

- Conduct an initial assessment of the injury.
- Designate someone to watch the other participants (stop all activities and ensure all participants are in a safe area if nobody is available to supervise).
- Wait with the injured participant and help keep them calm until emergency medical services arrive and conduct their assessment of the injury.
- Record the injury using their club's accident report form.

Call Person Responsibilities

- Call for emergency help.
- Provide all necessary information to dispatch. • The facility location • The closest access door to the injured participant • The nature of the injury • A description of first aid that has been performed • Other medical information, such as allergies or medical conditions.
- Clear any traffic from the facility entrance or access road before the ambulance arrives.
- Wait by the entrance to direct the ambulance.
- Call the participant's emergency contact person.
- Assist the charge person as needed.

Control Person Responsibilities

- Pre-determine the location of the AED and other emergency equipment in the facility.
- Retrieving the AED and/or first aid kit and bringing to the injured player if requested.
- Seek highly-trained medical personnel in the facility if requested by the Charge Person.
- Ensure teammates, other participants and spectators are not in the way of the charge person.
- Advise opponents, on-ice officials, arena staff and parents of the steps being taken.

Directions to site/facility including where the first responders enter the building:

Equipment location

Legend

S: Arena/venue staff office - Phone

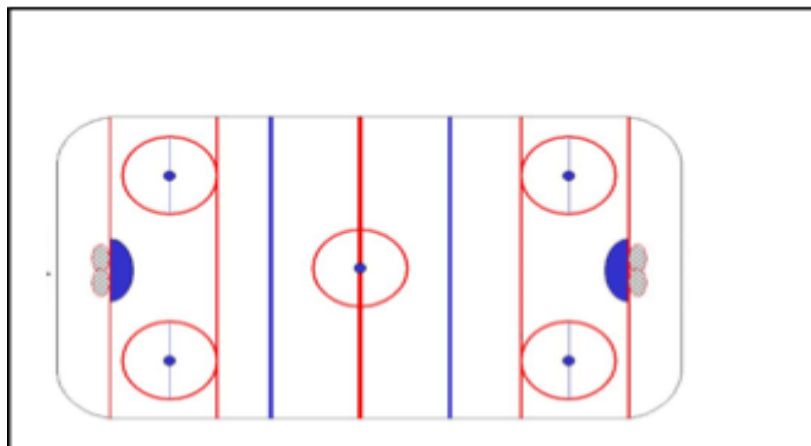
E: Exits

FA: First Aid

AED: AED

M: Muster point

I: Medical information for all participants, including coaching staff



Reminders

- You can save and re-use this form to prepare an EAP for your usual practice site and for any site where you host competitions.
- When preparing for away competitions, ask the host team or host facility for a copy of their EAP in advance.
- Attach the medical profile and parent or caregiver contact information for each participant to this emergency action plan. **This includes the coaching staff.**

Hospital & Ambulance Information - sample

Advise the operator that the athlete is a _____ year old athlete who was injured playing Ringette, which is a game similar to hockey played on ice. The athlete is still on the ice and an ambulance is needed. Provide details on the extent of the injury details of the arena location & address, driving directions and location of entrance. Provide the operator with your cell phone number and stay on the line until she permits you to hang up.

Be sure to complete and submit a provincial and/or RC Incident and Safety report form within 24 hours.

Ringette Practice Plan

Team/ Level: _____ Coaches: _____

Start Time: _____ End time: _____

Date: _____

Arena: _____

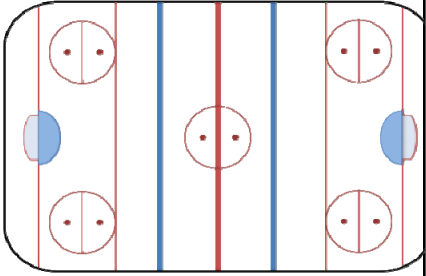
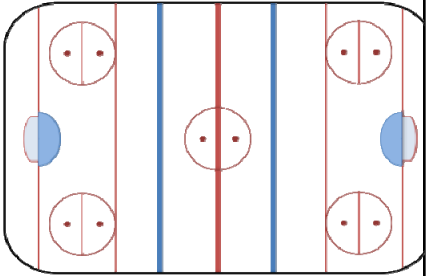
Number of Athletes: ____

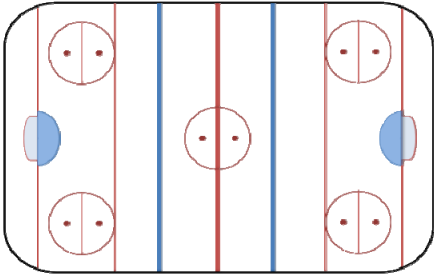
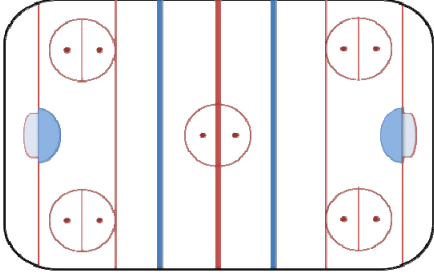
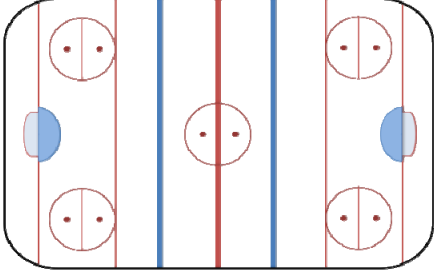
Equipment Needed: _____

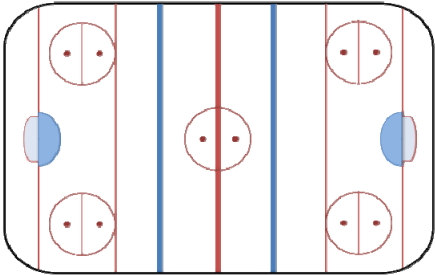
Practice Objective:

Goal(s): Team: _____

Goalkeeper Focus: ____

Time	Activity	Diagrams
Off-ice Warm-Up Pre-Practice Duration:	Drill Name: Objective:	Location:
On Ice Warm-Up Total Duration:	Drill Name: Objective: Description:	Duration: 
	Key Skill/ Tactic Teaching Points:	Key Execution Points:
	Drill Name: Objective: Description:	Duration: 
	KTP:	KEP:

Main Part Total Duration:	Drill Name: Objective: Description: KTP:	Duration: 
		KEP:
	Drill Name: Objective: Description: KTP	Duration:  KEP
	Drill Name: Objective: Description: KTP	 KEP

Cool-Down On-ice Duration:	Drill Name: Objective: Description KTP:	 KEP:
Cool Down Off-ice Post Practice Duration:	Drill Name: Objective: Description: Practice Summary Next team activity and logistics	Location:
Conc-lusion:	Post Practice Message Did your practice meet your objective:	
Coach Reflection:	List 2 things that went well: 1 2 List 2 things to improve on: 1 2 Additional Comments	

Ringette Practice Plan

Team/ Level: _____ Coaches: _____

Start Time: _____ End time: _____

Date: _____

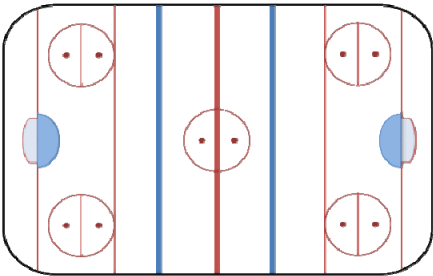
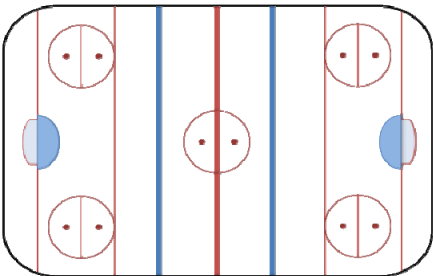
Arena: _____ Number of Athletes: _____

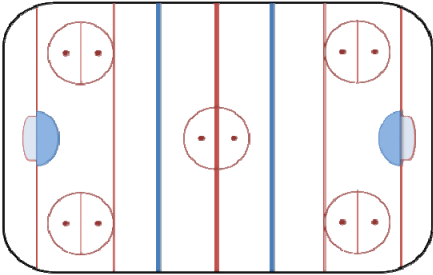
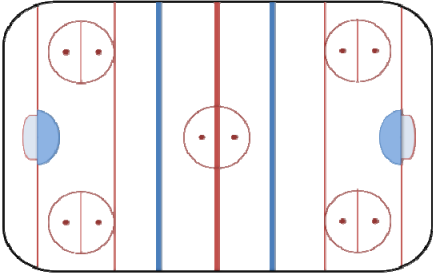
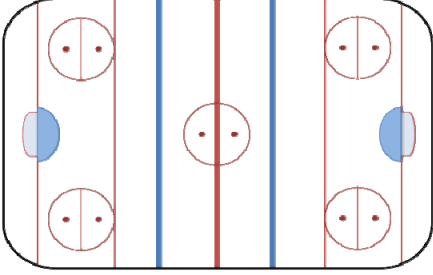
Equipment Needed: _____

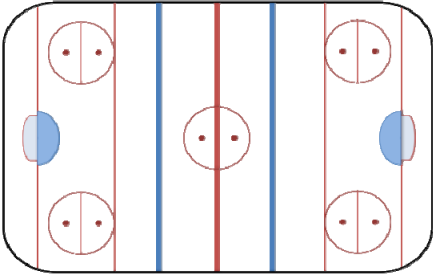
Practice Objective:

Goal(s): Team: _____

Goalkeeper Focus: _____

Time	Activity	Diagrams
Off-ice Warm-Up Pre-Practice Duration:	Drill Name: Objective:	Location:
On Ice Warm-Up Total Duration:	Drill Name: Objective: Description: Key Skill/ Tactic Teaching Points:	Duration:  Key Execution Points:
	Drill Name: Objective: Description: KTP: _____	Duration:  KEP: _____

Main Part Total Duration:	Drill Name: Objective: Description: KTP:	Duration:  KEP:
	Drill Name: Objective: Description: KTP	Duration:  KEP
	Drill Name: Objective: Description: KTP	 KEP
Cool-Down	Drill Name:	

On-ice Duration:	Objective: Description KTP:	 KEP:
Cool Down Off-ice Post Practice Duration:	Drill Name: Objective: Description: Practice Summary Next team activity and logistics	Location:
Conc-lusion:	Post Practice Message Did your practice meet your objective:	
Coach Reflection:	List 2 things that went well: 1 2 List 2 things to improve on: 1 2 Additional Comments	

How to be a better coach



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Learn to listen, especially to the athletes –
they are excellent teachers.

Help each athlete develop all of their capacities:
physical, mental/emotional, and social.

Take a stand against doping and cheating in sport.

Thirst for knowledge
attend coaching courses, get certified, stay up to date.

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REACH HIGHER



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Check your certification, complete online evaluations, access
sport nutrition tips, read coach stories and more!