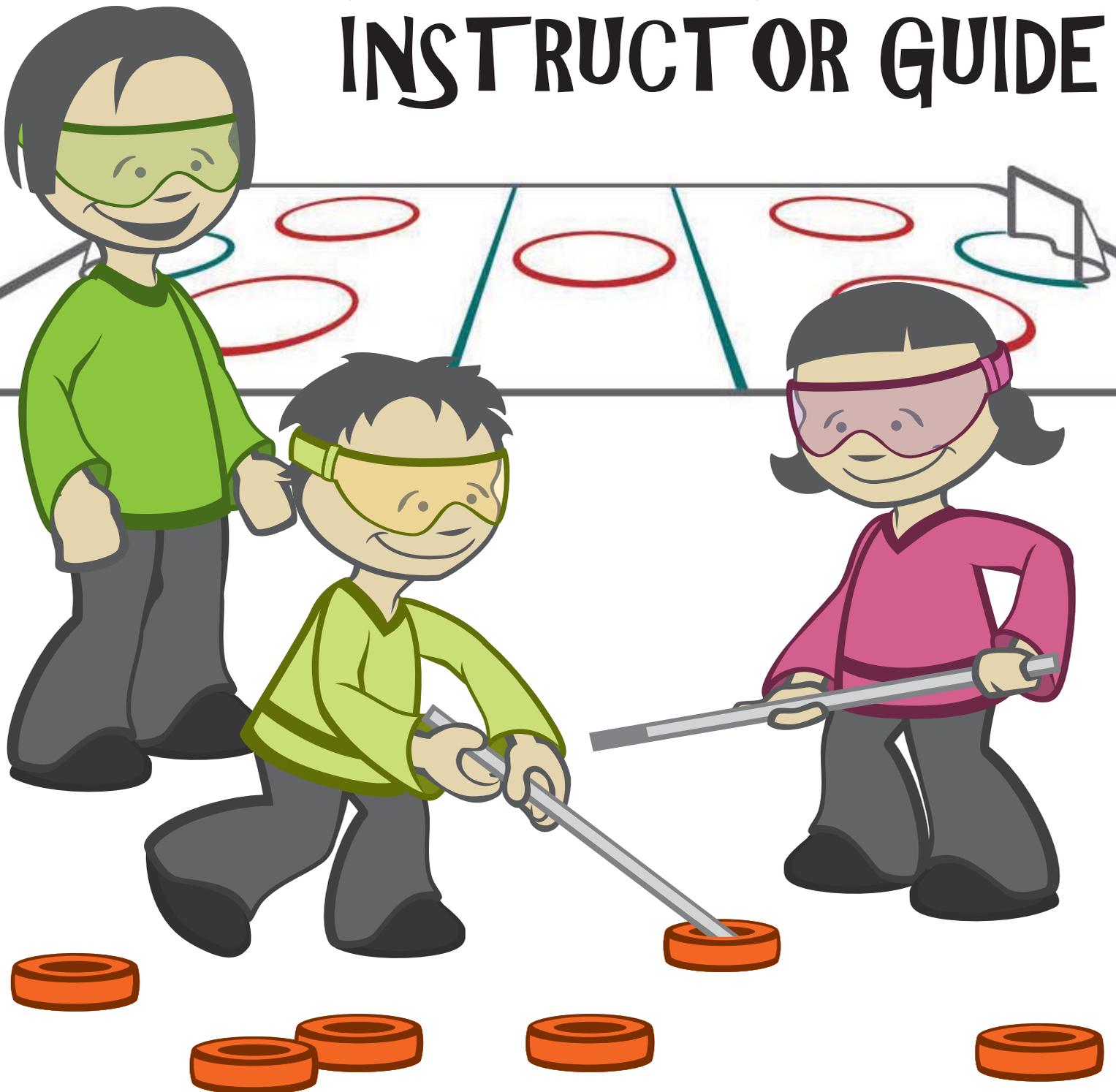


RINGETTE  
CANADA



RINGUETTE  
CANADA

# GYM RINGETTE INSTRUCTOR GUIDE



# FORWARD



As ringette has been adapted from its origins as an ice surface sport to a dry land sport, accessibility has grown exponentially. The many varied activities and skills which result from Ringette participation are directly related to the goals of a physically active lifestyle. The benefits of Ringette may be obtained from either the school gymnasium or an ice facility. Gym Ringette equipment is available at a low cost, while the sport itself promotes participant involvement with an emphasis on maximum participation. Participants who possess motor ability but have never participated in team sports can experience the benefits of teamwork, co-operation, and socialization.

Ringette offers participants new challenges, improves their skills, and promotes a sense of accomplishment. Participants are given an opportunity to attempt challenging tasks while they develop abilities and capacities. Ringette promotes co-operation with teammates and provides the opportunity for healthy competition. Participants learn to take pride in their effort and achievement regardless of victory or defeat.

Ringette helps participants develop new physical and psychological skills, while the healthy competition assists with emotional and social maturity. Through participation in Ringette, participants develop enthusiasm for active participation in sports, which can become the basis for a life-long interest in personal fitness and health. Through participation in Ringette, participants develop enthusiasm for active participation in sports, which can become the basis for a life-long interest in personal fitness and health

Throughout this manual the words 'she', 'her', and 'herself' will be used to indicate the first person and will represent both female and male.



# INTRODUCTION



## WHAT IS RINGETTE?

Ringette is a Canadian game that was first introduced in 1963 in North Bay, Ontario. Developed originally for girls, ringette is a fast-paced team sport on ice in which players use a straight stick to pass, carry, and shoot a rubber ring to score goals. For ten years, play centered in Ontario and Quebec, however the sport quickly spread across Canada and is now played across Canada .

## ORIGINS

During the 1960's Mr. Sam Jacks was the Director of Parks and Recreation in North Bay, Ontario. He dedicated a great deal of time and enthusiasm to developing youth activities and one of his particular interests was to develop an on-ice skating game for females. He named the fledgling game "ringette" and the first-ever ringette game was played in the winter of 1963-64 in the Northern Ontario town of Espanola. Ringette has never looked back.

## WHY RINGETTE?

Ringette is an exciting team sport that emphasizes fun, while allowing for the maximum participation of all players. The rules encourage safety and no intentional body contact is permitted. The game promotes social and emotional maturity by encouraging team work through competition and cooperation.

Ringette requires both fitness and strategy. Players must rely on agility, speed, and endurance, which in turn build fitness. Early experience in Ringette provides participants with the opportunity to develop strength, balance, flexibility, agility, and muscular coordination.

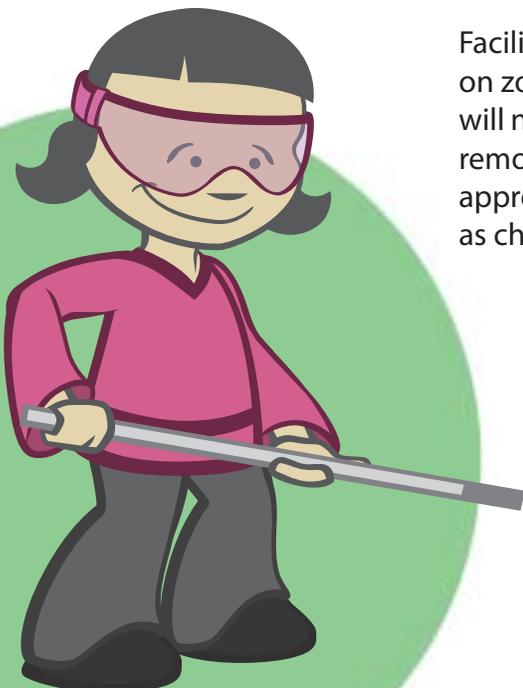
This manual has been created to assist in the instruction of Ringette in a dry land setting. Rules, drills, skills and general information have been changed to reflect the different physical integrity and character of gym ringette.

## PLAYING AREA AND FLOOR MARKINGS

Gym Ringette is played on a gymnasium floor or similar surface. In the gymnasium, the facilitator will have to make a decision as to which lines of other markings will be most appropriate. On the gymnasium floor, there will usually be markings for other sports which can be used for Ringette. Usually, there is a center line surrounded by a circle – used for basketball. This may be used

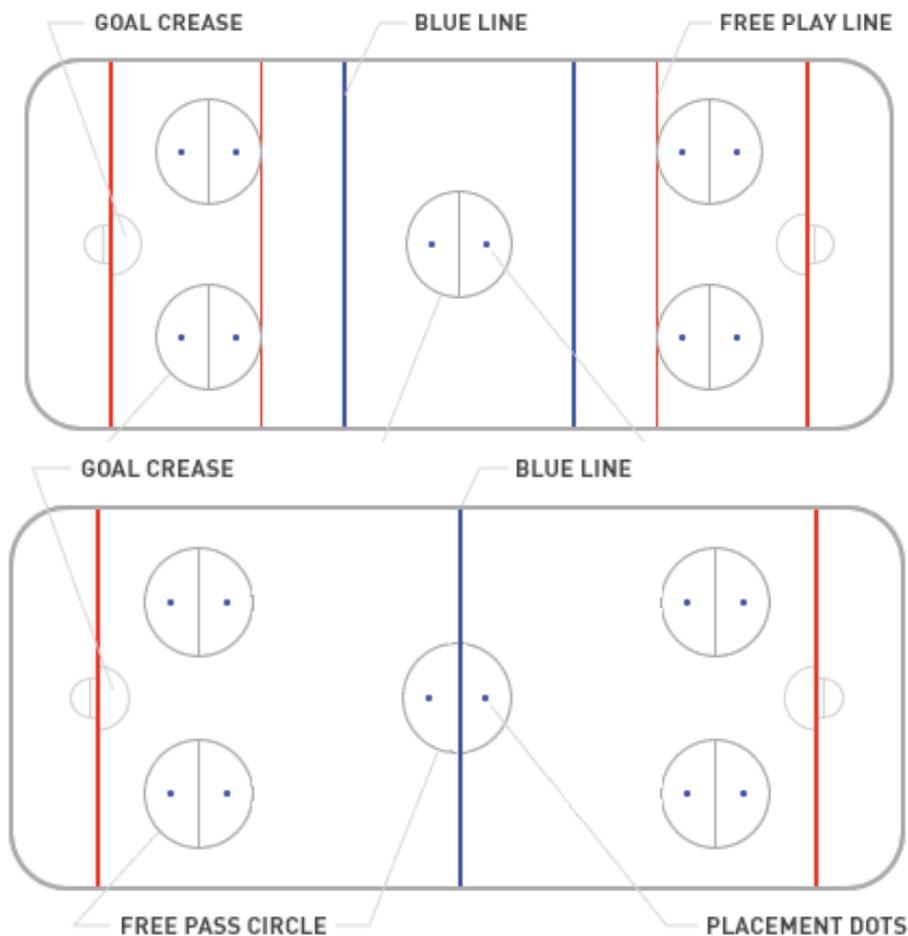
for the free pass circle.

Facilitators may choose to use floor tape in order to tape on zone lines. Please be sure any tape is floor friendly and will not require scraping or additional cleaning effort once removed from the surface. If floor tape is not available or appropriate, there are many other ways to mark lines such as chalk, pylons or wall markings.



# INTRODUCTION

A traditional rink layout is displayed below. Please note that this playing surface may be altered to best suit the participants involved in the activities. Beginners might make better use of a smaller layout, as seen in the second diagram, while more advanced groups can make use of the larger, multiple zone layout traditionally known in Ringette.



i) Boundaries within the gymnasium should be structured so that play is continual, with as few whistles as possible. In smaller gymnasiums, the facilitator may use the walls of the gym as perimeter boundaries, so that there are no “out of bounds.” In a larger gym, markings used for other sports may be used as gym Ringette boundaries.

ii) In front of each goal, a crease line is marked in the shape of a semicircle. The radius of the goal crease is 2.44 m (8ft). The goal crease (area) is also bounded by the goal line extending from the goal crease to the goal posts.

iii) Zone lines must be marked dividing the playing surface into two equal zones or three equal zones depending on space available or the abilities of the participants(See Figures 1.1 and 1.2).



# INTRODUCTION



## EQUIPMENT

The following equipment or components are necessary to organize a game of gym ringette. Please note that if these objects are not available then you can make use of anything of similar means providing they are safe and sound for participants to be using. Alternatives are offered following each piece of equipment required.

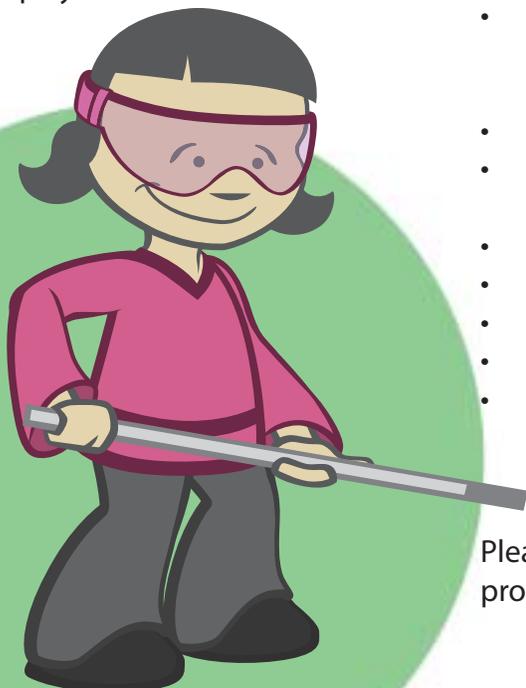
- 2 goal nets (suggested size is six (6) feet wide by four (4) feet high). Alternative; pylons or any other object that can be used as a marking device on the ground.
- 1 playing ring designed for gym ringette (try having a spare when possible). Alternative; creating a cardboard ring, and wrapping it in masking tape or electrical tape. It should have a diameter of approximately 4.5 inches (11 cm), and a thickness of 1 inch (3cm).
- 10 playing sticks (5 per team). Alternative; sticks may be made of wood, aluminum or plastic, however the tip must be made of something that will not damage the playing surface. Other options include cut off or broken hockey sticks but cleanly cutting the blade off the stick, broom shafts that are no cracked or splintering, etc.
- 2 goalkeeper sticks (1 per team). Alternatives; Hockey sticks or brooms.
- Pinnies /marker to distinguish teams. Alternatives; like-colored tee-shirts, 'lights' vs. 'darks', etc.
- Whistle for the official (if available)
- Something to mark the lines and goal crease. eg.
- Tape or chalk.
- Timing device (stop clock, stopwatch, etc).
- Score sheet to keep track of goals and penalties

Gym Ringette sets are available for purchase, and made specifically for use on gymnasium floors. The ring is made of a smooth rubber, and the sticks are made of plastic, which are safe and will not damage or mark the gymnasium floor. Gym Ringette sets are available from:

DOM SPORTS AND GAMES  
957 ROSELAWN AVENUE  
TORONTO, ONTARIO, CANADA M6B 1B6  
TEL: (416) 781-2338 FAX: (416) 781-4264

## SUGGESTED EQUIPMENT

It is suggested that participants wear the following equipment, depending on the level of play:



- Eye Protection (goggles used in science or industrial arts, ski goggles, squash goggles, or any protective eye ware available.
- Protective Gloves
- Goalkeepers are suggested to wear the following additional equipment;
- Facial protection (Full)
- Chest protector
- Goalkeeper pads
- Goalkeeper stick
- Neck protection

Please consult your local association for rules governing protective playing equipment.

# RULES



There are several rules which are basic to the game of Ringette and give Ringette its unique character. The following rules have been adopted for the use of a Gym Ringette game. If you require on-ice rules, please contact Ringette Canada or one of its representatives.

There must be two periods, where all players get to play at least once.

The ring must be passed across each zone line. The player passing the ring across the zone lines may not touch the ring until it has been touched by another player.

The goalie is the only person permitted in the crease. If a player from the opposite team goes in the defending teams crease, play stops and the defending team gets the ring in a line pass-in by the side of the playing surface. No one but the goalie may touch the ring when it is in the crease. No one's stick or foot is allowed in the crease but the goalie.

If the ring exits the playing surface during play, then the team who did not shoot out the ring gets in by the line for a free pass-in.

No more than 6 players (including the goal keeper) are allowed on the playing surface for each team at one time.

Players may change with teammates waiting at the sideline during play, but must tag hands before exchanging places.

A team that is assessed a penalty must play short handed according to how many people have a penalty.



# BASIC SKILLS

## BASIC STANCE

Before teaching any type of ring handling, it is important that students stand properly.

- The feet should be approximately shoulder width apart pointing slightly outward.
- The upper body leans slightly forward with the body weight on the balls of the feet.
- Head is kept up, eyes looking forward.
- Arm of the bottom hand should be almost fully extended.
- Elbow of upper arm should be slightly flexed.
- Stick should be held in both hands with the tip on the ground and slightly to the side of the body. Both arms should be slightly away from the body.
- The stick crosses the front of the body diagonally from the top hand at the butt end of the shaft and the tip is in contact with and slightly in front of the skate on the opposite side. This is called the forehand side.



## PASSING

- Stand in the basic stance, keeping head up and looking where you want the ring to go.
- Place stick in the ring, and bring the ring slightly behind the body.
- Using a sweeping arm motion and wrist action, the ring is propelled across the front of the body while weight is transferred from backward to forward motion as the pass is made.
- The ring is released from a position slightly ahead of the front foot.
- The player should not start the pass from a position too far behind the body.
- The velocity of a pass comes from strength of the arms and shoulders, and snap of the wrist.
- Accuracy is determined by the guiding motion of the hands and the follow-through (watch that the player does not high stick).
- The stick follows the ring in the direction of the target for more precision. This is done by keeping the elbows away from the body in the follow through.

Passing should be introduced with participants in stationary passing and receiving situations. Continue by integrating passing and receiving on the move.



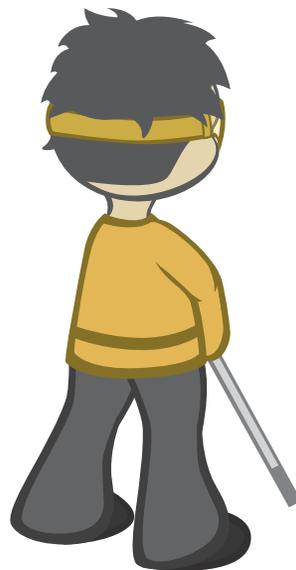
# BASIC SKILLS

## RECEIVING

Receiving is probably one of the most difficult techniques to master in Ringette. If a team intends to capitalize on all advantages of a good passing game, each member should become proficient at receiving passes in all possible positions at ever increasing speeds.

The following skills must be developed for the completed pass:

- Hand-eye co-ordination
- Timing
- Anticipation
- Retaining control – complete reception before making the next pass
- Readiness – carrying stick at ice level ready to receive pass
- As the ring approaches, the player watches it and follows the rings path with her stick until her stick meets the ice with a firm downward stabbing motion.
- All concentration must be centered on the approach of the ring.
- Be sure players are bent slightly at the knees and not their back.



## SHOOTING

Shooting is another basic skill in Ringette. The success of a shot largely depends upon the execution of its component parts. Players should be reminded to keep their head up, look at the target and follow through with the stick by pointing at the target.

### WRIST SHOT

- This shot is initiated from the basic stance and grip.
- With the same process as the pass, this action is duplicated but with greater force and torque. The wrist shot incorporates the use of the upper body, waist, legs, and a weight transfer from the back leg to the front leg.
- In the follow through, the sticks edge picks up the ring and causes it to fly off the ground. More flick with the wrist and greater arm strength is required.



### BACKHAND SHOT

- The backhand shot is initiated by drawing the ring across the body to the backhand side.
- The rotation of the body to the backhand side and a slight cocking of the arms and wrists prepares the player to rotate the body and arms in the opposite direction towards the target.
- In the follow through, the player hooks the underside of the ring with the edge of the stick and pointing to where they want the ring to go.
- Instructors should encourage players to keep their sticks down and control the follow through of their shots.

# BASIC SKILLS

## CHECKING

- This check should be initiated with the checker in a controlled and well balanced position (basic stance).
- The execution is a short forceful upward hitting motion, contacting the lower and under portion of the ring carrier's stick just above the ring.
- The checker requires a solid stick grip with the hands spaced comfortably.
- Players must avoid contacting the stick in the area of the ring carrier's hands, and must avoid all stick contact with the opponent's body.
- To execute the check, the checker must be in close proximity to the ring carrier.
- Once the stick has been lifted, the checker attempts to put her stick in the ring.



## WATCH FOR THE FOLLOWING ERRORS:

- Attempting to check too far behind the ring carrier, which may result in hooking or tripping.
- Hitting too far up the ring carrier's stick, which may slash carrier's hand and result in a penalty.
- A desperate or wild stick may cause a high stick or a slash on the part of the checker.



# BEFORE YOU BEGIN

Here are some tips to think about before each scheduled session. These will help ensure that your Ringette session flows smoothly.

1. Chose your activities for each session ahead of time. Each of the three color coded units are different and emphasize different aspects of the game. By selecting appropriate activities for the group you are instructing, you will have a successful and rewarding session ready for you participants.
2. Check the condition of all equipment before each session. Make any repairs that are required, and replace equipment if required. Collect the equipment ahead of time so you are prepared for the unit that day. This way, you won't be caught off guard when switching activities during a unit.
3. Plan out the floor marking by using tape or chalk if necessary. Refer to the Introduction, for suggestions of the two types of set-ups that can be made.
4. Include a stretching and fitness component before each session. By introducing the participants to proper stretching techniques, you will prevent injury and promote proper fitness technique and preparation.
5. Emphasize safety and sportsmanship equally with all your participants. By going through the rules and guidelines of the sport before you begin, they will understand the consequences of not following along. Explain the importance of properly wearing safety equipment at all times. Clarify any facility policies, if any, so all facets of participation are respectful of the environment in which you will be participating.
6. Involve all participants that have attended the session to make the most of the time available. Do not run 'drills' but involve everyone in the games included in this book. Suggested lesson plans are included in the pages that follow for a different variety of groups.

Remind participants about the on-ice version of Ringette, and encourage them to come to a local associations "try-it" night. Have prepared materials, dates and locations ready for those who wish to know more or come to these local events, and so they can provide their parents or guardians with more information.



# INTRODUCTION TO DRILLS AND GAMES

Follow Zoë as she guides you through games and fun, introducing participants to the equipment and fundamental movements that occur in the sport of Ringette. By getting a feel for the equipment and understanding how it is used, participants will feel more comfortable and inclined to play along when it comes to participating in other games that require more specific use of the equipment.

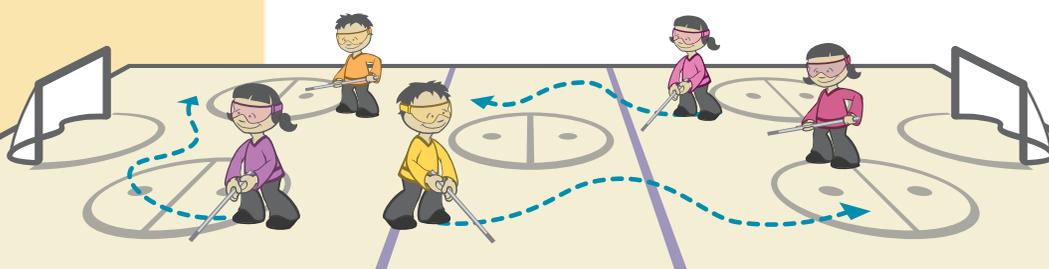
The activities included in this section can also be used as a warm-up and cool-down for your participants. Be sure to include some essential stretching of major muscle groups and enforce the importance of warming up and cooling down before and after each session. To get your participants more involved, have them choose the activities, or run the stretching session.



# #01 - GO CARTS

## EQUIPMENT

- Sticks, 1 for each participant.
- Defined playing surface.



## HOW TO PLAY

Pass out sticks. Explain that the stick is the power line like the bumper cars at the fair. The bottom of the stick must be touching the ground for you to go – if not, you stop. Have participants move around the gym in various directions. Circulate to watch for stick safety.



## SUCCESS CRITERIA



## EMPHASIS

Stick Safety - It is important to keep your stick on the ground for safety reasons.

## PURPOSE

This is an introduction to circulating with the stick. Players will get a feel for the weight of the stick and how to carry it with two hands. This prepares them for game play and carrying the ring during related games.

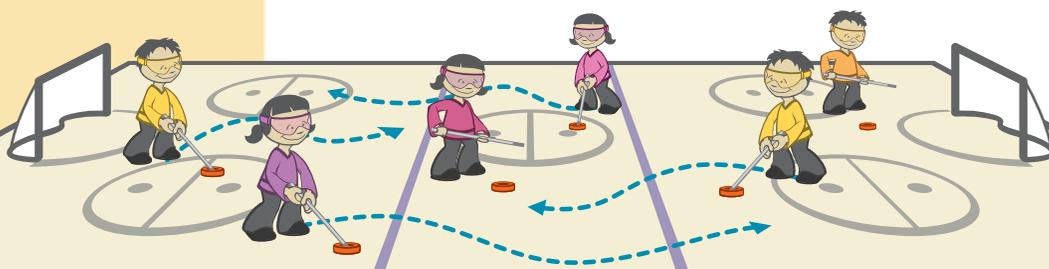
Are participants able to circulate and not lose to ring?

Are participants able to circulate with the ring with their head up, while not looking at the ring?



## EQUIPMENT

- Sticks, 1 for each participant.
- Rings, 1 for each participant.
- Defined playing surface.



## HOW TO PLAY

Pass out a ring and stick to each player. Play “Go Carts” but this time the ring is your gasoline. You cannot go without the ring. Have the participants run around the gym looking for open space. Circulate to watch for stick safety.



## SUCCESS CRITERIA

Are participants able to circulate and not lose to ring?

Are participants able to circulate with the ring with their head up, while not looking at the ring as they move around?

## EMPHASIS

Stick Safety - It is important to keep your stick on the ground for safety reasons. Introduction to ring handling. Keeping your head up and being aware of others around you.

## PURPOSE

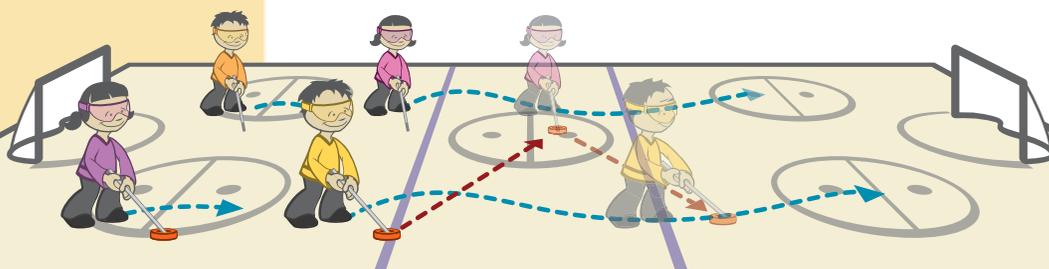
This is an introduction to circulating with the ring. Players will get a feel for the ring while circulating with two hands on their stick. This prepares them for game play and carrying the ring during related games.



# #03 - TOW TRUCKS

## EQUIPMENT

- Sticks, 1 for each participant.
- Rings, 1 for every 2 participants.



## HOW TO PLAY

The students are in pairs passing the “gas” (the ring) back and forth in a stationary position as they move up the gym. Circulate to help and remind them of safety issues.



## SUCCESS CRITERIA

### EMPHASIS

Stick Safety. Ring handling. Passing.

### PURPOSE

The following game introduces players to ring passing and spearing, and fundamental requirement of any game of Ringette. The second step of the game introduces players to these fundamental skills while in movement.

Are participants able to pass while in movement, spear the pass and return the pass?

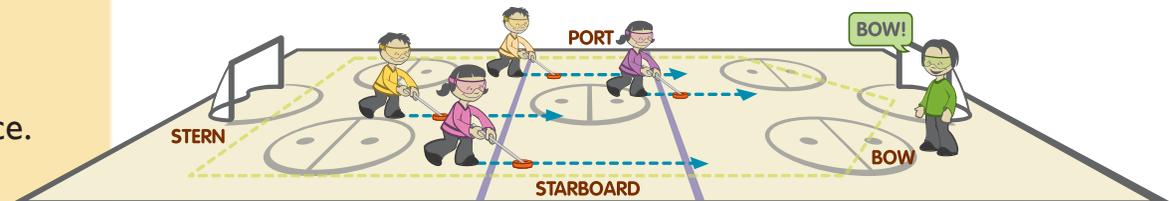
Are participants able to circulate with the ring with their head up, while not looking at the ring?



# #04 - SHIP SHAPE

## EQUIPMENT

- Sticks, 1 for each participant.
- Defined playing surface.



**BOW** – One end of the gym (front end of the boat). Students run to that side and back with their sticks and rings.

**STERN** – Other end of the gym (back of the boat). Students run to that side and back with their sticks and rings.

**PORT** – left side of gym (facing bow). Same as above.

**STARBOARD** – the right side of the gym (facing the bow). Same as above.

**MAN OVERBOARD** – lie down on the floor and get up again.

**CAPTAIN OVERBOARD** – Salute to the captain. (teacher/instructor)

**SWAB THE DECK** – Participants move the ring with their stick in a circular motion on the floor to simulate mopping.

**MUTINY** – chase the teacher/instructor

## HOW TO PLAY

Assemble the participants in a semi-circle and explain the calls (see diagram). The instructor calls out the instructions and students carry them out.



## SUCCESS CRITERIA



## EMPHASIS

**Stick Safety** - It is important to keep your stick on the ground for safety reasons.

## PURPOSE

Students are introduced to ring handling and also keeping their head up while carrying the ring to and from different places on the playing surface. This is important because while playing you must hold your head up and look where you are going.

Are participants moving in the right direction at the right time?

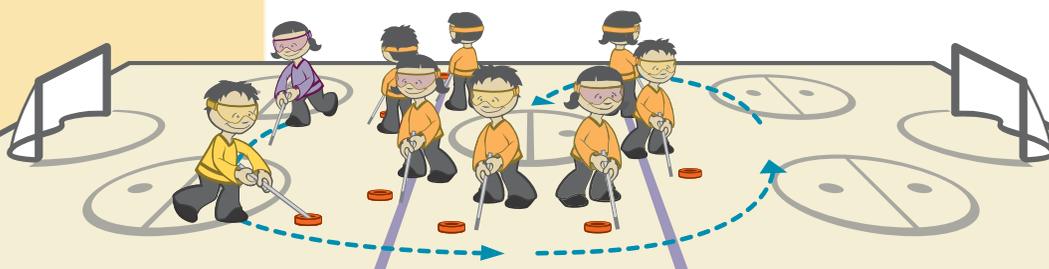
Are participants able to circulate with the ring with their head up, while not looking at the ring?



# #05 - DUCK, DUCK, GOOSE

## EQUIPMENT

- Sticks and Rings, 1 for each participant.
- Defined playing surface.



## HOW TO PLAY

Participants stand in a circle, facing outward, with their ring in front of them. The caller walks around the circle calling “Duck” to each person as she passes him or her by. At one spot he would leave his ring and take a ring from someone in the circle and call “Goose”. The two then race around the circle to get back to the open space first. If the caller is first, he would stay there and the other person would become the new caller. If the “GOOSE” gets back first, the original caller would remain the caller and try again.



## SUCCESS CRITERIA

Are participants involved and actively participating in the game?

Are participants able to circulate with the ring with their head up, while not looking at the ring?

## EMPHASIS

Stick Safety - It is important to keep your stick on the ground for safety reasons. Introduction to ring handling.

## PURPOSE

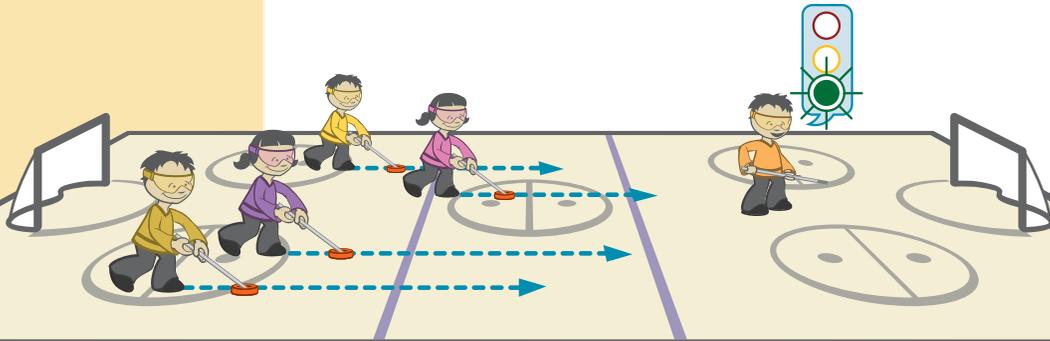
This game introduces players to friendly competition, and also ring carrying while in intense exertion. During a game, a player may be racing another one on the playing surface to get to the ring, or get to the net.



# #06 - GREEN LIGHT, RED LIGHT

## EQUIPMENT

- Sticks and rings, 1 for each participant.
- Defined playing surface.



## HOW TO PLAY

One player is the “traffic light” and stands facing all the other players, who are lined up at the other end of the gym. The “light” calls “green light” and turns away from the other players. The players try to advance toward the “traffic light”. The light calls “red light”, the other players must stop moving before the “traffic light” turns around. When the light turns around, they send back to the start anyone who is moving or without their ring. The first player to reach the line on which the “light” is standing becomes the new “traffic light”.



## SUCCESS CRITERIA

Are participants able to circulate with the ring with their head up, while not looking at the ring?

Are participants able to keep the ring on the end of their stick?

## EMPHASIS

Ring movement and ring handling.

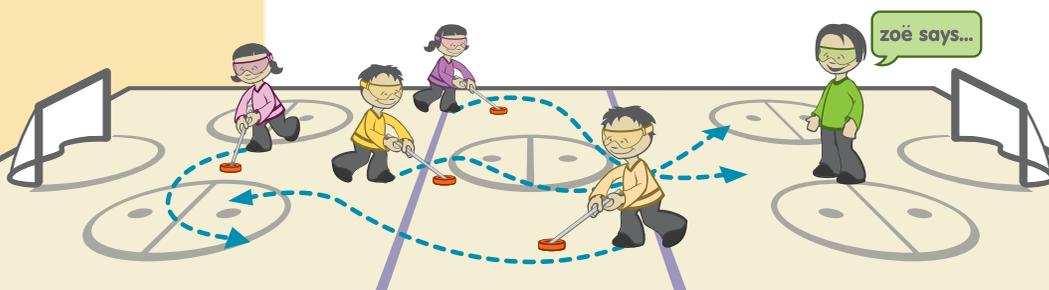
## PURPOSE

This is an introduction to circulating with the ring. Players will get a feel for the ring while circulating with two hands on their stick. This prepares them for game play and carrying the ring during related games.



## EQUIPMENT

- Sticks and Rings, 1 for each participant.



## HOW TO PLAY

Participants follow the calls of the instructor. They only do the activities that are prefaced by the instructor saying “Zoë Says”.



## SUCCESS CRITERIA



## EMPHASIS

All aspects of the game can be emphasized in this activity.

## PURPOSE

The following game helps introduce players to Ringette terms and movements. The instructor can tie in any skills he/she wishes to exercise with the players.

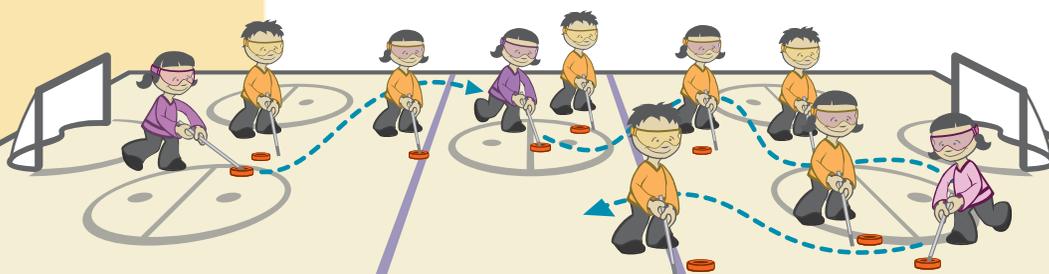
Are participants able to circulate with the ring with their head up, while not looking at the ring?

Are participants able to keep the ring on the end of their stick?



## EQUIPMENT

- Sticks and Rings, 1 for each participant.



## HOW TO PLAY



With all participants in line one behind the other standing approximately 2-3 feet apart, they will each be wielding their own stick and ring. The last participant in line will weave through all the participants in front of her with her ring. Once she gets halfway through the line, the participant who is now last in line now starts to weave through the participants the same way the previous participant did. Once they reach the front of the line, they now become pylons and wait for their turn again. As each participant comes to the front of the line they try to guide the line around the gym like a snake slithering



## SUCCESS CRITERIA

### EMPHASIS

Introduction to Ring Handling and Ring Movement.

### PURPOSE

This is an introduction to circulating with the ring. Players will get a feel for the ring while circulating with two hands on their stick. This prepares them for game play and carrying the ring during related games.

Are participants able to circulate with the ring with their head up, while not looking at the ring?

Are participants able to keep the ring on the end of their stick?



# #09 - CLOCKWORK

## EQUIPMENT

- Sticks and Rings 1 for each participant.
- Defined playing surface.



## HOW TO PLAY



Participants will be divided into two main groups. Each group will form a circle. When the instructor indicates, the group will begin by passing three rings around in the circle, (in clockwise direction) from one person to the next in consecutive order. When the instructor blows their whistle, the group should pause then change direction of the passing from clockwise to counter-clockwise. Every minute or so, the instructor should throw another ring into each circle until there is the same number of rings in the circle as there are participants (this is only for groups who have adapted well to the ring addition).



## SUCCESS CRITERIA

### EMPHASIS

Introduction to Ring Handling.

### PURPOSE

The following game helps players concentrate on passing and spearing at a greater speed and reaction rate. It helps their reaction time, also crucial in the game of Ringette.

Are participants able to circulate with the ring with their head up, while not looking at the ring?

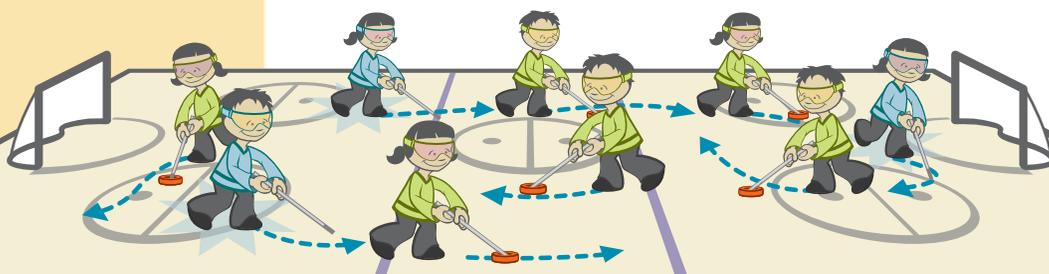
Are participants able to keep the ring on the end of their stick?



# #10 - RING CHASERS

## EQUIPMENT

- Sticks and Rings, 1 for each participant.
- Defined playing surface.



## HOW TO PLAY

Indicate 3-4 players out of the group to be chasers. All other players have rings, and circulate within a designated area. The chasers will go after the other players trying to get their rings. Once they get their ring, the player who has lost their ring now becomes a chaser.



## SUCCESS CRITERIA

### EMPHASIS

Introduction to Ring handling, Ring Movement, Checking.

### PURPOSE

The following drill allows players to practice checking other players off the ring, and also being checked. They also practice circulating with the ring.

Are participants able to circulate with the ring with their head up, while not looking at the ring?

Are participants able to keep the ring on the end of their stick?



# INDIVIDUAL SKILL DEVELOPMENT

The Individual Skills Development section aims to introduce participants to the basic skills required to play the game of Ringette. Each activity in this section, as with every activity in this book, is in game format so that participants learn new skills while playing with friends and having fun.

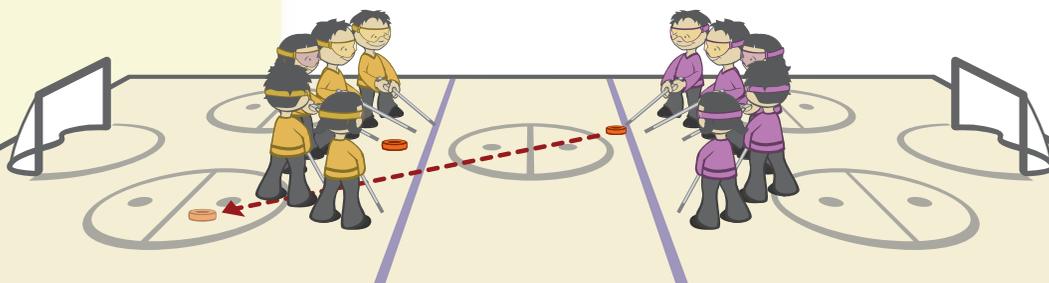
The skills in this section can be found broken down into step by step application in the Skills Breakdown section. Please refer to it in order to understand the basic fundamentals and steps of every skill. By understanding and being able to perform the breakdown for your participants they will better gauge the purpose of the skill. Make learning each new skill a pleasure and a 'game' so participants enjoy the experience. Relate each task to performing that skill on the ice, reminding participants again that this is an ice sport.



# #11 - RING BRIDGE

## EQUIPMENT

- Sticks, 1 for each participant.
- Defined playing surface.



## HOW TO PLAY

Players are in a half-circle formation, facing in. Each is in wide straddle step with the side of the foot against the neighbors. Each has their own stick and is holding it in a ready position. Two rings are used. The object of the game is to pass the ring between someone else's legs without them stopping or spearing it. Each time the ring goes between the legs of an individual, a point is scored against that individual. The players having the least points against them are the winners.



## SUCCESS CRITERIA

## EMPHASIS

Stick Safety. Ring handling. Passing.

## PURPOSE

The following drill introduces competition. The shooters also practice accuracy passing and shooting with the rings, while the 'bridges' get to practice spearing and retrieving the ring.

Are participants able to aim and have the ring land in the general area where it should?

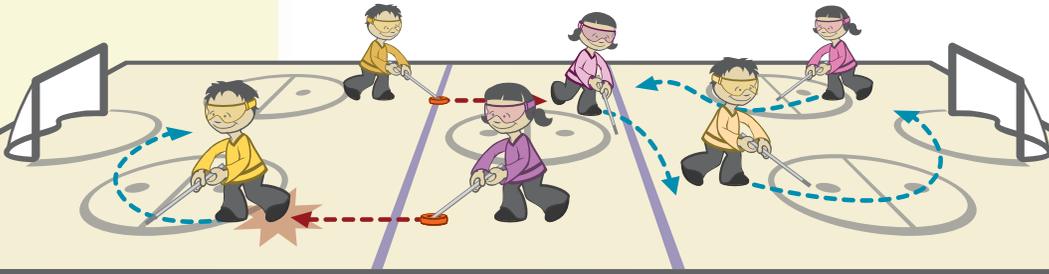
Are participants succeeding in getting the ring 'through the bridge'??



# #12 - HIT THE SHOE

## EQUIPMENT

- Sticks and Rings, 1 for each participant.
- Defined playing surface.



## HOW TO PLAY

Participants spread out in the gym. One player is “it”. “It” tries to pass the ring to hit the shoe of another participant. If the player is hit on the shoe, they are given a ring, and become another “it”. This continues until all players are “it” or time is up.



## SUCCESS CRITERIA

## EMPHASIS

Stick Safety. Precision passing.

## PURPOSE

This game is a healthy introduction to competition. It also allows players a fun and challenging version of tag. Such a game relates to the game of Ringette because it allows players to experience circulating with the ring while watching out for other players in all directions.

Are participants able to aim the ring at moving objects?

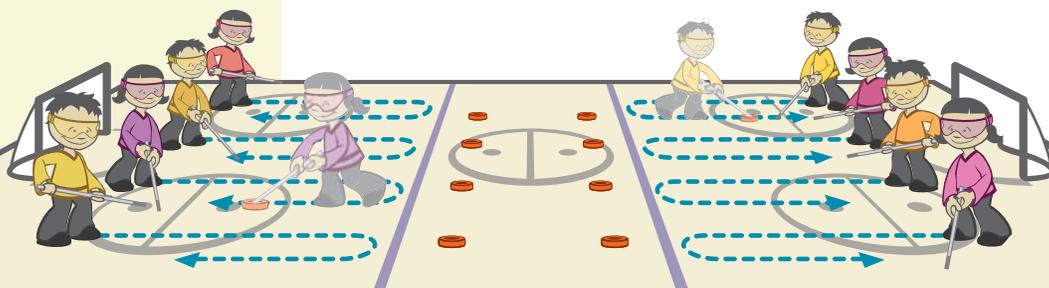
Are participants actively participating and getting a chance at being ‘it’?



# #13 - RING IT!

## EQUIPMENT

- Sticks, 1 for each participant.
- A ring for each participant, if possible more.
- Defined playing surface.



## HOW TO PLAY

Line rings up on both sides of center line. Divide players into 2 groups and line each group at one end of the playing field, facing each other. On a signal from the instructor, the students run to get a ring from the line closest to them. The first group that gets all their rings back to the starting place is the winner. You can place additional Rings on the line to make the activity more difficult.



## SUCCESS CRITERIA

## EMPHASIS

Team work. Spearing and Dropping the Ring.

## PURPOSE

This is an introduction to circulating with the ring. Players will get a feel for the ring while circulating with two hands on their stick. This prepares them for game play and carrying the ring during related games.

Are participants able to circulate and not lose to ring?

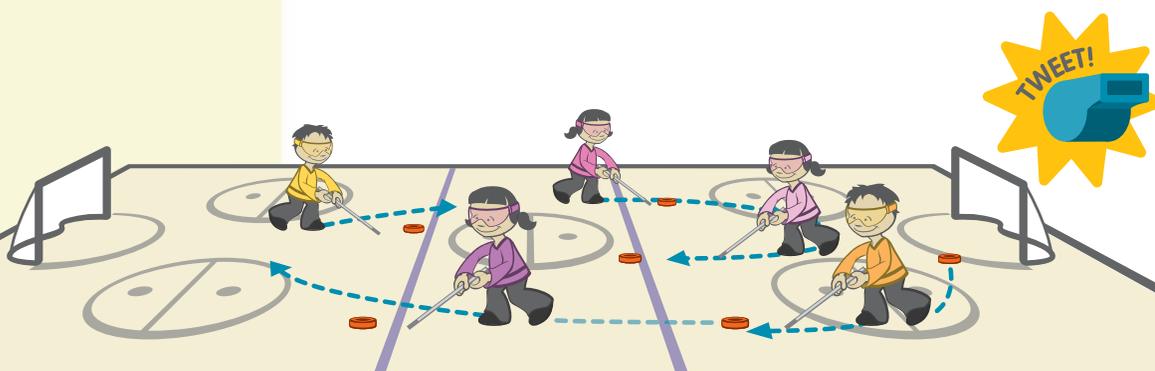
Are participants actively participating?



# #14 - WHISTLE RING DROP

## EQUIPMENT

- Sticks and Rings, 1 for each participant.



## HOW TO PLAY

Each participant is spread randomly in the gym. They move around taking the ring with them. Each time the instructor blows the whistle, the player must “drop” the ring on the spot, and pick up another.



## SUCCESS CRITERIA

## EMPHASIS

Stick Safety. Spearing and Dropping the Ring.

## PURPOSE

This is an introduction to circulating with the ring. Players will get a feel for the ring while circulating with two hands on their stick. This prepares them for game play and carrying the ring during related games.

Are participants able to drop and pick up a ring without hesitation?

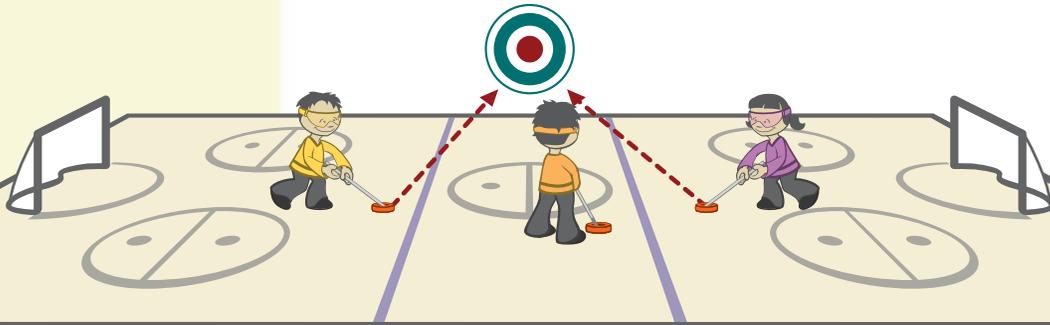
Are participants in continuous movement?



# #15 - FEED THE MOUSE

## EQUIPMENT

- Sticks and Rings, 1 for each participant.



## HOW TO PLAY

Pick a target on the wall. Ask the player to shoot at the target and hit it as many times as possible. Try and get the ring off the ground.



## SUCCESS CRITERIA

## EMPHASIS

Shooting.

## PURPOSE

This game introduces players to shooting and accuracy while shooting. Players can also practice different types of shots, like backhands and wrist shots both on and lifted off the floor.

Are participants able to shoot the ring with proper form and enough force to hit the wall?

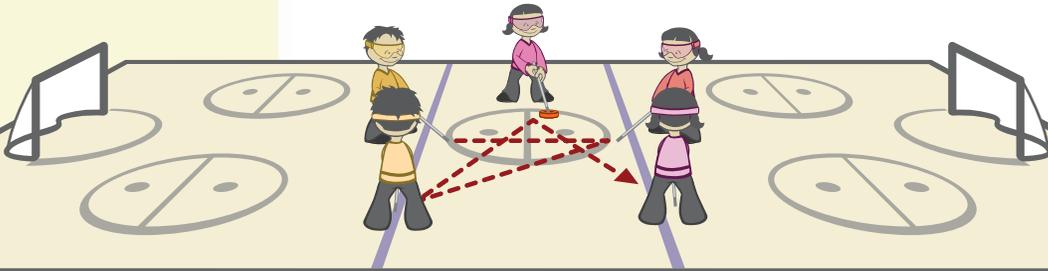
Are participants able to hit the target?



# #16 - STAR TOSS

## EQUIPMENT

- Sticks, 1 for each participant.
- 1 ring for each group of 5.



## HOW TO PLAY

The following activity is for more advanced students. Players form a circle and pass the ring around the shape in order to form a 'star' figure; as if they were drawing a star. Try and do this as quickly as possible.



## SUCCESS CRITERIA

### EMPHASIS

Communication between team mates.

### PURPOSE

While players are concentrating on accurately passing and spearing in this game, they are also working on communication and team strategy in figuring out which way to pass the ring. Players become familiar with teammates.

Are participants able to complete a star?

Are participants able to increase the passing speed and include all teammates?



# #17 - HOT POTATO

## EQUIPMENT

- Sticks and Rings, 1 for each participant.



## HOW TO PLAY

Form groups of 3 (2 players and 1 goalie). Each group must form a makeshift net in their area. While one person stands on one corner of the net and the other stands further out, a pass is made to the person sitting on the corner who must try and spear and shoot the ring in one motion or as quickly as possible.



## SUCCESS CRITERIA

## EMPHASIS

Passing, Spearing, and creating opportunity.

## PURPOSE

This game allows players to start learning how to create plays and how to create scoring opportunities. By practicing it like this, they will feel more comfortable to create scoring opportunities during game play.

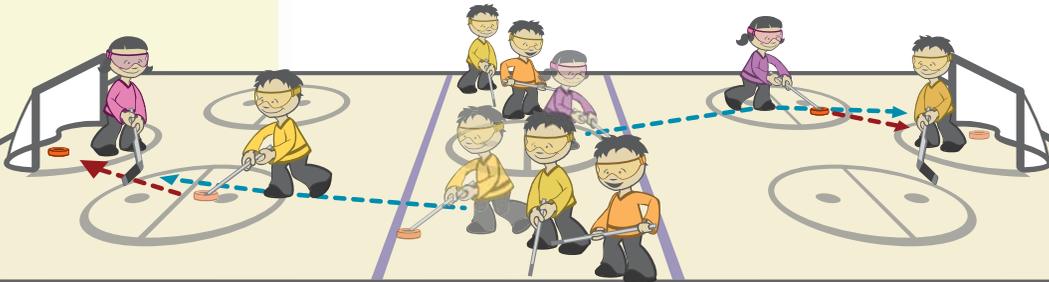
Are participants able to score on the net?

Are participants able to play each position and complete each task?



## EQUIPMENT

- Sticks, as many as possible.  
2 is sufficient.
- 2 Rings



## HOW TO PLAY

Put a goal and goalie at each end of the playing surface. The players take turns one at a time at each end for a breakaway on goal. See which group can score the most goals. “Celebrity” goalies can make this game more fun (I.E. The instructor, a teacher, a parent, etc.).



## SUCCESS CRITERIA

Are participants able to shoot on net?

Are participants actively participating in the activity?

## EMPHASIS

Shooting skills.

## PURPOSE

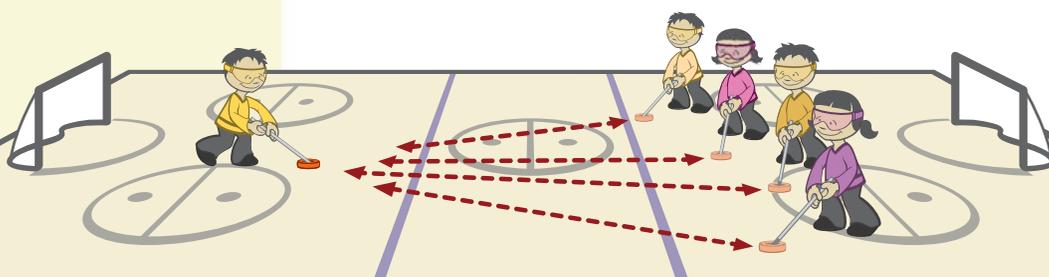
This lets players become more comfortable with shooting on net and also lets them learn how to work the goalie and use their different shots on the goalie. By introducing a ‘fake’ you can also increase players’ chance of scoring on goal.



# #19 - PEPPER PASS

## EQUIPMENT

- Sticks, 1 for each participant.
- 1 rings for each group of 5



## HOW TO PLAY

Divide all participants into as many groups of 5 as possible. Player one stands upfront, while players 2 through 5 stand about 20 feet away (see diagram 16.1). Player 1 received a pass from player 2 and sends it right back. Player one receives a pass from player 3 then sends it right back. She then does the same with players 4 and 5. Players then all switch positions and repeat. Make sure everyone has at least had one chance in the player 1 position.



## SUCCESS CRITERIA

### EMPHASIS

Passing, receiving accuracy and speed.

### PURPOSE

The following game introduces players to ring passing and spearing, and fundamental requirement of any game of Ringette. The following game helps players concentrate on passing and spearing at a greater speed and reaction rate. It helps their reaction time, also crucial in the game of Ringette.

Are participants able to receive and send each pass?

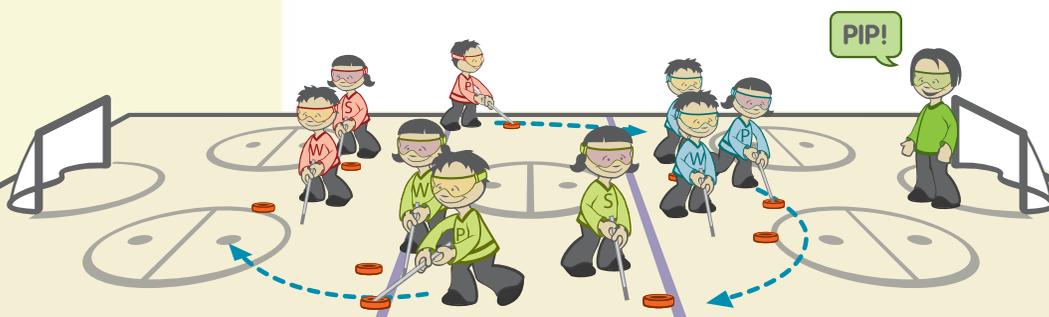
Are participants actively participating in the activity?



# #20 - PIP, SQWEEK & WILBOR

## EQUIPMENT

- Sticks and Rings, 1 for each participant.
- Defined playing surface.



## HOW TO PLAY



Divide players into groups of three. In each group, one player is Pip, one is Squeak and one is Wilbur. The instructor who becomes the “Big Cheeze” calls out a name, and the players that are that named from each group must run with their stick and ring around the large group of players and then into the center, dropping their ring in the middle to the instructor, then walk back to their group. The rings are put back into the center, and the game is repeated with the instructor yelling out another name. Make sure everyone gets a turn, mix them up and sometimes do more than one name.

## SUCCESS CRITERIA



## EMPHASIS

Listening. Ringette Movement.

## PURPOSE

This is an introduction to circulating with the ring. Players will get a feel for the ring while circulating with two hands on their stick. This prepares them for game play and carrying the ring during related games and intense competition.

Are participants able to complete the circle without losing their ring?

Are participants actively participating in the activity?



# GROUP & GAME SKILL DEVELOPMENT



The Group and Game Skill Development section provides gives instructors activities to encourage team work in large group activities in a healthy competition environment. Encourage fair play and safety in each game, but still encourage participants to try their best when working in groups and communicating with one another. Team play is a large facet and plays an important role in the game of Ringette.

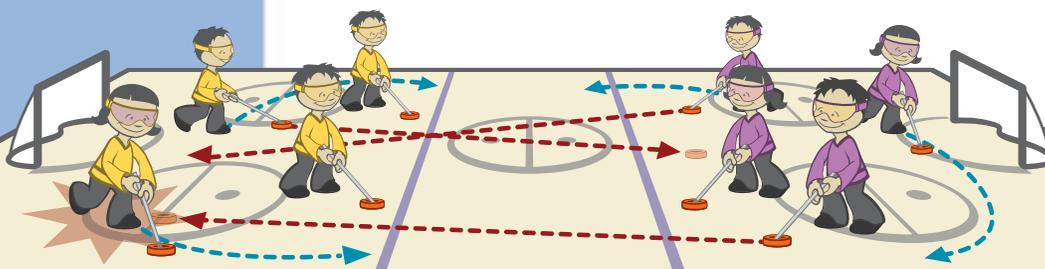
By encouraging participants to learn how to communicate in groups and in team settings you are offering them an invaluable tool not only for athletics, but for life. Guide students into working as a team, avoiding conflict and learning from mistakes as well as success. Remain positive and encourage your participants to do so as well.



# #21 - DODGE RING

## EQUIPMENT

- Sticks and Rings 1 for each participant.
- Defined playing surface.



## HOW TO PLAY

This game is played identically to Dodge ball, except with rings and using only your Ringette stick to project the ring.



## SUCCESS CRITERIA

## EMPHASIS

Teamwork.

## PURPOSE

While players are concentrating on accurately passing and spearing in this game, they are also working on communication and team strategy in figuring out which way to shoot the ring. Players become familiar with teammates.

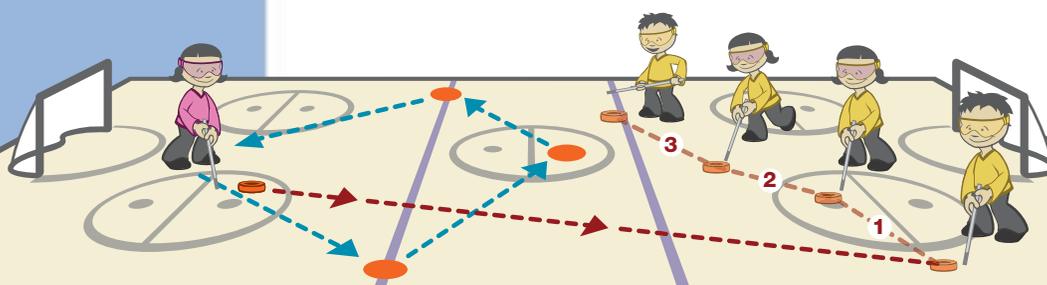
Are participants able work as a team to try and out the other team?

Are participants actively participating in the activity?



## EQUIPMENT

- Sticks, 1 for each participant.
- A few rings



## HOW TO PLAY

This game is played like baseball, except the batter is a player with the ring who passes the ring as far as she can into the 'outfield'. The opposing team must then pass the ring at least 3 times before they can make an out on the player before they reach the base or tag them.



## SUCCESS CRITERIA

Are participants able to work as a team to out the players on the other team?

Are participants actively participating in the activity?

## EMPHASIS

Teamwork.

## PURPOSE

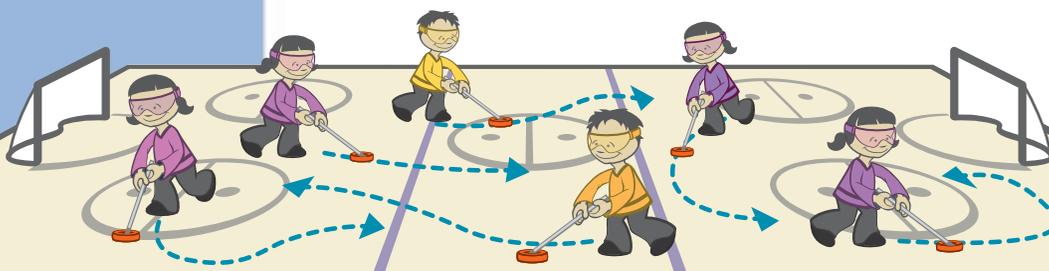
While players are concentrating on accurately passing and spearing in this game, they are also working on communication and team strategy in figuring out which way to shoot the ring. Players become familiar with teammates.



# #23 - MUSICAL RINGS

## EQUIPMENT

- Sticks and Rings, 1 for each participant.



## HOW TO PLAY

Participants must move around the gym with their stick and ring. When the music stops, they must stop and have their ring. When the music begins again, they may continue moving around. Continue this pattern in various timing trends.



## SUCCESS CRITERIA

## EMPHASIS

Listening. Ringette Movement.

## PURPOSE

This is an introduction to circulating with the ring. Players will get a feel for the ring while circulating with two hands on their stick. This prepares them for game play and carrying the ring during related games.

Are participants able to drop and pick up a ring without bumping into another participant?

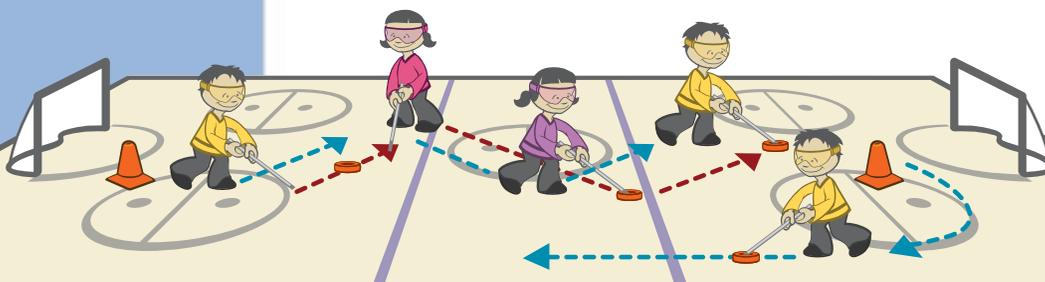
Are participants actively participating in the activity?



# #24 - LEMMINGS

## EQUIPMENT

- Sticks, and Rings 1 for each participant.
- 2 pylons for groups of 8 or more.



## HOW TO PLAY

Divide the group up into two groups. Line each group as per the diagram, marking the beginning and end spots with pylons. Players start from the corner, make a pass, run to where they passed, turn around, and receive a pass from the person behind once the ring has gone all the way around, and repeat the process through the six spots. From #6, they go back into line. It can be done with 1 ring at a time or continuous movement with rings starting every time a new player assumes the #1 position.



## SUCCESS CRITERIA

Are participants able to receive the ring and then send it to other participants?

Are participants actively participating in the activity?

## EMPHASIS

Passing and Spearing.

## PURPOSE

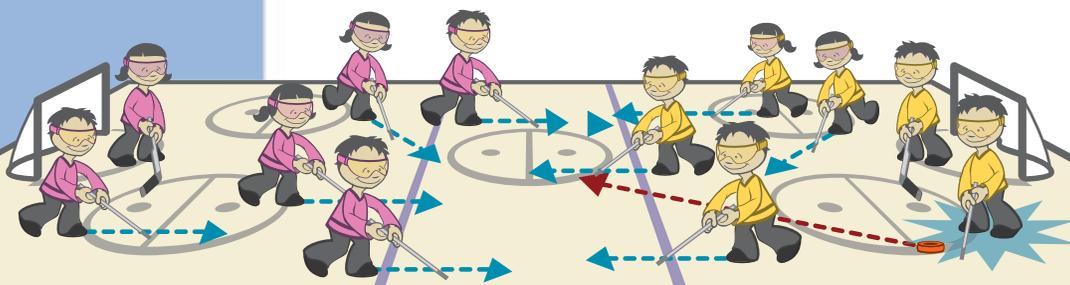
The following game introduces players to ring passing and spearing with movement, a fundamental requirement of any game of Ringette.



# #25 - TABLETOP RINGETTE

## EQUIPMENT

- Sticks, 1 for each participant.
- A Ring for each group/ game
- Defined playing surface.



## HOW TO PLAY



This game follows the idea of the old tabletop hockey games, where the players could only move a small distance and passing the ring from player to player in order to move the ring closer to the goal to try and take a shot. If a player has the ring, their feet must not move and they must pass it off to someone else, who must then not move then again pass it off. You can use 6 players (including 1 goalie) per team, or as many as the space will allow, without causing crowding. Have players alternate between different positions on the floor. Accentuate good passing (students are allowed to move to receive a pass if it is out of their reach, then must pass to someone else or shoot on goal.)



## SUCCESS CRITERIA

## EMPHASIS

Passing and Sparring. Team Work.

## PURPOSE

The following game introduces players to ring passing and sparring, a fundamental requirement of any game of Ringette.

Are participants able to recieve the ring and then send it to other participants while respecting the rules and playing area?

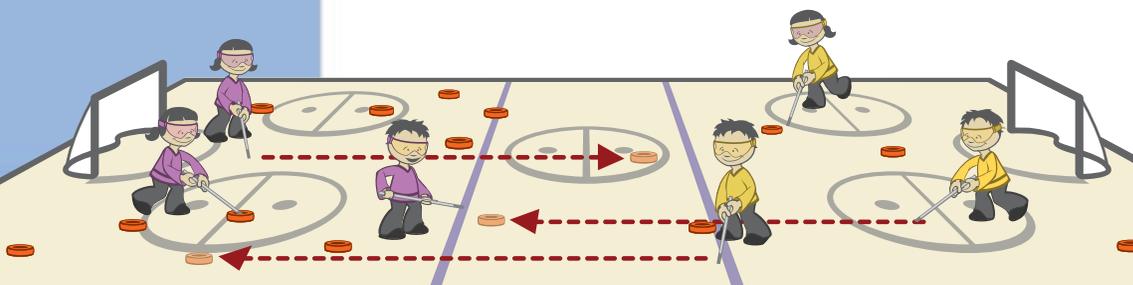
Are participants actively participating in the activity?



# #26 - CLEAN YOUR ROOM

## EQUIPMENT

- Sticks and Rings, 1 for each participant.
- Defined playing surface.



## HOW TO PLAY

Players are split into 2 teams. Each team is on one side of the centerline, spread out on their half. Each team has the same number of rings (8-10) spread out in their half. The object of the game is to get all the rings out of your half by passing them into the other team's half. The team that can clean their half first is the winner, or after a certain amount of time, the team with the fewest rings in their half is the winner. This promotes strong quick passes.



## SUCCESS CRITERIA

## EMPHASIS

Passing and Spearing. Strength.

## PURPOSE

This game is a healthy introduction to competition. Team mates are forced to work together to get all the rings in the other teams end. Players practice passing the ring into open spaces and looking for open space.

Are participants able to chase down the ring and then send it to the other participants while respecting the rules?

Are participants looking and applying enough strength to their passes?

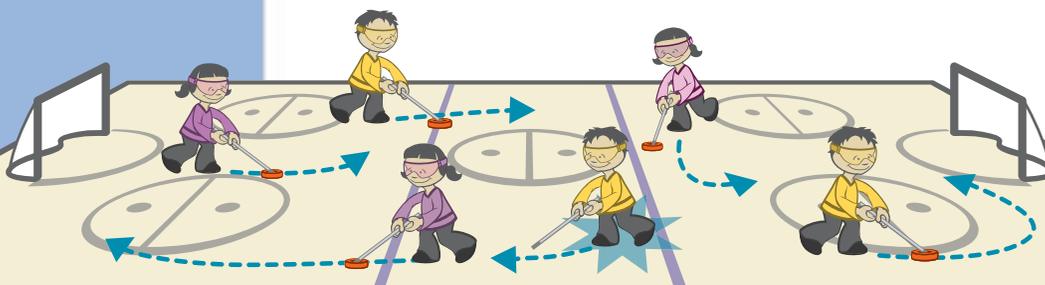
Are participants actively participating in the activity?



# #27 - KEEP AWAY!

## EQUIPMENT

- Sticks and Rings, 1 for each participant.



## HOW TO PLAY

Every player has a ring, except the “IT” team (1-3 players). Students move around the gym trying to escape being checked by the “IT” team. If a student is checked they take the place of the person who checked them on the “IT” team. Reinforce checking under the stick and not raising your stick above your waist.



## SUCCESS CRITERIA

## EMPHASIS

Stick Safety. Checking.

## PURPOSE

The following drill allows players to practice checking other players off the ring, and also being checked. They also practice circulating with the ring.

Are participants able to check the ring away from others?

Are participants looking where they are going?

Are participants actively participating in the activity?



# #28 - DUNGEONS & DRAGONS

## EQUIPMENT

- Sticks, 1 for each participant.
- A ring for each game.
- Defined playing surface.



## HOW TO PLAY

Pick teams of 4 (3 players and a goalie). Play small mini-games of Ringette across the gym. Teams can have as many as 3 games going on at once. Goalies can be replaced by another player and cones placed as a makeshift net or goalie.



## SUCCESS CRITERIA

## EMPHASIS

All aspects of game.

## PURPOSE

This is an introduction to game play on a small scale to introduce players to the fundamentals of the game in actual game situations.

Are participants able to pass the ring within the playing area?

Are participants looking where they are going?

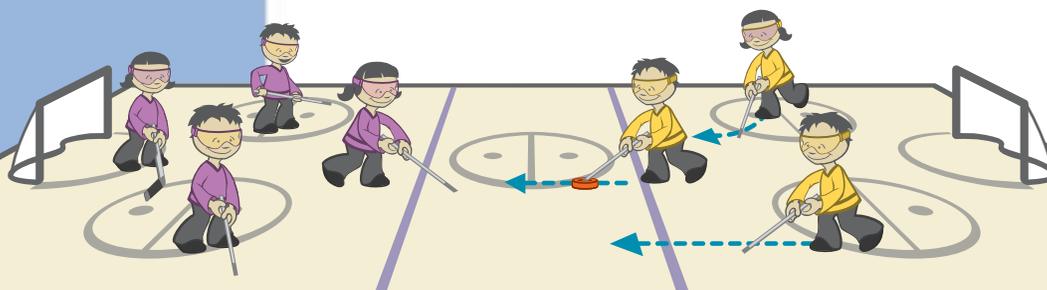
Are participants actively participating in the activity?



# #29 - GARGOYLES

## EQUIPMENT

- Sticks, 1 for each participant.
- 1 Ring.
- Defined playing surface.



## HOW TO PLAY

Show positions of the defensive triangle. Play with defensive triangle in place. Break into groups of seven, 3 offensive players, 3 defensive players and 1 goalie. The offensive players try to score while the defensive players try to prevent the scoring. An alternate position as each player becomes the 'gargoyle' protecting their castle and 'king' (goalie).



## SUCCESS CRITERIA

## EMPHASIS

Team work.

## PURPOSE

The following game simulates actual game play during a game of Ringette. Players get specific experience playing both defensively and offensively.

Are participants able to pass the ring within the playing area?

Are participants looking where they are going?

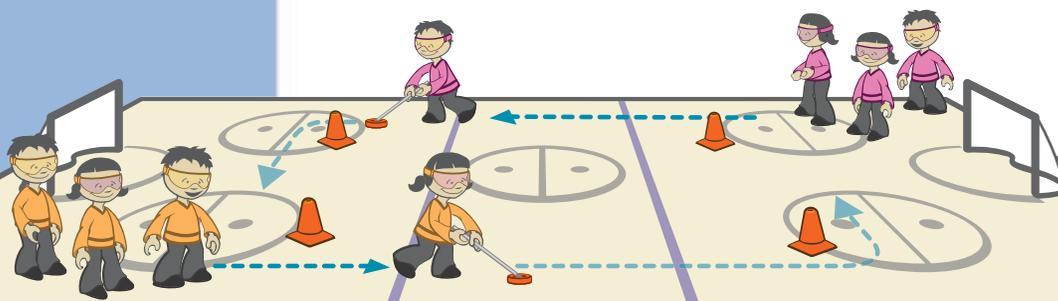
Are participants actively participating in the activity?



# #30 - RELAY RACE

## EQUIPMENT

- Sticks, 1 for each team of 4
- Rings, 1 for each team of 4
- Defined playing surface.



## HOW TO PLAY

Set four pylons around the playing surface to define a large area that players can run around. Each team has four players, 1 ring and 1 stick. The first player runs once around the large defined area, then passes off the ring and stick to their team mate waiting at the starting line. All players must go around the area once, and the first team with all four players back first wins.



## SUCCESS CRITERIA

Are participants able to complete the circuit with their team?

Are participants looking where they are going, is their head up?

Are participants actively participating in the activity?

## EMPHASIS

Team work, Ring Handling.

## PURPOSE

This game introduces players to friendly competition, and also ring carrying while in intense exertion. Players will get a feel for the ring while circulating with two hands on their stick. This prepares them for game play and carrying the ring during related games.



# DEFINITIONS



**FREE PASS:** Is used to start play at the beginning of the game or after a goal is scored. The player has 5 seconds to pass the ring out of their half of the center circle. No other players are allowed in the circle until the ring has left the circle.

**PASS-IN:** Is used to continue play if the ring has gone out of bounds or if a violation has been committed. The non-offending team is awarded the ring at the closest point to the offense on the nearest sideline. With one foot on the boundary, the player has 5 seconds to pass the ring into play. During a pass-in, all other players are not permitted within 3m of the player taking the pass.

**GOALKEEPER RING:** Defending team pass-ins are replaced by a goalkeeper's ring. The goalkeeper is awarded the ring and has 5 seconds to put the ring into play. Goalkeepers may throw the ring or use their stick to pass the ring into play, but they must keep at least one foot on or inside the crease.

**VIOLATION:** Occurs when a player commits an infraction of the playing rules (i.e. entering goal crease, carrying the ring across the zone line, etc.). The non-offending team is awarded either a pass-in or goalkeeper ring.

**PENALTY:** Is assessed when a player gains an advantage by committing an illegal act (i.e. body contact, high sticking, tripping, slashing, etc.). The player must serve the penalty and a pass is awarded to the non-offending team.

**GOAL CREASE:** An eight foot semi-circle line which surrounds each net. Only the defending goalkeeper may play in this area.

**GOAL:** A goal is scored when the ring enters the net and completely crosses the goal line.

**FIVE SECOND COUNT:** Is counted by the referee during a free pass, or when the goalkeeper has possession of the ring in the crease.

**ZONE LINES:** These lines divide the playing surface into two or three zones depending on which game option is used.

**PLAYING SURFACE:** An area, such as a gymnasium floor used to play gym Ringette.

**CONTROL:** Control of the ring is gained when:

1. a player places the stick into the ring or propels the ring with the stick
2. a goalkeeper, within the crease prevents the ring from entering the net; or
3. the ring comes to rest on or inside the goal crease line.

**POSSESSION:** This identifies the state of a play/ team having last controlled or contacted the ring.

**SECOND CONTROL:** Second control occurs when a player from team A has controlled the ring and a player from team B manages to place the stick into the ring and the ring becomes immovable.



# ACKNOWLEDGEMENTS



## RINGETTE CANADA

Phyllis Sadoway, Coaching Development Committee  
Sabrina Guay, Project Coordinator  
David Patterson, Executive Director

## DIAGRAMS & DRAWINGS

Jean Legault, Muse Fuse - [www.musefuse.com](http://www.musefuse.com)

## CONTRIBUTORS

Stacey McNichol  
Andrew Monterio

## SPECIAL THANKS

... to JH Sissions Elementary School in Yellowknife, NWT and to Andrew Austin's grad 5 physical education class.

... to Kathy Hobbs, President of Northwest Territories Ringette Association

... to Volleyball Canada's Jeannine Farley to her valuable advice and guidance in the creation of this document.

## REFERENCES

Gym Ringette Program, for Grades K-12 by Saskatchewan Ringette.  
Mini-Volley Instructoar's Guide, Volleyballe Canada - 2005

