



Our Sport. Our Passion.





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Canada 

Equipment specifically for use on gymnasium floors is available for purchase. 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

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A MESSAGE FROM

RINGETTE CANADA

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.

Gym Ringette offers participants new challenges, improves their physical literacy and promotes a sense of accomplishment. Participants are given the opportunity to attempt challenging tasks while they develop abilities and capacities. Ringette promotes cooperation with teammates and provides the opportunity for healthy competition.

This guide will focus on teaching the territorial/invasion game of Gym Ringette using the Teaching Games for Understanding (TGfU) approach. The TGfU approach will help you teach your students the skills and tactics of Gym Ringette with the focus being learner-centred and problem-solving activities.

Gym Ringette can be an entry point to playing ringette on the ice & students are encouraged to explore opportunities in their community to try ringette through ***Ringette Canada's Come Try Ringette Program***. Upcoming Come Try Ringette events can be found at www.cometryringette.ca.

Thank you for bringing Gym Ringette to your physical education program!

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PART 1

GYM RINGETTE

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INFORMATION FOR TEACHERS



Notes for Teachers

What is Ringette?

Ringette is a Canadian game invented in North Bay, Ontario in 1963 by Sam Jacks, a recreation director and sports enthusiast who saw the need for a winter team sport for girls. Ringette is an “ice-hockey-like” team game originally played on ice. Instead of a puck, the game uses a donut shaped “ring” that players control and pass using a straight stick. The rules of the game promote co-operative team play, with an emphasis on agility, speed, passing, and strategy rather than strength, aggression and individual stick handling skills.

There are approximately 30,000 registered players in Canada with nearly 2000 teams, over 8000 coaches and over 1500 officials. While primarily a female sport, there are over 700 males playing ringette across the country. Ringette is played internationally, with World Championships being held since 1990.

Ringette can also be played in a gym or other floor space. This manual for teachers focuses on the gymnasium version of the game, and is ideally suited for boys and girls to play together in physical education classes, intramural competitions, and as a recreational activity.

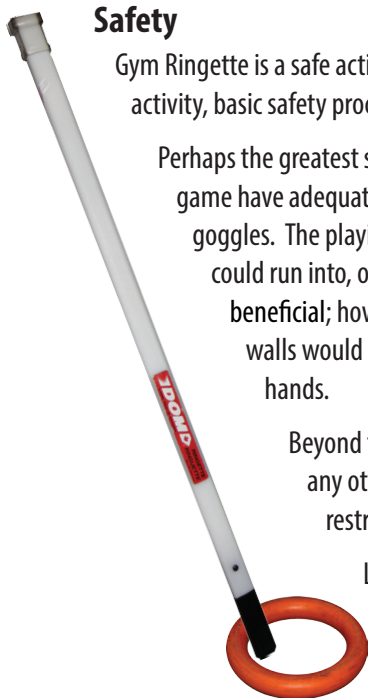
Safety

Gym Ringette is a safe activity for children however, like in any other physical activity, basic safety procedures need to be followed.

Perhaps the greatest safety requirement is that students playing the game have adequate **eye protection** in the form of safety goggles. The playing surface should be free of anything that they could run into, or trip over. Padded ends and side walls would be beneficial; however, a playing surface away from the gymnasium walls would suffice. Players may wear gloves to protect their hands.

Beyond this, the safety requirements are the same as for any other indoor sport in which kids run around in a restricted space.

Lastly, make sure that all children know, understand, and obey your “**stop everything and stand still**” safety signal so that the game can be brought to an immediate stop if necessary to protect players.



Space and Equipment

Gym Ringette requires minimal equipment and is played in any sized gymnasium.

The space: Any large flat area in which students can run around in safety.

Because passing the ring across lines marked on the playing surface is a CRITICAL part of the game, teachers will need to use either existing floor markings or will need a way to make temporary lines on the floor.

Equipment: One stick per student, if possible. One ring for every two students to enable skill learning and development. In games, one ring is required, with enough sticks for all players on the floor (maximum 6 per team) at any one time.

For games: Eye protection for all players, a stick for each player on the floor, two goalie sticks, two nets, one ring, pinnies, and optional protective gloves

What Grade Levels?

Gym Ringette is ideal for children from Grades 3-9, and can be played recreationally by any student who has learned the basic skills and rules.

Grades 3 to 6: Learning basic Gym Ringette skills and rules, while developing physical literacy (see page 5)

Grades 7-9: Refining Gym Ringette skills and development of tactics and strategies associated with territorial games using a TGfU - Teaching Games for Understanding - approach (see page 6).

Grades 3-12: Recreational and intramural play to meet the needs of students and schools' programs.

Achieving Curriculum Goals

Gym Ringette is a simple, fun, game that children love. It is easy to learn and enables teachers to achieve required Provincial curriculum outcomes while helping children develop important skills (see Table on the next page).

STUDENT OUTCOMES DEVELOPED THROUGH GYM RINGETTE

| Outcome | Excellent | Good | Some | Notes |
|---|-----------|------|------|--|
| Body Control Skills | | | | |
| Balance | | ✓ | | Dynamic and static |
| Agility | ✓ | | | Whole body |
| Coordination | ✓ | | | Hand-eye, and foot |
| Object manipulation | | | | |
| Sending object | ✓ | | | Short and long distances |
| Receiving object | ✓ | | | From different directions |
| Trapping object | ✓ | | | Builds precision |
| Using (bat/stick) | ✓ | | | Good introduction |
| Locomotor skills | | | | |
| Running forward | ✓ | | | With control |
| Running backwards | ✓ | ✓ | | To match speed of other |
| Moving sideways | ✓ | | | To match movements of others |
| Stopping-starting | ✓ | | | On own and in response |
| Changing direction | ✓ | | | With speed and precisions |
| Working with others | | | | |
| Working with partner | ✓ | | | |
| Working with a group | ✓ | | | Vary group size |
| Understand competition and cooperation | | ✓ | | Stress that there is no competition without cooperation on rules |
| Following Instructions | | | | |
| Understanding game rules and consequences | ✓ | | | Concrete examples |
| Understanding fairness | ✓ | | | Discuss reason for rules |
| Understanding safety of self and others | ✓ | | | Critical in all physical activity |

Teaching Framework

Gym Ringette can help teachers develop their students' physical literacy, and can help those students transfer the skills they learn to other games and sports using a "Teaching Games for Understanding" approach.

About Physical Literacy:

In the Canadian system, physical literacy is:

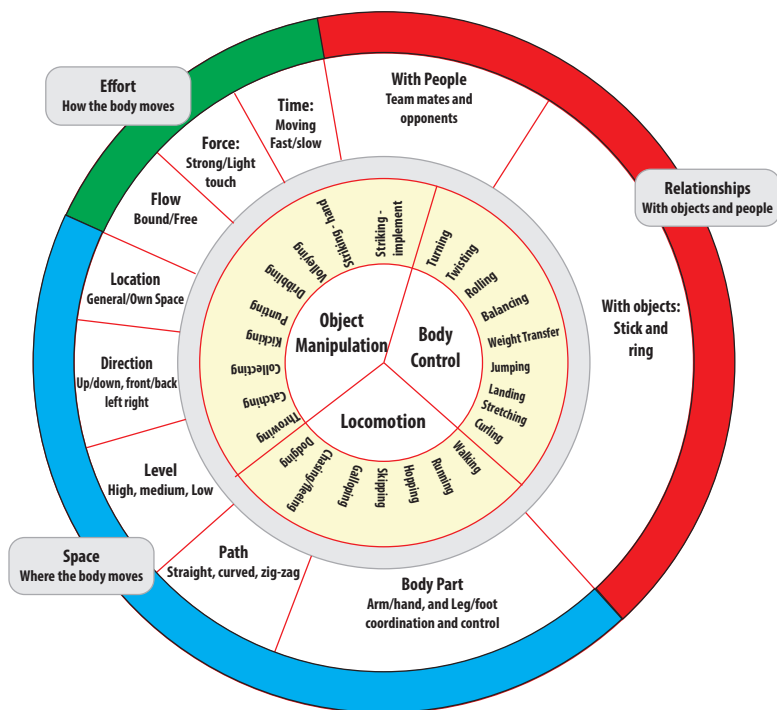
- Having the skills (**competence**) and the confidence to try out, or take part in, a wide range of physical activities.
- Being **confident** and comfortable taking part in physical activity in many different environments
- **Understanding** how physical activity is good for physical and mental health.
- Being **motivated** to take part in physical activity.
- Taking **personal responsibility** for being physically active from childhood to old age.

Developing the foundation for physical literacy in children has three stages:

1. Developing **basic human movements** such as learning to sit, stand, crawl, walk and run. This process is usually complete, or nearly complete, by the time a child enters school, and is rarely the responsibility of the teacher.
2. Developing **fundamental movement skills (FMS)**. FMS are generally developed between the ages of 5/6 and 8/9. These are GENERAL skills of running, jumping, hopping, skipping, throwing, catching, kicking, trapping, etc., along with the more global skills of balance, agility and coordination. While these skills developing in many children who have the opportunity for physical play in stimulating environments, SOME children need explicit instruction. Students who do not have good fundamental movement skills often cannot and do not play informally with their peers, and can be left out of playground games. Good instruction for these children at this stage helps them keep up and can make a huge difference to their competence, confidence and self-esteem.
3. Developing **foundation sport skills**. This usually happens between the ages of 8/9 and 11/12 and is the refinement of fundamental movement skills such as sending and receiving objects into sport specific skills such as using a Gym Ringette stick to send and receive the ringette ring the way it is done in the game.

Gym Ringette develops both fundamental movement skills and foundation sport skills.

Fundamental Movement Skills Developed in Ringette



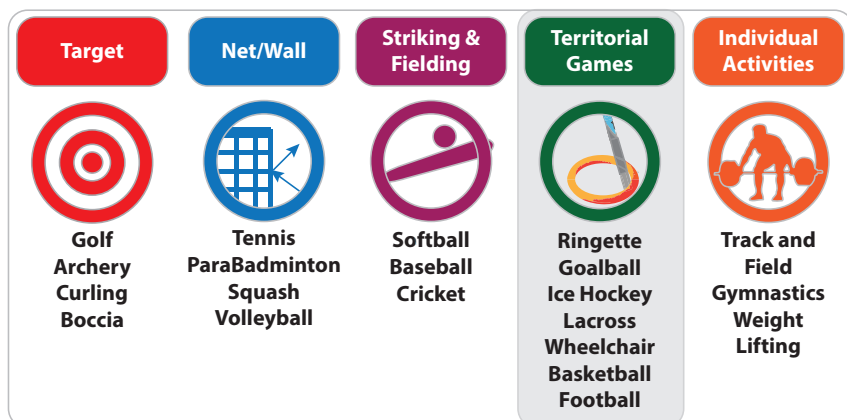
About Teaching Games for Understanding (TGfU)

The **“Teaching Games for Understanding”** approach is a framework for teaching games through a learner-centred, problem-solving approach, and is based on the observation that games can be grouped with similar games and that there are common skills and tactics among them.

Ringette is a Fixed Target, Territorial/Invasion game, with much in common with soccer, basketball, field or ice hockey in that:

- Each team defends its own half of the playing surface (its territory), and
- Team scores by putting the ring into their opponent’s goal (fixed target).

The different types of games are shown on the next page.

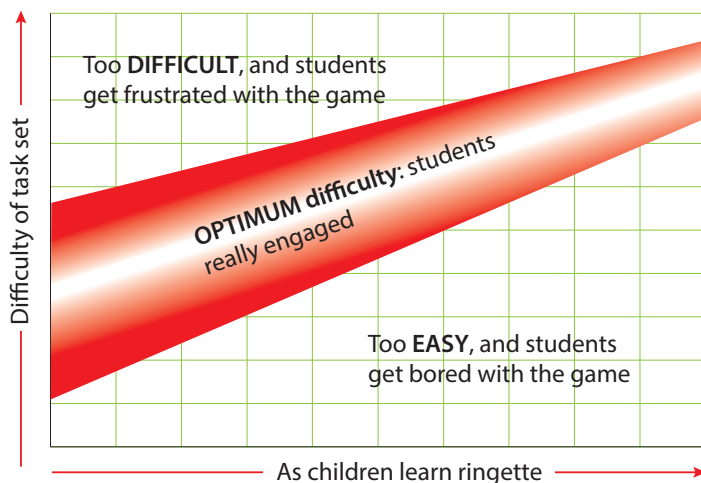


The focus in using a TGfU approach is to help students learn:

- The specific skills and tactics of ringette, and
- How similar skills and tactics can be applied to other games, for example:
 - How to attack
 - How to defend
 - How to use open space

Things to think about

- Always think safety.
- Be aware of the skill level and competence of the group, so that all participants can actively engage in positive and challenging play.
- If students find the activity too easy and get bored - make it more difficult, and if they are getting frustrated and not having success, make their task easier.



TRUE SPORT

Ringette Canada is a True Sport member and adheres to the True Sport principles.

TRUE SPORT

True Sport is a way to maximize the positive influence sport can have on students by focusing on the values of fairness, excellence, inclusion and fun. Put simply:

- True Sport enables participants, parents, coaches and officials to reinforce the virtues of good sport.
- True Sport creates a fair, safe and open atmosphere where good sport can grow stronger through inclusive play at all levels.
- Good sport does not happen by chance! Sport falls short when negative behaviour gets in the way of the good things sport can teach about working together, respecting each other's efforts, and handling both victory and defeat with the grace of a champion.

To achieve these goals, True Sport promotes Seven Principles. True Sport teams, clubs, athletes, coaches and teachers commit to these Principles for Sport.

THE SEVEN TRUE SPORT PRINCIPLES

GO FOR IT: Always strive for excellence and rise to the challenge, but never at the expense of others. Discover how good you can be.

PLAY FAIR: Play honestly and obey the rules, in letter and spirit. Winning is only meaningful when competition is fair.

RESPECT OTHERS: Show respect for everyone involved in creating a sporting experience, both on the field and off. Win with dignity and lose with grace.

KEEP IT FUN: Find the joy of sport and have a good time. Keep a positive attitude and look to make a positive difference, on the field and in your community.

STAY HEALTHY: Place physical and mental health above all other considerations and avoid unsafe activities. Respect your body and keep in shape.

INCLUDE EVERYONE: Share sport with others, regardless of creed, ethnicity, gender, sexual orientation or ability. Invite everyone into sport to make it more meaningful for the whole community.

GIVE BACK: Always remember the community that supports your sport and helps make it possible. Find ways to show your appreciation and help others get the most out of sport.

Your school can join the True Sport movement.

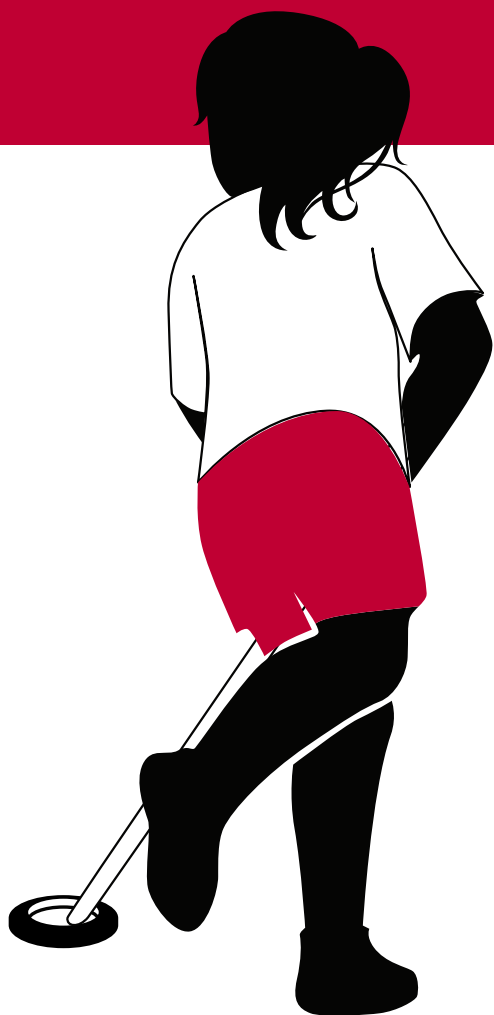
Visit truesport.ca/join to pledge your commitment.

PART 2

GYM RINGETTE

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LEARNING THE GAME



Safety and Equipment

SAFETY

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

PHYSICAL SAFETY

Ensure that playing area is:

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

EMOTIONAL SAFETY

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

EQUIPMENT

The following pieces of equipment are necessary to organize a modified game of Gym Ringette. Please note that if these specific objects are not available, the use of similar items is encouraged, providing they are safe and sound for participants. Alternative equipment examples are offered following each piece of required equipment.

- 2 Goal Nets , or pylons, bean-bags, or any other object than can be used as goal-marking devices on the ground.
- 1 Playing Ring.
- 10 Gym Ringette Sticks (5 per team) or hockey sticks with the blade removed and/or broom shafts (tape tip so it will not damage the playing surface).
- 2 Goalkeeper Sticks (1 per team)

- Pinnies (1 for each student to identify team)
- Eye Protection (goggles used in science or industrial arts, ski goggles, squash goggles, etc)
- Follow school board policy, however, goalkeeper full body equipment including: facial protection, chest protector, goalkeeper pads, goalkeeper stick, neck protection etc. If goalkeeper safety equipment is not available, play without a goalie.

GYM RINGETTE BASIC RULES

- Gym Ringette is a team sport, with each team defending a goal.
- Maximum of 5 players per team plus a goalkeeper (6 in total). Reduce number of players in smaller gym spaces.
- Game is divided into two or more equal periods with time set by the teacher.
- Game starts with a free pass from the centre circle. Team taking the free pass alternates each period.
- Ring must be passed over any designated line. No stick handling across the line is permitted. Ring must be touched by another player before passer can touch ring again.
- For safety, only the goalkeeper is allowed inside the goal crease.
- No physical contact with opponents is allowed. Deliberate contact gives the other team a free pass.
- After goal scored, or ring goes out of bounds, play restarts with a free pass.

MORE DETAILED FREE PASS RULES

Free passes are awarded for most stoppages in play. For a free pass, the ring is placed either at the point of infraction or the centre circle. The player taking the free pass is the only player permitted in the free pass circle. The player taking the free pass must put the ring into play entirely outside the free pass circle within five seconds. This player may not play the ring again until it is entirely outside the free pass circle and the ring has been contacted by another player.

A defending zone free pass is replaced by a "goalkeeper ring" (kind of like a goalkeeper's kick in soccer). The goalkeeper must put the ring into play entirely outside the goal crease within five seconds and may not contact the ring again until it is contacted by another player.

Organizing Your Session

Sessions work best when they follow a pattern that students learn about and understand. The organization shown here is not the only way to organize a session, but is one that is very commonly used.

Regardless of the sport or activity being taught, children should be taught to enter the gym (or other play space) and without waiting for the teacher to tell them, start on their own warm up of gently jogging, and light stretching.

Reviewing previously learned skills helps student retention and prepares students for new learning.

Games, rather than drills, makes the learning fun, and the culminating activity is both enjoyable, and helps students see how the skill/tactic is used in ringette.

Finally the cool down and review helps solidify learning and prepares students to go back to the classroom.

Brief warm-up and stretching

Students should be encouraged to warm-up by gently running in open space in the gym, and by gently stretching. This should be part of every session - and should be self-directed by each individual student, following basic instruction

Review of Previous Skills

Brief review and practice of previously learned skills

Introduction of New Skill

Through MINIMAL instruction (for safety) and then trying the skill in small-sided (1-on-1, 2-on-2, etc.) games designed to reinforce the skill being developed

Provide Feedback

Observe students and for those having difficulty focus individual feedback on what they need to change to perform the skill correctly, NOT on what they are doing wrong.

Culminating activity

Use the newly developed skill in a modified form of gym ringette. Adjust rules to emphasize desired skill or tactic.

Cool down and Review

Gentle cool down and review of the key points in the skill or tactic for the session. Collect and return equipment.

Gym Ringette: A Territorial Game

Activity Breakdown

This *Teachers Guide* presents beginner, intermediate and advanced ringette activities.

Beginner Activities

- Introduction to equipment, safety, and the most basic rules
- Introduction to simple drills and small sided games

Intermediate Activities

Intermediate activities aim to introduce participants to the basic skills required to play the game of ringette. Each activity in this section is in game format so that participants learn new skills while playing with friends and having fun.

Advanced Activities

Ideas for activities that encourage larger-group team work 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.

Small Sided Game Play

Once students are knowledgeable of, and comfortable with, the basic Gym Ringette skills and rules, playing a modified version of the game is a great culminating activity. Modified game play will provide students with the opportunity to apply their learned skills in a positive and developmentally appropriate setting, while gaining further appreciation for the sport of ringette. To maximize participation during the modified game play consider the following:

- Decrease the number of players on each team allowing more space for creative passing and play-making.
- Designate the number of passes required before scoring a goal. Or require all players on the offensive team to handle the ring before one makes a shot.
- Divide the gymnasium in half such that two smaller games are occurring simultaneously.

Take Home Connections

Provide teachers with ringette information to send home to parents, information on community connections (Check out free opportunities to try ringette in your community www.cometryringette.ca or connect with your provincial organization.)

Playing Area for Game Play

Using a modified version of the traditional ringette playing surface is suggested; beginners might make better use of a smaller, simpler layout (figure 1.1), while more advanced groups can make use of the larger, more complex multiple zone layout (figure 1.2).

Basic Gym Ringette layout components include:

- Two or three equal zones depending on space available and/or the abilities of the participants (See Figures on the next page).
- A goal line located at either end of the playing surface.
- A crease line, in front of each goal, marked in the shape of a semicircle.
- A centre line located in the middle of the playing surface
- After students have learned basic skills, use those skills as part of the warm up activities in subsequent lessons as this helps students solidify their learning.
- Genuine self-esteem is developed when students feel competent and confident, and having students lead part of each class (usually warm-up or cool-down) helps improve self-esteem and autonomy.

Figure 1.1: Typical Gym Ringette Floor Markings

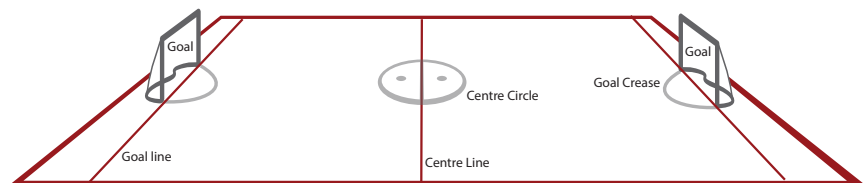
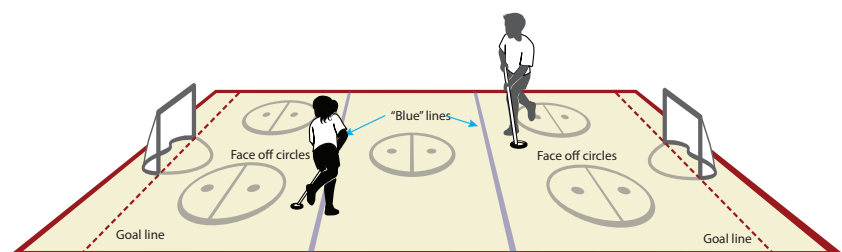


Figure 1.2: Full Gym Ringette Floor Markings - usually only available when playing on a hockey surface with the ice removed



PART 3

GYM RINGETTE

LET'S GET STARTED



Instructor “Cheat Sheet” - For Basic Skills

Basic “Ready” Position

Players need to be balanced and ready to move in any direction.

- The feet shoulder width apart
- Weight on the balls of the feet
- Head up, eyes forward
- Hold stick with hands comfortably apart and tip of stick touching the floor - slightly to one side of the body on lower arm side (forehand)
- Lower arm almost straight, upper arm bent at elbow

Passing

- In ready position, look where pass is to go.
- With stick-tip in ring, pull ring slightly back.
- Use a sweeping arm and wrist action to send ring forward - lift stick slightly at end of action
- Release ring when slightly ahead of front foot.
- For faster pass, shift body weight forward as pass is made
- For accuracy, tip of stick follows through to where you want the ring to go
- Keep stick tip LOW on follow-through - **No high sticking!**
- Make sure ring slides along the gym floor.
- Practice forehand and backhand passing

Receiving

Beginners find receiving difficult, but receiving well is key to ringette success.

- Ready position with knees bent (don't bend at waist) and eyes on ring
- Stick held a couple of inches off the ground slightly in front of body.
- As ring approaches, tip of stick follows middle of ring
- Quick downward stab to **trap** the ring - make firm contact with ground.

For Passing and Receiving

For beginners, start with players standing still and then advance to passing and receiving when walking, jogging, and eventually running at full speed.

Shooting is just passing - aiming at the goal rather than another player - but is often done at top speed.

For passing and receiving work on **both** speed and accuracy as learners progress.

Instructor “Cheat Sheet” - for basic skills

Shooting

In Gym Ringette goals are scored by shooting the ring to beat the goalkeeper and get the ring into your opponent's goal.

Action is like passing the ring, but with some differences:

- Shoot the ring faster than when passing by drawing the ring back further and using a more powerful forward motion with arms and wrist.
- Press the tip of the stick into the floor during forward motion, and lift tip at release (this will bend the stick during forward motion and it will spring back when released -making the ring go faster)
- When you pass the ring it's important to keep it on the gym floor, but when shooting you can try lifting the ring so it goes in the top of the net. Do this by lifting the tip of the stick just as the ring is being released.
- Practice shooting both low and high into the goal.
- Practice shooting forehand and backhand.

Ringette checking is NOT like ice hockey

In ice hockey checking means hitting an opponent with your body to stop his or her progress down the ice. However, since Gym Ringette is a non-contact sport, checking in ringette has a different meaning.

Checking in ringette means lifting your opponent's stick so they lose contact with the ring, and then taking control of the ring with your own stick.

No body contact allowed!

Ringette Checking

When opponent has control of ring, and the checker is trying to gain possession:

- Checker is balanced, in control, and close to the ring carrier (opponent)
- Checker places end of stick under opponent's stick, making sure not to hit ring-carrier's hands or body.
- Holding stick firmly, checker flicks stick up - lifting ring carrier's stick off ring.
- Checker immediately traps ring and pulls it away from opponent.

Checking in Gym Ringette



Place tip of your stick under opponent's stick and lift their stick off the ring.



Make sure opponent's stick is lifted well clear of the ring



Then "spear" the ring to take full possession

Players will learn:

- Basic safety rules for Gym Ringette
- How to hold stick correctly
- How to pass ring with speed and accuracy
- How to play a simple game of Gym Ringette

Activity and Organization

Gym Ringette Safety

1. Inspect playing area for safety.

Is there anything the players could run into?

Is there anything on the floor they could trip on?

2. Teach players a safety “STOP” signal (such as a short blast on a whistle). Practice using the stop signal.

3. Tip of the stick on the ground at all times.

Basic Stance

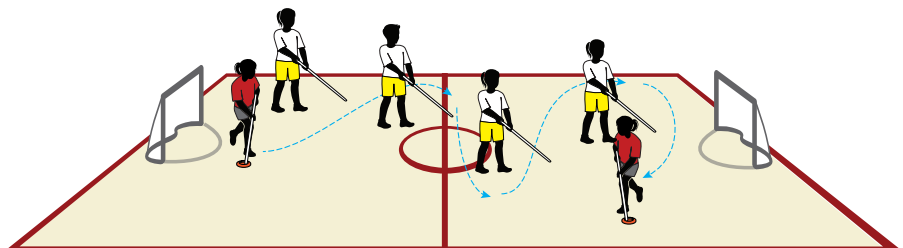
- Feet shoulder width apart, pointing slightly out.
- Body leaning slightly forward with weight on the balls of the feet.
- Head up, eyes looking forward.

Holding the Stick

- Grip comfortably - Lower arm almost fully extended, other elbow slightly bent. Arms slightly away from the body.
- Stick held in both hands with the tip on the ground and slightly ahead of and to side of the body.

Activity 1: Electric Cars

- One stick per player, and players can only move when they are getting electricity from the ground through their stick.
- Move around the gym keeping stick in contact with the floor. Stay inside the marked boundary
- Make sure you don't bump into other people.



Safety

Check playing area for obstructions, and check sticks to ensure that none are split, and that ends are taped (or otherwise won't damage the gym floor).

Check that players have eye guards.
Ensure players keep sticks down.
Practice emergency stop signal

| Level | Equipment Required |
|--|----------------------------|
|  Beginner | Well defined playing area. |
|  Intermediate | One stick per player. |
|  Advanced | One ring per player. |

Developing Physical Literacy:

Making the skill harder

- Players move in different directions around the gym (clockwise - counter clockwise)
- Players move forwards and backwards
- Players move to their left and to their right
- Players move fast and slow
- Players move in the direction leader is pointing (they must watch leader while moving)

Making the skill easier

- Have players move more slowly
- Move in a smaller space

Teaching Games For Understanding

Ask players:

- Are there areas in the gym we should stay away from because they are unsafe?
- What else would make it unsafe to play?
- Why do we keep the end of the stick on the ground when we run?
- Why do we keep our head up and look around when running?

Players will learn:

- Basic safety rules for Gym Ringette
- How to hold stick correctly
- How to pass ring with speed and accuracy

Activity and Organization

Carrying the Ring - key teaching points

- Ring is carried by placing the tip of the stick inside the ring, and keeping the tip of the stick in contact with the ground.
- Keep the stick and ring IN FRONT of you and slightly to one side.
- Don't watch the end of the stick - keep your head up and look around you.

Activity 1: Gassing up the Car

- One stick per player, and players can only move when they have gasoline.
- Players have gasoline when their ring is on the floor and they are "carrying" it with the end of their stick.
- Move around the gym keeping stick in contact with the floor. Stay inside the marked boundary
- Practice the emergency STOP signal.

Passing the Ring- key teaching points

- Tip of the stick inside the ring
- Use the bottom hand to push the ring in the direction you want it to go.
- Look in the direction you want the ring to go.

Receiving the Ring - key teaching points

- Hold tip of stick slightly off the ground, and drop the tip inside the ring as it arrives. This is called trapping the ring.

Activity 2: Pair Pass

- Get in pairs, with a stick each and one ring per pair.
- Face each other about 3m apart (best if there is a line on the gym floor between the two players)
- Players pass the ring to each other. If the ring is passed and trapped, each player carefully steps back one step (to make passing distance longer) and tries again.
- If the ring is not trapped, players each step one pace closer together.

Game(s)

- Competition to see which pair can pass the ring the most times in 30 seconds.
- Competition to see which pair can pass the furthest without missing.





Safety

Check playing area for obstructions, and check sticks to ensure that none are split, and that ends are taped (or otherwise won't damage gym floor)

Adequate space around players so there is no danger of being hit with a stick

Level

Equipment Required



Beginner

Well defined playing area and one stick per player.



Intermediate

Activity 1: One ring for every player



Advanced

Activity 2: One ring per pair

Developing Physical Literacy:



Activity 1: Making the skill harder or easier

- Players move in different directions around the gym, forwards and backwards, to their left and to their right, and move fast and slow.
- Players move in the direction leader is pointing (they must watch leader while moving)
- To make the skill easier, have players move more slowly

Activity 2: Making the skill harder or easier

- Players move further apart each time the pass is successful.
- Increase the speed of passing.
- To make skill easier, move closer together and slow down the passes.

Teaching Games TGfU For Understanding

Ask players:

- What makes it difficult to trap the ring?
- What makes it easier to trap the ring?
- Is it easier or harder to trap the ring on the left or right side of the body? Why?
- What do you have to do to pass the ring further?
- How can you make it easier to trap a fast pass?

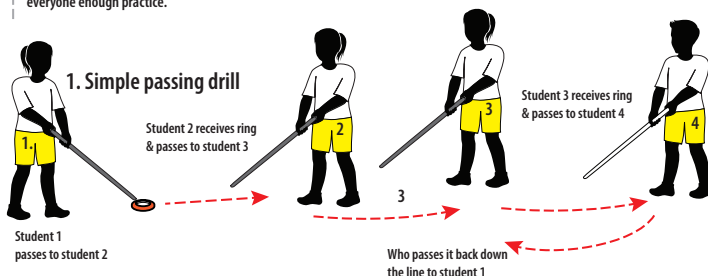
Players will learn:

- Passing.
- Passing and moving.

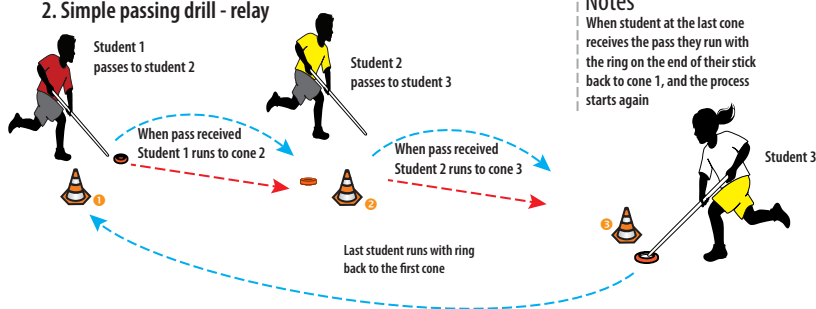
Activity and Organization

Notes

4-5 students is about the maximum number that gives everyone enough practice.



2. Simple passing drill - relay



Notes

When student at the last cone receives the pass they run with the ring on the end of their stick back to cone 1, and the process starts again

Teaching Notes:

For relays:

1. Have players walk through the relay action to make sure they understand what they have to do before they run, and before any competition.
2. Make sure that there is enough space at each end of the relay area so that players are not near any walls when they turn.
3. Drills work best with teams of 4 or 5

Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

Level

Equipment Required



Beginner

Well defined playing area and one stick per player.



Intermediate

Activity 1: One ring per group.



Advanced

Activity 2: One ring per group.

Developing Physical Literacy:



Activity 1: Making the skill harder or easier

Harder:

- Players move further apart.
- Players make faster passes.
- Make passing to every person on teams and back competitive.
- Make the relay competitive.

Easier:

- Players move closer together.
- Players make slower passes.
- Have players walk through the relay rather than run

For activity 2

Have players speed up or slow down their running.

Teaching Games For Understanding

Ask players:

- Why should a player move after they have passed the ring?
- How can you make it easier for teammate to pass the ring to you?
- Is it easier or harder to pass the ring on the left or right side of the body? Why?
- What happens to accuracy as the pass gets longer?
- How could the relay rules be changed to encourage different types of passes?
- **Remember to let participants play the game with the rules they come up with!**

Players will learn:

- Passing the ring in order to score.
- Passing over a line.

Activity and Organization

Game Pass and Score

- Team of three people, each with a stick. One ring per team, plus one cone (or other target) per team.
- Players all stand 2-3 metres from their cone.
- Player 1 passes the ring to player 2, who passes the ring to player 3
- Only when each player has touched the ring can player 3 shoot the ring at the cone (target).
- One point is scored if the target is hit.
- Repeat with new person shooting.

Game Variations

- Make sure everyone gets a chance to shoot to score.
- Change rules so that different

numbers of passes must be made before player can shoot to score.

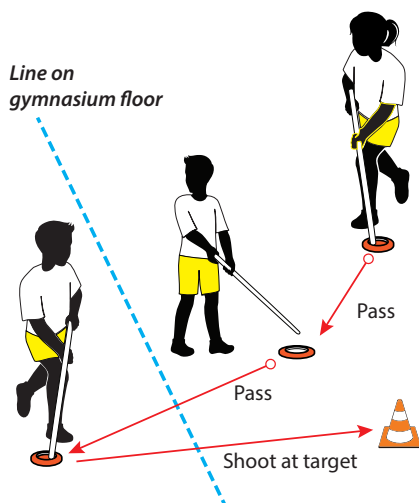
- Place tape on the floor (or use existing floor markings) - then players can only score when the ring has been passed over a line.

Making it Competitive

- Have two teams of three players compete against each other.
- Line up each team on opposite sides of the cone - equal distances from it.
- On the command "GO" each team passes the ring from first player to 2nd, to 3rd who shoots the ring.
- If player 3's shot misses the cone, then all players must touch the ring again before another shot at the cone can be taken.
- The team that hits the cone first is the winner.

Teaching Tips

- Keep your head up





Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

Level



Beginner



Intermediate



Advanced

Teams of 3 people.

Ringette stick each.

One ring per team.

One cone or other target per team.

Equipment Required

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Increase the distance between players so passes are longer.
- Increase the distance from the cone so that shots are longer.
- Encourage shooting from left **and** right side of body.
- Encourage shooting faster **if** targets are being hit.

Making it easier

- Work in pairs rather than threes.
- Decrease the distance of the last player from the target cone.
- Slow down the passes.
- Slow down the shot on target.

Teaching Games TGFU For Understanding

Ask players:

- Ask the players how the rules could be changed to make it easier to score or harder to score.
- Ask the players if the changes to the rules made the game more or less fun.
- Does making it a competition make it easier or harder to hit the cone? Why?
- What should the penalty be if the ring is not passed across the line?
- How can the rules be changed to make sure that everyone gets an opportunity to be the scorer?
- **Remember to let participants play the game with the rules they come up with!**

Players will learn:

- To circulate with stick.
- Get a feel for weight of stick and how to carry it.

Activity and Organization

Go Carts

- Pass out sticks.
- Explain that the stick is the power line and must be touching the ground for you to have “power”.
- You can only move when you have power.
- If the stick comes off the ground you must stop.

Game Variations

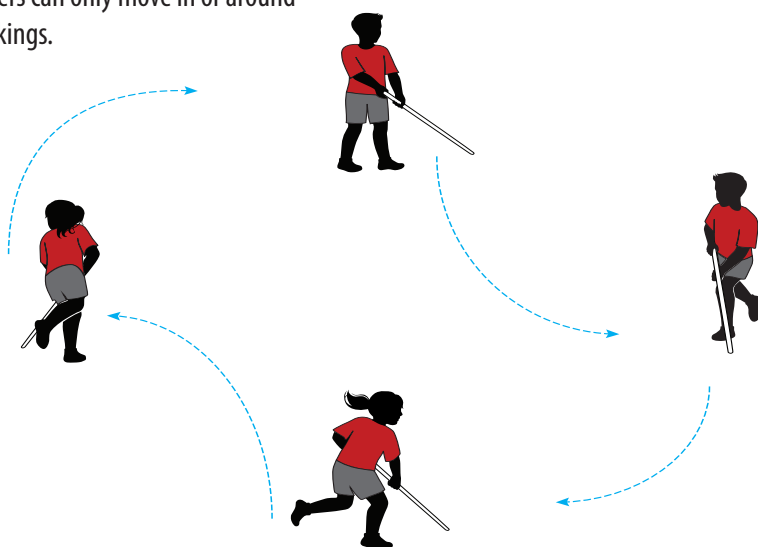
- Play with music- you can only move when the music is on.
- Set up patterns for the players to follow
- Place tape on the floor (or use existing floor markings) - then players can only move in or around markings.

Making it Competitive

- Two teams compete in a relay or obstacle course against each other.
- Create two teams and they have to race against each other to finish the obstacle course.
- If a player's stick comes off the ground, they must return to the start line and begin again.
- First team to have all of their players successfully finish the relay wins.

Teaching Tips

- Encourage players to keep stick on the ground during this game.
- Encourage players to move faster if they can.
- Ask the players if the changes to the rules made the game more or less fun.





Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

Level Equipment Required



Beginner



Intermediate



Advanced

Ringette stick each.

Safety goggles.

Developing Physical Literacy:



Game 1: Making the skill harder or easier

Making it harder

- Increase the distance the players have to move.
- Increase the speed players are required to move.
- Try moving backwards and from side to side.
- Encourage players to keep their heads up and not look at their sticks.

Making it easier

- Decrease the distance players have to move.
- Decrease the speed players are required to move.
- Decrease time players must move.

Teaching Games TGFU For Understanding

Ask players:

- Why do you have “power” when your stick is on the ground? Why might “power” be important?
- What should the penalty be if your stick comes off the ground?
- Did you have to look down while you were moving? Why or why not?
- ***Remember to let participants play the game with the rules they come up with!***

Players will learn:

- To circulate with the stick while moving with a ring.

Activity and Organization

Go Cart Gas

- Each player must move around the gym while keeping their stick on the ground, as in Go Carts (previous page).
- In this game, the ring is your gasoline.
- You cannot move without the ring (gas).
- Players should move around the gym looking for open spaces

Game Variations

- Set the game to music, players can only move when the music is playing, and must stop when the music stops.

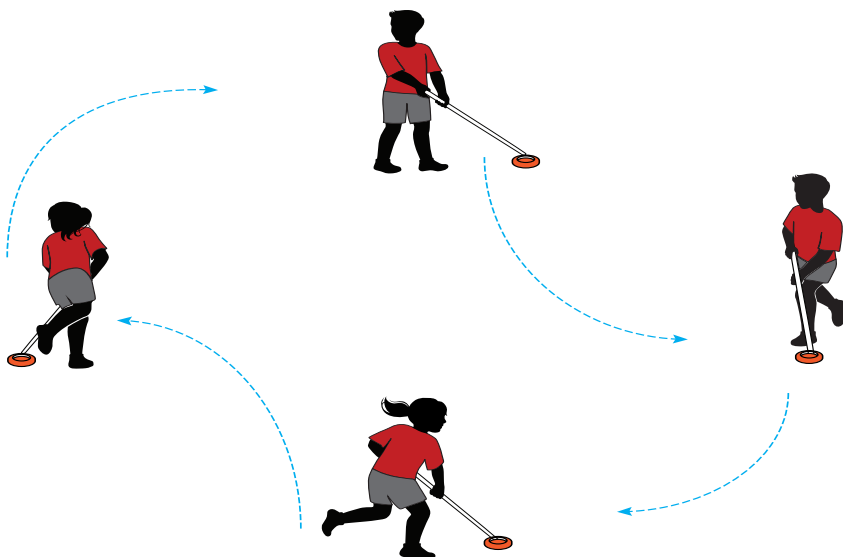
- Place tape on the floor (or use existing floor markings) - then players can only move in certain spots.

Making it Competitive

- Set up two teams of equal players.
- Line up each team and have them complete a relay to the end of the gym and back. Each player must wait for the person in front of them to successfully make it back before they can go.
- If a player loses the ring, they must stop, get the ring back under control, and then keep moving.
- First team to have all of their players complete the relay successfully wins.

Teaching Tips

- Two hands on stick to make it easier.
- Encourage players to keep their heads up.



Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

Level

Equipment Required



Beginner

Safety Goggles.



Intermediate

Ringette stick for each participant.



Advanced

One ring per person.

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Increase the distance players must travel.
- Increase the speed that players must travel.
- Encourage players to keep their heads up.
- Encourage players to move backwards or side to side.

Making it easier

- Decrease the distance players must travel.
- Decrease the speed that players must travel.
- Encourage players to look at the ring so they do not lose control of it.

Teaching Games For Understanding

Ask players:

- How does it effect the game if you have to stop if you lose control of the ring?
- Why might it be important to try and go as fast as you can?
- Why should a player practice moving backwards or side to side?
- How could the rules be modified to make game more interesting?
- ***Remember to let participants play the game with the rules they come up with!***

Players will learn:

- Stick safety.
- Ring Handling.
- Passing.

Activity and Organization

Tow Trucks

- Players are divided up into pairs.
- They are stationed across from each other.
- They then pass the ring back and forth, working on passing it, and receiving it when the ring arrives.
- Each time they pass the ring successfully, they move down the gym floor to towards the other end of the gym.

Game Variations

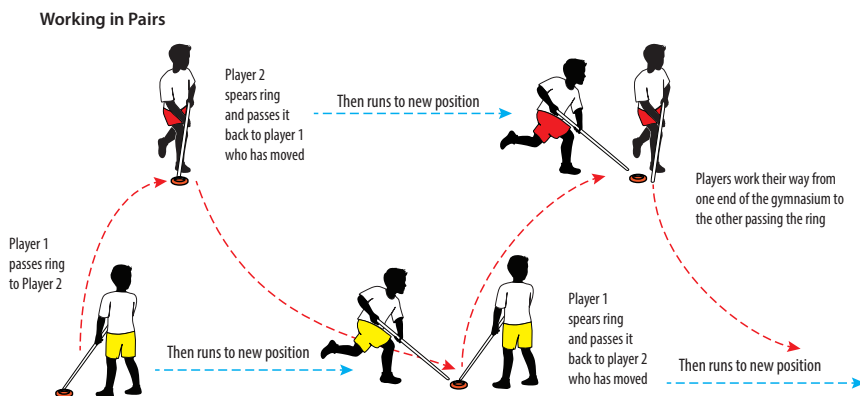
- Try the same game while continuously moving up the floor towards the other end of the gym .

Making it Competitive

- Have each pair of teammates pass the ring back and forth.
- Each time they make a successful pass back and forth to each other, they take a step back from each other.
- Teams should see how far apart they can be and still make successful passes.

Teaching Tips

- Explain that students should try and pass while in movement, receive the ring and return the pass.
- Encourage players to move at a speed that they feel comfortable with.



Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

Level



Beginner



Intermediate



Advanced

Safety goggles.

Ringette stick each.

One ring per pair of players.

Equipment Required

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Have players move while passing the ring back and forth.
- Have players try and keep their heads up as much as possible.
- Encourage players to move down the gym as fast as they can while still maintaining accurate passes and spearing.
- Increase the speed of the pass.

Making it easier

- Let players remain still as they pass back and forth.
- Decrease the distance between the players.
- Slow down the speed of the pass.

Teaching Games For Understanding

Ask players:

- If you had to stop every time you and your partner lost control of the ring, how would that change the game?
- What is the purpose of trying to learn to move while passing back and forth?
- Why might it be important to keep your head up?
- ***Remember to let participants play the game with the rules they come up with!***

Players will learn:

- Stick safety.

Activity and Organization

Ship Shape

- Bow- One end of the gym (front end of the boat).
- Stern- Other end of the gym (back of the boat).
- Players are to run to the bow and stern with their sticks and rings.
- Port- left side of gym (facing bow).
- Starboard-Right side of the gym (facing bow).
- Players are to run to the port or starboard side of the gym
- Man Overboard- lie on the floor and get up again.
- Captain overboard- salute to the captain (teacher or instructor).
- Swab the deck- Players move their ring with their stick in a circular motion to simulate mopping.

- Mutiny-chase the instructor.
- Instructor calls out key words and players have to carry them out.

Game Variations

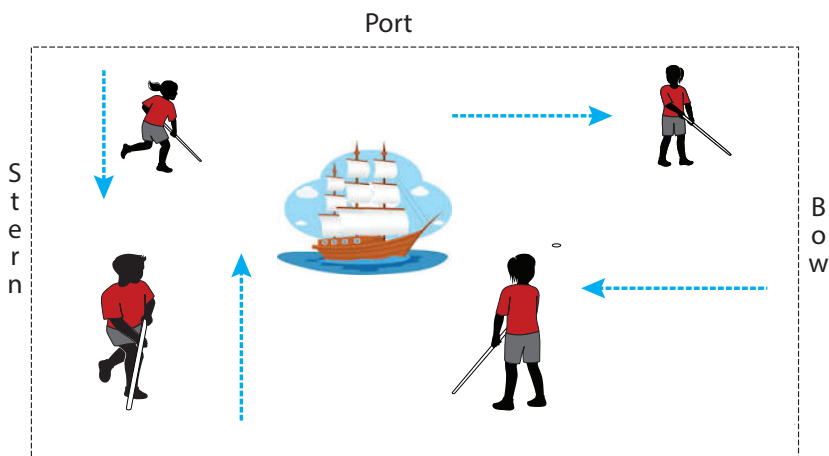
- Have a student be the captain.
- If your stick is above your knee, you go to the dungeon and have to practice keeping your stick down on the side for a period of time.

Making it Competitive

- Call out multiple instructions in a row and see which players can perform them.
- Divide players into two teams, have each team see how quickly they can perform a set of five instructions with no mistakes.

Teaching Tips

- Use loud voice to ensure instructions are heard.
- Clearly label the gym for those that have trouble with nautical words.



Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

Level



Beginner



Intermediate



Advanced

One stick for each player.

Safety goggles.

Defined Playing surface.

One ring per player.

Equipment Required

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Increase the frequency of instructions.
- Introduce new terms that encourage different movement skills.

Making it easier

- Some players may struggle with nautical terminology- use simple words to describe what players need to do. (left, right, etc.).
- Slow down how often new instruction are called out.

Teaching Games For Understanding

Ask players:

- How well could you hear the instructor, if others players are talking while this happening, would it be harder? Why?
- What rules could you add to make the game more interesting.
- How important is it to be aware of other people in your vicinity as you move around? Why?
- *Remember to let participants play the game with the rules they come up with!*

Players will learn:

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

Activity and Organization

Chase!

- Have players stand in a circle with their ring in front of them.
- The caller walks around the circle calling “Duck” to each person as she passes by him or her.
- At one point, she will leave her ring with and take a ring from someone in the circle and call “Goose”.
- The two players then race around the circle to get back to the open space first.

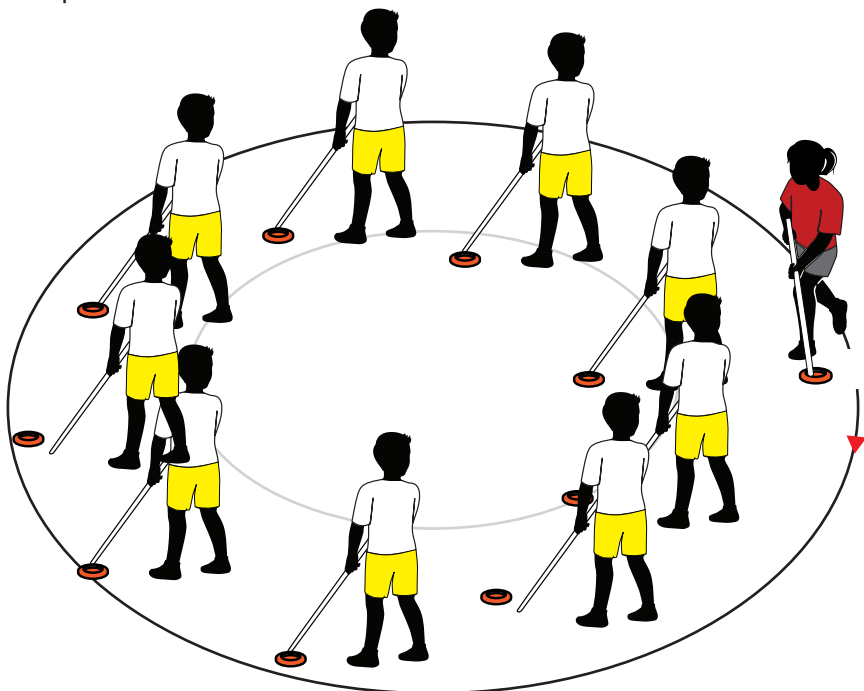
- If the caller is first, she would stay there and the other person would become the new caller. If the “Goose” gets back first the original caller would remain the caller and try again.

Making it Competitive

- Winner of each round stays in the game, while loser goes to a second circle and starts the game again as others join. Allows for more turns for each player.

Teaching Tips




- Large circle allows for more room for practice
- Students should be cautioned about using their body at anytime.



Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

| Level | Equipment Required |
|--|---|
|  Beginner | Stick for each player. |
|  Intermediate | Ring for each layer. |
|  Advanced | Safety goggles. Defined playing surface. |

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Have players stand up to give caller less time to get around circle.
- Ensure caller does not run too far from the circle.
- Increase the size of the circle.

Making it easier

- Have players sit down to give the caller more time to get around circle.
- Allow the caller to move further away from circle to keep.
- Decrease the size of the circle.

Teaching Games For Understanding

Ask players:

- How is this game similar to what might happen in an actual ringette game?
- If there is any body contact, between players, what should happen? Why?
- Who generally won each round, the "Duck" or the "Goose"? Why?
- How could we change the rules to make it easier for the "Duck" or easier for the Goose?
- *Remember to let participants play the game with the rules they come up with!*

Players will learn:

- Ring movement.
- Ring handling.

Activity and Organization

Green Light, Red Light

- One player is the “traffic light” and stands facing the other players.
- “Light” turns their back to other players then calls out “green light”.
- Other players try and advance toward the “light”?
- “Light” calls out “red light” and other players must stop moving before the “light” turns around.
- When “light” turns around, they send back to the start anyone who is moving or without a ring.
- If a player makes it to the “light” on green, they become the new “light”.

Game Variations

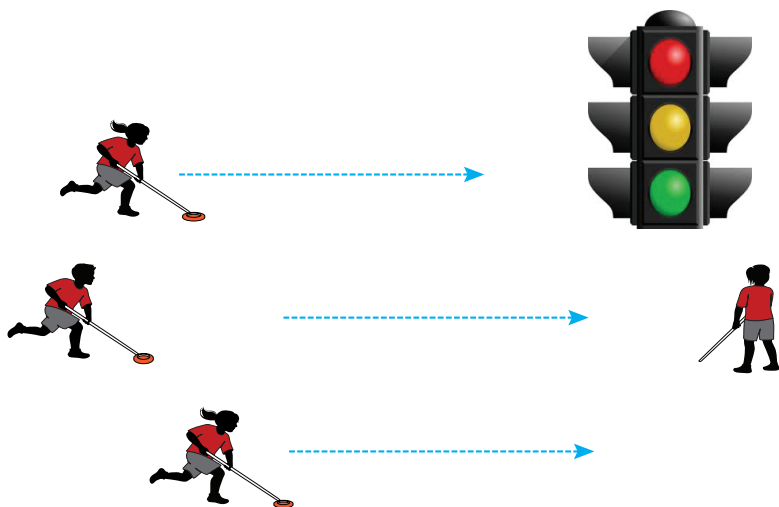
- Make sure everyone gets a chance to be the light.
- Change rules so that if you lose control of your ring, you have to take a pre-determined number of steps backwards.

Making it Competitive

- Have two teams compete to see which team can get more of their players closer to the “light” without getting caught.

Teaching Tips

- Ensure players do not cheat by moving when they are not supposed to - encourage and talk about fair play rules.
- Have players focus on ring handling over speed.



Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

Level



Beginner



Intermediate



Advanced

Stick for each player.

Ring for each player.

Safety goggles.

Defined playing surface.

Equipment Required

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Have the "light" call red and green light more often.
- Have one player try and take the ring from any players playing.
- Players are not allowed to look down at their ring.

Making it easier

- Have players walk to ensure they can keep control of their ring.
- Have caller take more time to turn around, giving players more time to stop.
- Players may look down at their ring.

Teaching Games For Understanding

Ask players:

- Is it harder to control the ring while having to listen for the caller? Why?
- Did players try and move after the caller had called red light? How would changing the rules and giving them a penalty effect the game?
- *Remember to let participants play the game with the rules they come up with!*

Players will learn:

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

Activity and Organization

Zoe Says

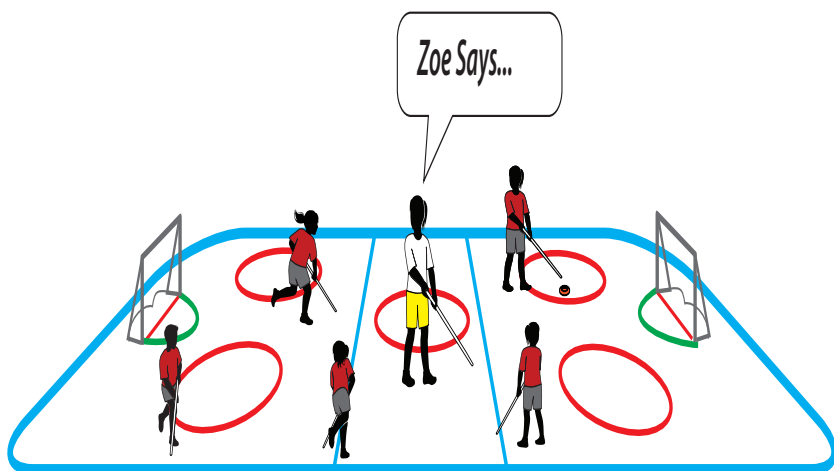
- Players follow the call of the instructor
- They may only perform the activities that are preferred by the instructor saying “Zoe Says”.

Game Variations

- Instructor can add in as many skills as she wishes.

Teaching Tips

- Have fun.
- Encourage players to take turns being the caller.
- Dare to try different skills or ones that have not been mastered yet.
- Don't eliminate players who get it wrong - they need more practice than others!



Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

Level



Beginner



Intermediate



Advanced

Stick for each player.

Ring for each player.

One ring per person.

Equipment Required

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Give commands rapidly.
- Speak softly so that players have to listen carefully.
- Give more complex commands
- Rather than calling out the commands call out “Zoe says” and then make the movement you want the players to follow so that they have to both listen and watch you

Making it easier

- Give commands slowly and clearly.
- Pause between commands.

Teaching Games For Understanding

Ask players:

- How could you change the rules to make the game more interesting?
- *Remember to let participants play the game with the rules they come up with!*

Players will learn:

- Introduction to ring handling and ring movement.

Activity and Organization

Snake

- Players form a line, one in front of the other, 2-3 feet apart, each with their own ring and stick.
- The last player will weave through all the other players in front of them with their ring.
- Once they are halfway through the line, the participant who is last in line takes their turn.
- When they get to the front, each player then becomes a pylon and awaits their next turn.
- As each participant comes to the front, of the line, they try and guide the line around the gym like a slithering snake.

Game Variations

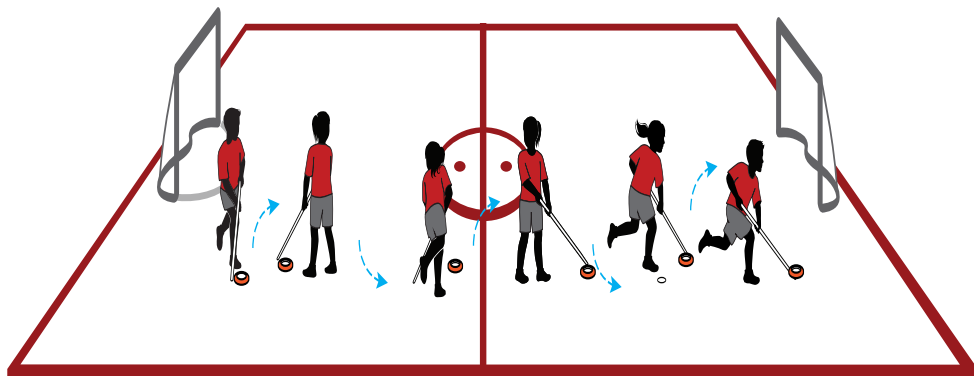
- Try with two hands on stick.
- Try with non dominant hand.
- Try with dominant hand.

Making it Competitive

- Have the last person in line try and catch the person who went before them.
- Allow use of only one hand.
- Have one or two people in line try and get the ring from the person who is moving.
- Have two snakes, create a relay to see which snake can circle the gym fastest.

Teaching Tips

- Encourage players to keep head up.
- Encourage non-contact.





Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

Level



Beginner



Intermediate



Advanced

Safety goggles.
Ringette stick each.
One ring

Equipment Required

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Decrease the distance between players so it is harder to circulate.
- Have another player actively try and take the ring from the player.

Making it easier

- Increase the space between players to allow for more room to circulate.
- Walk instead of running.

Teaching Games **TGfU** For Understanding

Ask players:

- If you changed the rules and had to go back to the end of the line when you lost control of the ring, how would this change the game? Why?
- What should happen is there is contact between you and another player? Why?
- *Remember to let participants play the game with the rules they come up with!*

Players will learn:

- Introduction to ring handling.

Activity and Organization

Clockwork

- Divide players into two main groups.
- Each group will form a circle and, on the instructors command, begin to pass three rings around the circle (clockwise).
- Instructor will blow a whistle at random intervals, to signal the players to switch the passing direction to counter clockwise.

Game Variations

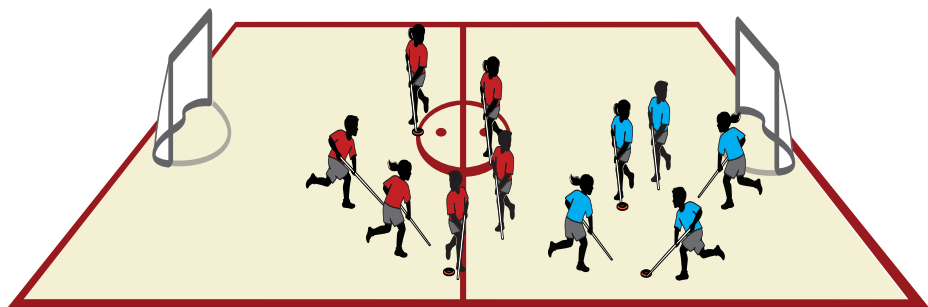
- Have a player in the centre of the circle whose goal is to try and stop the pass. To make it fair they should return to the centre of the circle each time a pass is completed.

Making it Competitive

- Have the two teams race against each other to complete error free rotations of the rings around the circle.

Teaching Tips

- Some students may need more space between each player, be aware of this.
- Encourage students to try their best and have fun.





Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

Level



Beginner



Intermediate



Advanced

Safety goggles.

Ringette stick for each player.

3-5 Rings.

Equipment Required

Developing Physical Literacy:



Game 1: Making the skill harder or easier

Making it harder

- Increase the number of rings.
- Increase the speed of the passes.
- Increase the frequency that the direction of passes is changed.

Making it easier

- Decrease the number of rings.
- Decrease the speed of the passes.
- Decrease the frequency that the direction of the passes changes.

Teaching Games **TGfU** For Understanding

Ask players:

- If you could only pass the ring to every second player, and the person in the middle was trying to intercept the ring, how would that change the game?
- Does where you spear the pass in relation to your body change anything? Why?
- How could you change the rules to encourage players to make longer passes?
- How could you change the rules to encourage players to make faster passes?
- *Remember to let participants play the game with the rules they come up with!*

Players will learn:

- Introduction to ring handling
- Ring movement.
- Checking.

Activity and Organization

Ring Chasers

- Have 3-4 of the players in the group be the chasers.
- All other players will have rings and circulate within the game area.
- Chasers will go after the other players and try and get their rings.
- Once a chaser has trapped a ring, the person who lost their ring becomes a chaser.

Game Variations

- Vary the amount of chasers who are looking for rings.
- Change rules so that players who are chasers must go back to a starting point if their stick comes up above their knee.

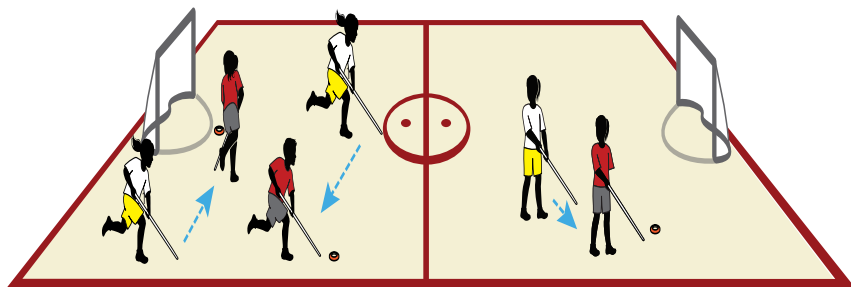
- Give the players with rings a head start so that they have a chance to practice handling without worry of checking to start the game.

Making it Competitive

- Have two teams compete against each other.
- Teams try and go after the other teams rings, while trying to hold on to their own rings.
- A point is awarded when one team controls all of the rings.
- First team to 3 points wins the game.

Teaching tips

- Look out for players who are struggling, they may need more one on one help with ring handling.
- Slow down the game if players are struggling.








Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

| Level | Equipment Required |
|--|--|
|  Beginner | Safety Goggles. |
|  Intermediate | One ringette stick each. |
|  Advanced | One ring per person. Defined playing surface. |



Making the skill harder or easier

Making it harder

- Increase the number of players who are chasers.
- Decrease the amount of space that players have to move around.
- Decrease the number of players who have rings.

Making it easier

- Decrease the number of players who are chasers.
- Increase the amount of space that players have to move around.
- Increase the number of players who have rings.

Teaching Games For Understanding

Ask players:

- If players could only look at the ground, or only at people around them, how would this effect the game?
- Did keeping your head up allow you to track where the chasers were coming from? Did this effect your stick handling skills?
- How could you change the rules to encourage players to watch the chasers?
- ***Remember to let participants play the game with the rules they come up with!***

Players will learn:

- Stick safety.
- Ring handling.
- Passing.

Activity and Organization

Ring Bridge

- Players stand in a half-circle formation.
- Each player is in wide straddle step with the side of their foot against the neighbors.
- Each has their own stick and is holding it in a ready position.
- Two rings are used.
- Object is to pass the ring between another's legs without them stopping or spearing it.
- One point is scored if the ring goes between the legs of an individual- a point is scored for that individual. Person with least points against them is the winner.

Game Variations

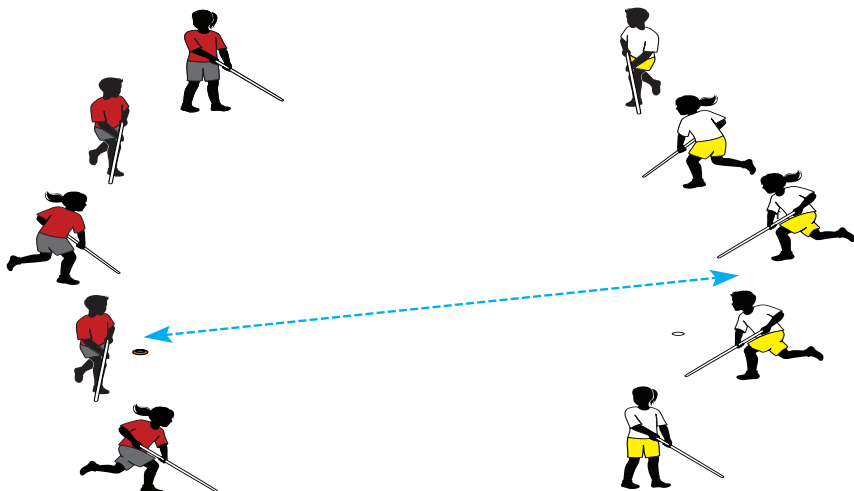
- To warm up or practice in small groups, play one-on-one, or in teams of two.
- Form a complete circle and allow players to shoot anywhere, even between the legs of the person next to them.

Making it Competitive

- Allow the player with the ring to take a pre-determined number of steps towards people on the other team to allow for closer and more complex attempts to pass ring between other players legs.
- Each time a player scores they move over to the other team.

Teaching Tips

- Ensure players keep stick at safe height level - stress safety.
- Have players experiment with a stance that feels best for them.





Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

Level



Beginner



Intermediate



Advanced

Equipment Required

Safety goggles.

Defined playing service.

Stick for each player, two rings.

Defined playing surface.

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Increase the number of rings.
- Decrease the distance between the two sides.
- Have players stand with their feet further apart.

Making it easier

- Decrease the number of rings.
- Increase the distance between the two sides.
- Have players stand with their feet closer together.

Teaching Games For Understanding

Ask players:

- What tools or tricks did you use to aim the ring where you wanted to go? Were they successful?
- What steps made it easier to successfully stop the ring from going through your legs? Why?
- How would the game change if you were allowed to take a step or two before you passed the ring?
- *Remember to let participants play the game with the rules they come up with!*

Players will learn:

- Stick safety.
- Precision passing.

Activity and Organization

Hit the Shoe

- Players 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 players are all “it”, or time is up.

Game Variations

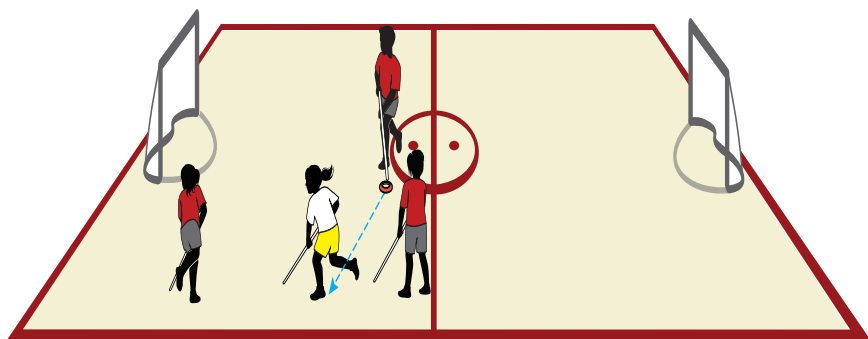
- Make sure everyone has a chance to be “it”.

Making it Competitive

- Have multiple people start off being “it”.
- Have players on the side try and shoot at players shoes in the game, if they are able to hit a shoe, they immediately take that players spot in the game.

Teaching Tips

- Encourage players to keep their head up and move as much as possible.
- Ensure the ring stays on the ground in this game.





Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

Level



Beginner



Intermediate



Advanced

Safety goggles.

Ringette stick for each player.

Rings for each player.

Defined playing surface.

Equipment Required

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Only the player who is "it" can run, everyone else must walk.
- Have multiple players start off being "it".
- Speed up the shots.
- Don't allow players to take their feet off the ground.

Making it easier

- Everyone walks- slow the game down.
- Players may jump to avoid the ring.
- Slow down the shots.

Teaching Games TGFU For Understanding

Ask players:

- Could you change the rule to try and hit a spot a few feet in front of where the player was standing? How might this reflect what happens in an actual game of ringette? Why?
- Did you find you had to constantly keep moving in this game? Why might this be important?
- *Remember to let participants play the game with the rules they come up with!*

Players will learn:

- Team Work.
- Spearing.
- Dropping the Ring.

Activity and Organization

Ring it

- Line up rings on both sides of the centre line.
- Divide the players into 2 groups and line up at one end of the playing surface and face each other.
- On signal from instructor, students run to get a ring from the line that is closest to them. First team to get all their rings back to the starting point is the winner.

Game Variations

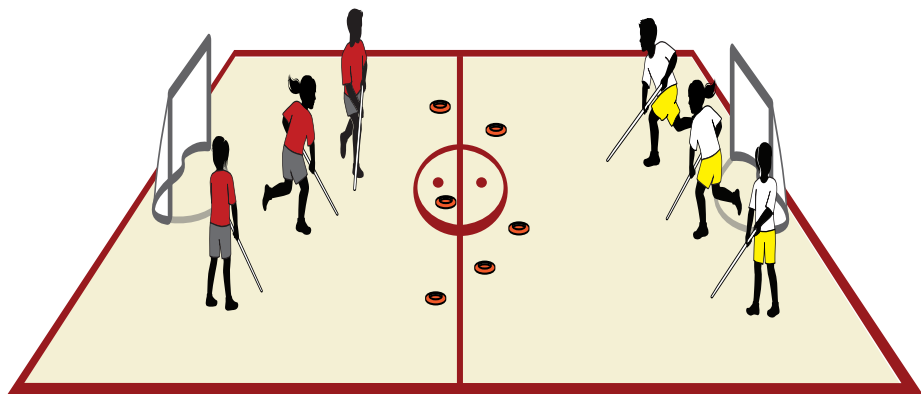
- Place all the rings at the centre line.
- Allow each team to race to the centre and try and retrieve as many rings for their team as possible.
- Play until all the rings have been retrieved.

Making it Competitive

- Change the rules so players go out one at a time to retrieve the rings. first player back gets a point for their team.
- Play until all the rings have been retrieved.
- Team who has the most points wins.
- If a player loses control of a ring, the ring is placed back near the center line.

Teaching Tips




- Initially encourage teamwork and control of the ring over speed.
- Allow students who are not on the floor to practice on the side to improve their skills.



Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

| Level | Equipment Required |
|--|--|
|  Beginner | Safety goggles. |
|  Intermediate | Ringette stick each player. |
|  Advanced | One ring per person, more if possible. Defined playing surface. |

 Developing Physical Literacy:

Making the skill harder or easier

Making it harder

- Increase the distance players must circulate with the rings.
- Increase the number of rings used.
- Have one player stand behind the rest of the team. Players must, after retrieving ring and circulating back, complete a pass to the player standing behind rest of the team.

Making it easier

- Decrease the distance players must circulate with the rings.
- Decrease the number of rings used.

Teaching Games For Understanding

Ask players:

- If you changed the game to allow for shooting of the rings on a net at the end, how might this change the strategy of the game?
- How could the rules be changed to make sure everyone is actively participating at all times? Why might that be important?
- ***Remember to let participants play the game with the rules they come up with!***

Players will learn:

- Stick safety.
- Spearing.
- Dropping the ring.

Activity and Organization

Whistle Ring Drop

- Each player is spread out randomly in the gym.
- They move around taking the ring with them.
- Each time the whistle is blown, the players must drop the ring on the spot and pick up another.

Game Variations

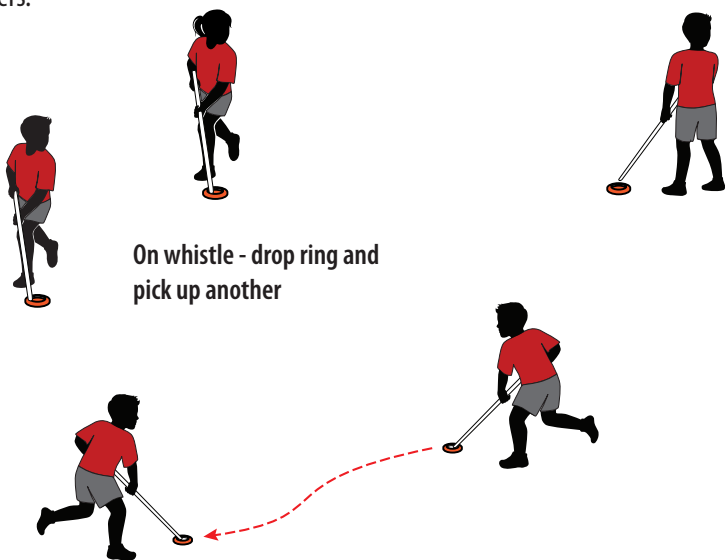
- When the whistle blows, have the players pass the ring towards one of the corners of the gym.
- When it is time to pick up a new ring, players head to one of the four corners.

Making it Competitive

- Have one less ring than there are players. The player that is unable to get a ring when it is her turn must try again after the next whistle to try and get one of the rings.
- Allow player without a ring to try and steal one of the other players rings as they are circulating.

Teaching Tips

- Encourage stick safety at all times.
- Have a five minute warm up before playing the game emphasizing receiving the ring
- Encourage having fun!





Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

Level



Beginner



Intermediate



Advanced

Equipment Required

Safety goggles.

One ringette stick for each player

One ring for each player

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Blow the whistle more frequently.
- Encourage players to move faster.
- Ensure players are in continuous movement.

Making it easier

- Blow the whistle less frequently.
- Encourage players to move slower if needed.
- Allow players to stop if need be.

Teaching Games TGFU For Understanding

Ask players:

- How would adding in a player trying to steal the ring make it more realistic? Why?
- Can you drop and pick up the ring without hesitation? Why or why not?
- Were you able to stay in continuous motion? Why might this be important?
- How could the rules be changed to make the game harder (or easier)?
- **Remember to let participants play the game with the rules they come up with!**

Players will learn:

- Shooting

Activity and Organization

Feed the Mouse

- Pick a target on the wall.
- Have player try and shoot the target as many times as possible.
- Try and get the ring off the ground.

Game Variations

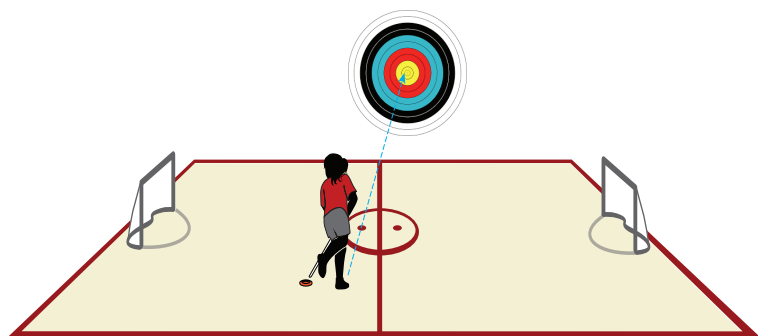
- Shots have to be on the ground
- Shots have to be off the ground.
- Use only forehand shots
- Use only backhand shots

Making it Competitive

- Have two players compete against each other.
- First person to hit the target five times wins.

Teaching Tips

- Encourage players who have mastered lifting the ring off the ground to coach their peers.



Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

Level Equipment Required



Beginner



Intermediate



Advanced

Safety goggles.

Ringette stick for each person.

Ring for each person.

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Increase the distance between player and target.
- Allow only shots that are off the ground to count.
- Decrease the size of the target.

Making it easier

- Decrease the distance between player and target.
- Allow any type of shots to count.
- Increase the size of the target.

Teaching Games For Understanding

Ask players:

- What would you have to do with your body to increase the force of the shot? How might this matter in a game?
- What did you have to change to make the ring come off the ground?
- Why might this be important?
- What rules could you use to make the game more competitive?
- ***Remember to let participants play the game with the rules they come up with!***

Players will learn:

- Communication between team members.
- Passing

Activity and Organization

Star Toss

- Call out to the person you are passing to so that they are ready.
- Players form a circle and pass a ring around the shape in order to form a star figure - as if they were drawing a star on the ground with the ring.
- Players can try and do this as quickly as possible.

Game Variations

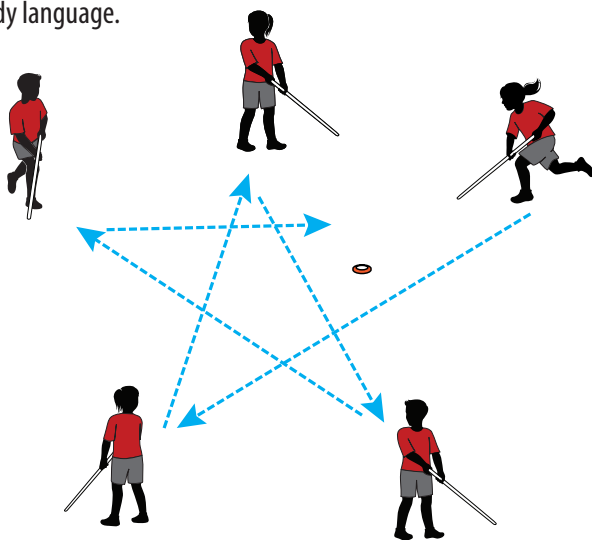
- Make sure everyone gets a chance to pass the ring.
- Instead of using words, try and get the attention of the person you are passing to using another method, such as body language.

Making it Competitive

- Have two groups compete against each other to make a 5-pointed star.
- First team to complete the star wins.
- Teams can also try make letters and try and spell out words.

Teaching Tips

- Encourage teamwork and accuracy over speed.
- Look for players who are having trouble, suggest using both hands on stick more often.





Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

Level



Beginner



Intermediate



Advanced

Equipment Required

Safety goggles.

One ringette stick for each player.

One ring for each group of 5.

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Increase the distance between players so passes are longer.
- Increase the speed of the passes.
- Increase the number of players in the circle

Making it easier

- Decrease the distance between players so passes are shorter.
- Decrease the speed of the passes.

Teaching Games For Understanding

Ask players:

- How would you do this activity if you could not use any words and had to rely on body language?
- If there was a communication failure, how could it have been avoided?
- Does clear communication matter? Why?
- How could the rules be changed to encourage different types of communication?
- ***Remember to let participants play the game with the rules they come up with!***

Players will learn:

- Passing.
- Receiving.
- Creating opportunity.

Activity and Organization

Hot Potato

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

Game Variations

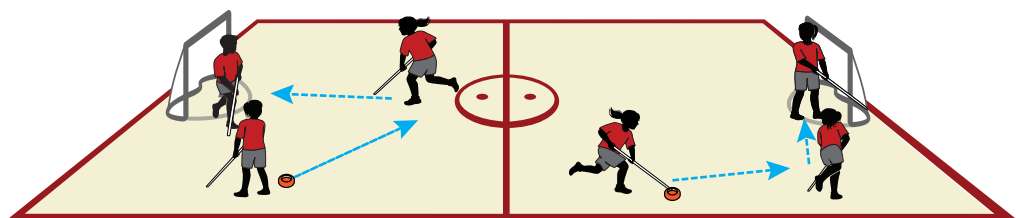
- Change rules so that different numbers of passes must be made before player can shoot to score.
- Make sure each player tries each position in the game.

Making it Competitive

- Have each player keep track of how many times they are able to successfully receive and shoot the ring in one motion.
- Have each player keep track of how often they are able to score with their ring.

Teaching Tips


- Encourage players to be spatially aware (be in open space).
- Make sure players try different roles in the game.



Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

| Level | Equipment Required |
|--|--------------------------------|
|  Beginner | Safety goggles |
|  Intermediate | Ringette stick for each player |
|  Advanced | One ring for each player |

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Increase the distance between players so passes are longer.
- Increase the distance from the player to the goal so that shots are longer.
- Encourage shooting from left and right side of body.
- Encourage shooting faster if targets are being hit.

Making it easier

- Decrease the distance between players so passes are shorter.
- Decrease the distance of the player from the goal.
- Slow down the passes.
- Slow down the shot on target.

Teaching Games For Understanding

Ask players:

- How would the ability to take a number of steps before you shot the ring change the game?
- Which position did you find the hardest? Why? How could the rules be changed to make that position easier?
- How important was communication in this drill? Why?
- Were you able to score on the net? Why or why not?
- *Remember to let participants play the game with the rules they come up with!*

Players will learn:

- Shooting skills.

Activity and Organization

Showdown

- Put a goal and a goalie at each end of the playing surface.
- Two lines in the middle. One facing one goal and the other facing the other goal.
- See which group can get the most goals.
- “Celebrity” goalies can be used to make the game more fun (teacher, instructor, parent, i.e.).

Game Variations

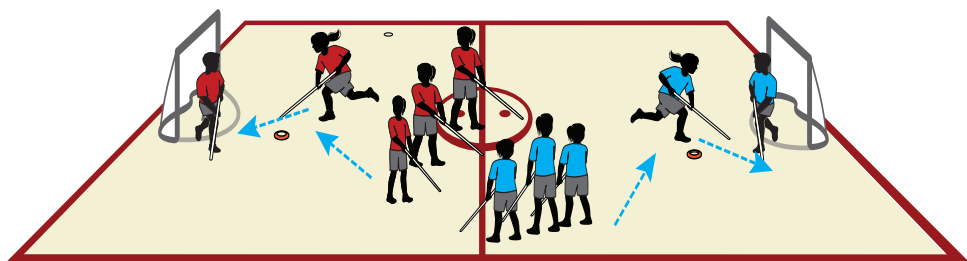
- Have the shooter vary the distance from which they take the shot, as well as the angle of the shot.
- Have the player make or receive a pass before they take their shot.

Making it Competitive

- Have two teams of three players compete against each other, keeping track of the number of goals scored.
- Each time a player scores, they become the goalie.
- Players should try and save as many shots, and remain the goalie, for as long as they can.
- See who can make the most saves in a row.

Teaching Tips

- Encourage other players in the gym to cheer for both the goalie and shooter to mimic real game situation.



Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

Level Equipment Required



Beginner



Intermediate



Advanced

Safety goggles.

As many sticks as possible, 2 is sufficient.

2 rings.



Making the skill harder or easier

Making it harder

- Increase the distance from which the player must shoot.
- Increase the speed with which the player must circulate down the gym floor.
- Encourage shooting from left and right side of body.
- Complete a pass or receive a pass before shooting.

Making it easier

- Decrease the distance from which the player must shoot.
- Decrease the speed with which the player must circulate down the gym floor.
- Encourage shooting from only side of body they are comfortable with.

Teaching Games For Understanding

Ask players:

- How would having someone playing defense change what you did during this activity?
- Did having a goalie in front of you change your shot selection? If so, how?
- ***Remember to let participants play the game with the rules they come up with!***

Players will learn:

- Passing.
- Receiving accuracy and speed.

Activity and Organization

Pepper Pass

- Divide players up into as many groups of five as possible.
- Player 1 stands at the front while players 2-5 stand about 20 feet away.
- Player 1 receives a pass from player 2 and sends it right back.
- Player 1 receives a pass from player 3 and sends it right back.
- Repeat for players 4 and 5.
- Make sure that everyone has a chance to be player 1.

Game Variations

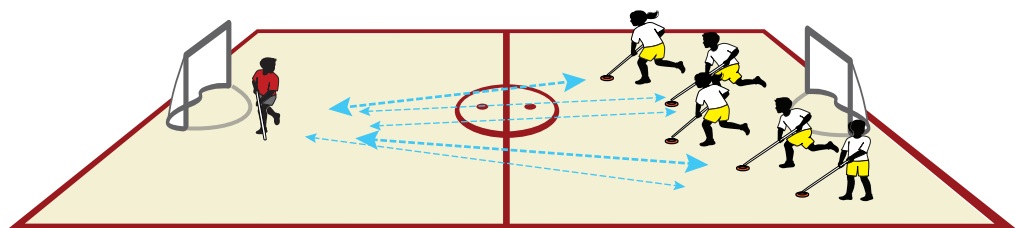
- Have different players pass to player 1 so that player 1 does not always know where the pass is coming from.

Making it Competitive

- Have players keep track of the number of passes they are able to successfully complete .
- Have a player in-between the players passing whose goal is to try and intercept the pass.

Teaching Tips

- Keep heads up to look for pass.
- Make sure each player can make and receive the passes .





Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

Level Equipment Required



Beginner



Intermediate



Advanced

Safety goggles.

Ringette stick each.

One ring per group of 5.

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Increase the speed of the passes.
- Increase the distance between each player so the passes are longer.
- Encourage passing from left and right side of body.

Making it easier

- Have players only pass from the side of the body they are comfortable with.
- Decrease the distance of the players from one another.
- Slow down the passes.

Teaching Games **TGfU** For Understanding

Ask players:

- Quicker passes enable player to improve their reaction time. Why might this be important?
- If you were forced to pass the ring without looking down at it, what steps would you take to ensure you were able to do this successfully.
- ***Remember to let participants play the game with the rules they come up with!***

Players will learn:

- Listening.
- Ring Movement.

Activity and Organization

Pip, Sqweek and Wilbor

- Divide players up into groups of 3.
- In each group, one player is Pip, one is Sqweek and one is Wilbor.
- Instructor who becomes the “big cheese” calls out a name and the players in each group who have that name must run with their stick and ring around the large group of players and then into the centre, dropping their ring in the centre to the instructor, and then walk back to the group.
- Rings are put back in the centre and the game is repeated with the instructor yelling out another name
- Make sure everyone gets a turn.

Game Variations

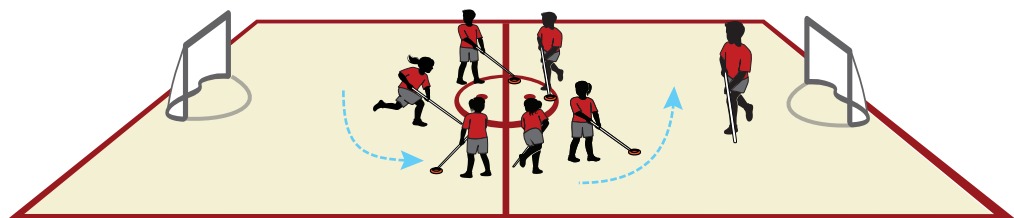
- Create different places in the gym that the players must circulate with the ring to before they make it back to the center of the gym.

Making it Competitive

- Place a goal or cone in the centre of the gym that players must try and score on or hit when they drop off their ring.
- Have players keep score of how often they lose control of the ring.
- Have a players whose role is to try and steal the ring away from the players who are circulating with it.

Teaching Tips

- Encourage players to keep their sticks on the ground.
- Ensure the participants complete the circle without losing their ring.
- Make sure everyone is actively participating.





Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

Level



Beginner



Intermediate



Advanced

Stick for each player.

Ring for each player.

Defined playing surface.

Equipment Required

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Increase the speed that players are moving.
- Increase the size of the circle.

Making it easier

- Decrease the size of the circle.
- Slow down.

Teaching Games For Understanding

Ask players:

- If you were unable to circulate, how would you move the ring during a game?
- What should the penalty be if you lose control of the ring?
- *Remember to let participants play the game with the rules they come up with!*

Players will learn:

- Teamwork.

Activity and Organization

Dodge Ring

- Ring stays on the ground at all times.
- Same rules as dodge ball, except with rings and using only your ringette sticks to project the ring.
- Players try and tag players on the other side of the gym with their rings.
- Players who are hit must leave the playing area until they capture a loose ring, or they have counted to 50.

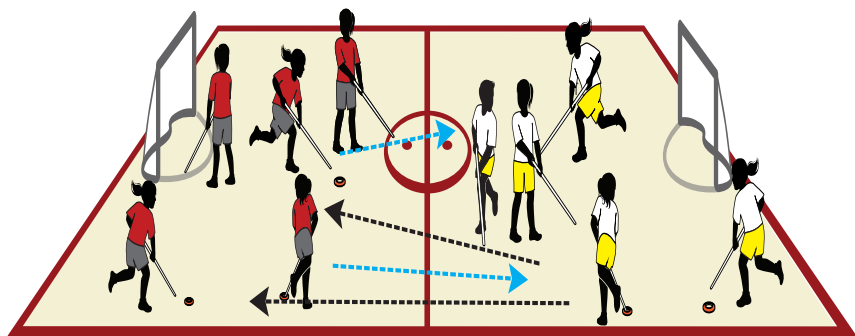
Game Variations

- If you are out of the game, you can go to the other side of the gym behind the other team. If you are able to get one of those players with

a ring, you re-enter the game.

Teaching Tips

- Players must keep the ring on the floor at all times.
- Can the players work as a team to try and get all the members of the other team out?
- Make sure everyone is participating
- Ensure people are not playing overly aggressively.





Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

Level



Beginner



Intermediate



Advanced

Equipment Required

Safety goggles.

One stick per player.

One ring for each player.

Defined playing surface.

Developing Physical Literacy:

Making the skill harder or easier

Making it harder

- Decrease the distance between teams.
- Add more rings.

Making it easier

- Increase the distance between teams.
- Decrease the number of rings.

Teaching Games For Understanding

Ask players:

- How would the game change if players could travel anywhere in the gym during this game?
- What should the penalty be if you cross the centre line ?
- How could the rules be changed to encourage greater teamwork?
- ***Remember to let participants play the game with the rules they come up with!***

Players will learn:

- Teamwork

Activity and Organization

Baseball

- Mostly same rules as baseball.
- One team is fielding and the other “batting”
- One player on the batting team has the ring in front of him/her at home plate.
- Batter passes the ring as far as they can, and away from any of the fielding team. Batter then has to run around the diamond.
- The fielding team retrieves the ring then passes it at least three times before they can try to get the batter out.
- Batters are out if the ring touches the base they are running towards, or if they are struck by the ring.

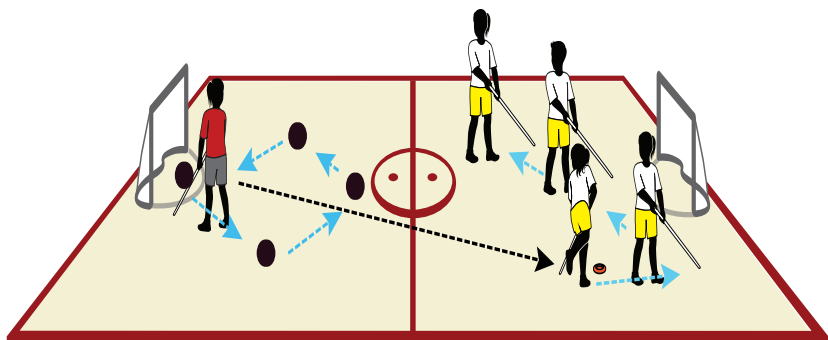
- Batters score a run if they get around the diamond without getting out.
- The team is out when 3 batters are out. The batting team becomes the fielding team and the fielders become batters.
- In subsequent innings those who did not bat before take their turn.

Making it Competitive

- All players on both teams must take their turn at batting.
- Either play a fixed number of innings or play until one team scores a set number of runs.

Teaching Tips

- Encourage the fielding team to decide among themselves where the fielders will stand





Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

Level Equipment Required



Beginner



Intermediate



Advanced

Safety goggles.

Ringette stick each.

Markers that identify the "bases" which are set out in a diamond.

Developing Physical Literacy:

Making the skill harder or easier

Making it harder

- Team must make 5 passes before trying to out the player on the other team.

Making it easier

- Player on "at bat" team gets as many tries as needed to pass into the outfield.

Teaching Games For Understanding

Ask players:

- How could the rules be changed if one team is scoring many more runs than the other?
- How can the fielding team arrange their players to prevent the batter from scoring? Does this change if the batter is left or right handed, or batting on the forehand or backhand?
- *Remember to let participants play the game with the rules they come up with!*

Players will learn:

- Listening skills.
- Ring movement.

Activity and Organization

Musical Rings

- Music is played. All players but one have a ring
- Players circulate around the gym taking their ring with their stick.
- When the music stops, players stop and leave their ring on the floor. When the music starts again, they continue to move leaving their ring behind.
- Next time the music stops each player tries to spear a ring. One player will not be able to do so!
- Continue this with both long and short periods of carrying the ring.

Game Variations

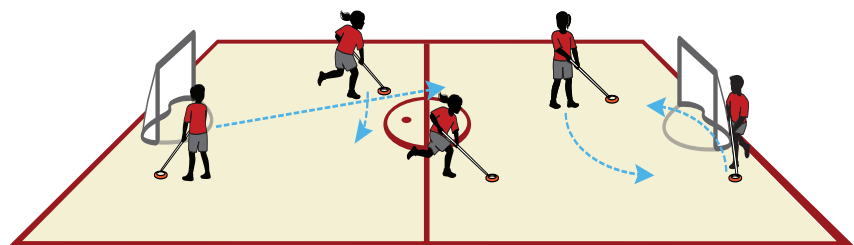
- Have different players have a chance to start and stop the music
- Have places on the floor where players can and cannot go.

Making it Competitive

- Place chairs in the middle of the gym.
- Each time the music stops, players have to run to a chair.
- Have one less chair than player each round, player without a chair is out at the end of each round.
- Last player left is the winner.

Teaching Tips

- Make sure players can do this activity and not bump into each other.





Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

| Level | Equipment Required |
|--|-------------------------|
|  Beginner | Sticks for each player. |
|  Intermediate | Ring for each player. |
|  Advanced | Safety goggles. |

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Have players move faster.

Making it easier

- Have players slow down.

Teaching Games TGFU For Understanding

Ask players:

- How would the game be different if you could not carry the ring across certain lines in the gym? What would you have to do?
- What strategies can players use to make sure that they have the best chance to spear a ring when the music stops?
- What rules could be put in place to stop players from “hovering” over a ring until the music stops?
- *Remember to let participants play the game with the rules they come up with!*

Players will learn:

- Passing.
- Receiving.

Activity and Organization

Lemmings

- Divide the group into two groups of equal numbers.
- Line each group as per diagram, marking the beginning spot and end spot 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, repeat the process

Game Variations

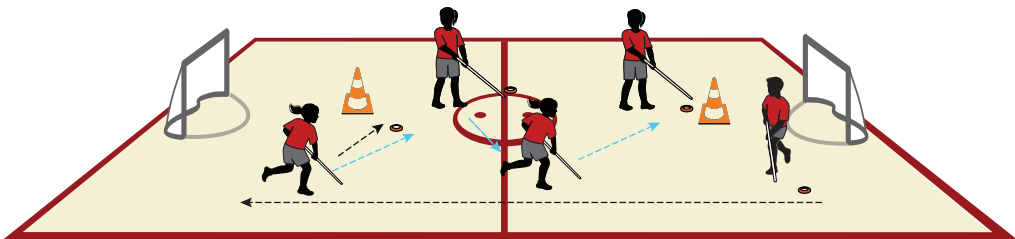
- Can be done with one ring at a time or continuous movement with rings starting every time a new player assumes the #1 position.

Making it Competitive

- Have two teams compete to see who can do the activity the fastest.

Teaching Tips




- Ensure the players are respecting the rules.
- Encourage players to have fun!



Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

| Level | Equipment Required |
|--|---|
|  Beginner | Safety goggles. |
|  Intermediate | Ringette stick each. |
|  Advanced | One ring per player. 2 pylons for groups of 8 or more. |



Making the skill harder or easier

Making it harder

- Increase the distance between players so passes are longer.
- Increase the speed of the passes.

Making it easier

- Decrease the distance between players.
- Decrease the speed of the passes.

Teaching Games For Understanding

Ask players:

- How would it change the game if you could take a few extra steps before you passed the ring?
- What should the penalty be if you lose control of the ring?
- ***Remember to let participants play the game with the rules they come up with!***

Players will learn:

- Passing.
- Receiving.
- Teamwork.

Activity and Organization

Tabletop Ringette

- This game follows the same ideas as the old game of table top hockey, where players could only move a small distance and had to pass the ring from player to player to move the ring towards the opposing goal.
- If a player has the ring their feet must not move and they must pass the it to someone else, who then in turn may not move until they pass it.
- Or as many as space will allow without causing crowding.
- You may use 6 players including a goalie per team.
- Players are allowed to move their feet to receive a pass to accentuate proper passing skills.

Game Variations

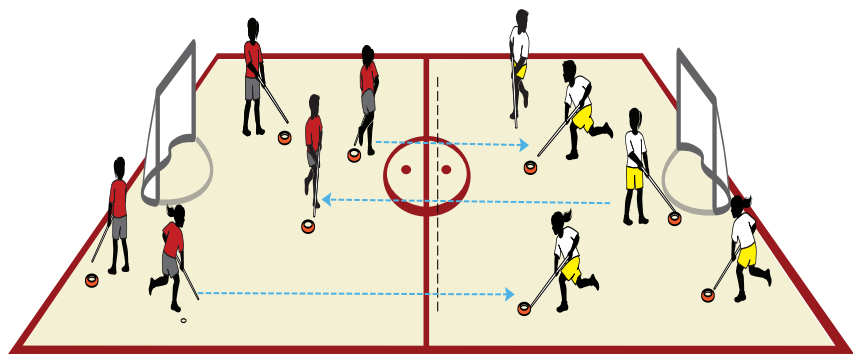
- Make sure everyone gets a chance to pass and receive passes.
- Allow players to take one step with the ring.

Making it Competitive

- Keep score.

Teaching Tips

- Ensure players can receive the ring and make passes to other players while respecting the rules of the game.
- Ensure everyone actively participating.





Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

| Level | Equipment Required |
|--------------|--|
| Beginner | Safety goggles. |
| Intermediate | Ringette stick each. |
| Advanced | One ring per team. Defined playing surface. |

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Increase the distance between players so passes are longer.
- Decrease the number of players on the floor so passes have to be more accurate.

Making it easier

- Decrease the distance that players have to pass.
- Increase the number of players in the game.

Teaching Games For Understanding

Ask players:

- What should the penalty be for missing a pass? Why?
- What should the penalty be for moving out of position?
- How can the rules be changed to make sure that everyone gets an opportunity to be the scorer?
- *Remember to let participants play the game with the rules they come up with!*

Players will learn:

- Passing.
- Receiving.
- Strength.

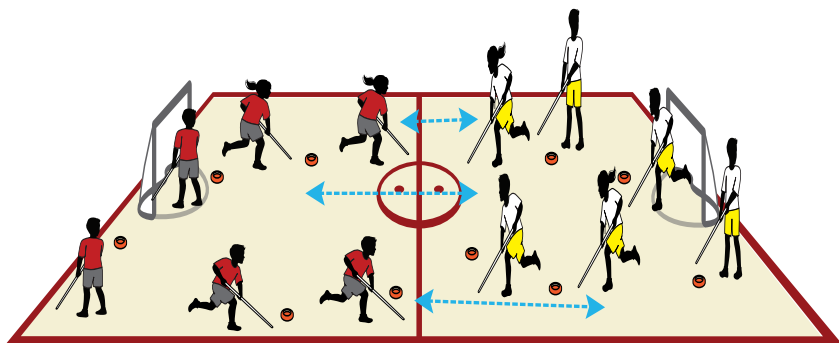
Activity and Organization

Clean Your Room

- Players are split into two team.
- Each team is spread out on in their own half.
- Each team has the same number of rings (8-10) spread out in their half.
- Object of the game is to get all of the rings out of your half and by passing them to the other team's half.
- Team that clears their side is the winner, or the team that has the fewest rings on their side after a set amount of time.

Teaching Tips

- Ensure players are players able to chase down the rings and send them to the other side while still respecting the rules.
- Ensure players are looking and applying enough speed to their passes.
- Ensure Is everyone participating in the activity.





Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

Level



Beginner



Intermediate



Advanced

Safety goggles.

Ringette stick each.

One ring per player.

Defined playing area.

Equipment Required

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Players receive an agreed upon penalty if their pass is too hard and hits the wall behind the other team.

Making it easier

- Use fewer rings.

Teaching Games For Understanding

Ask players:

- Were you able to communicate with your team mates effectively to help your team? Why or why not?
- What should the penalty be if the ring hits the back wall?
- How can the rules be changed to make ensure accurate passes matter?
- *Remember to let participants play the game with the rules they come up with!*

Players will learn:

- Stick handling.
- Checking.

Activity and Organization

Keep Away!

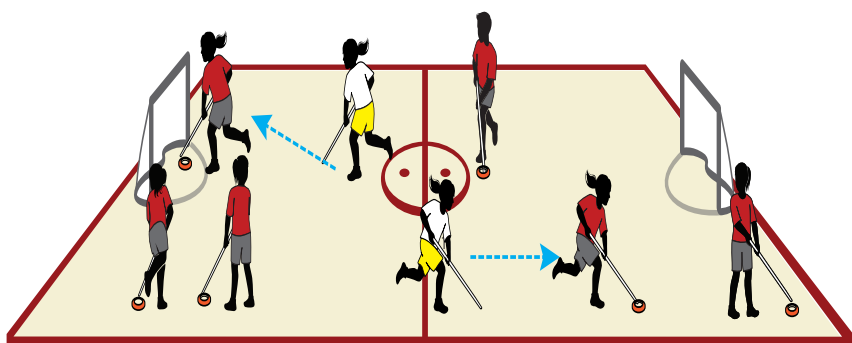
- Each player has a ring except for the "it" team- (1-3 players).
- Players move around the playing area trying to escape being checked by the 'it' team.
- Players that are checked take the place of the person who checked them on the "it" team.

Making it Competitive

- Have a player keep score of how often they are checked or able to check.
- Add a point for each time they are able to check some one, and subtract a point every time they get checked.

Teaching Tips




- Reinforce checking **under** the stick and not raising the stick above a player's waist.



Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

| Level | Equipment Required |
|--|----------------------|
|  Beginner | Safety goggles. |
|  Intermediate | Ringette stick each. |
|  Advanced | One ring per player. |



Making the skill harder or easier

Making it harder

- Increase the number of checkers in the game.
- Decrease the amount of space that players have to move about.

Making it easier

- Decrease the amount of checkers in the game.
- Increase the amount of space that players have to move about.

Teaching Games For Understanding

Ask players:

- What should the penalty be for illegal checking?
- What is the difference between checking in hockey and checking in ringette?
- How can the rules be changed to make sure any illegal checking is not rewarded?
- *Remember to let participants play the game with the rules they come up with!*

Players will learn:

- All aspects of game.

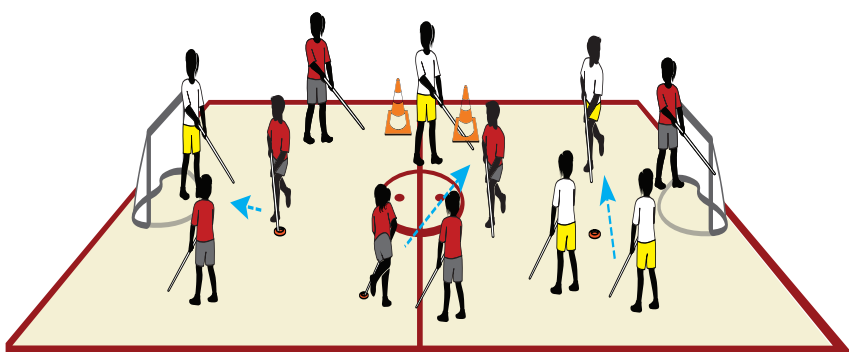
Activity and organization

Dungeons & Dragons

- Pick teams of 4 (3 players and a goalie)
- Play small mini-games of ringette across the gym in small sections areas.
- Goalies can be replaced by another player and cones can be used as a makeshift net or goalie.

Teaching Tips

- Ensure players can pass the ring and keep it in the playing area.
- Ensure players are looking where they are going.
- Ask the players if the changes to the rules made the game more or less fun.








Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

| Level | Equipment Required |
|--|---|
|  Beginner | Safety goggles. |
|  Intermediate | Sticks for each player. |
|  Advanced | Pylons or goals. Ring for each game. Defined playing surface. |

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Increase the number of defensive players playing.
- Use two rings
- Play in a smaller space.

Making it easier

- Play in a larger space.

Teaching Games TGFU For Understanding

Ask players:

- What should the penalty be if a player uses physical contact during this game?
- What did you do during this game that made it easier to score, or to defend? Why?
- If players bunched up, what rules could be put in place to keep layers spread out and encourage passing?
- ***Remember to let participants play the game with the rules they come up with!***

Players will learn:

- Team work.

Activity and Organization

Gargoyles

- Show players the positions of the defensive triangle.
- Break into groups of 7.
- 3 defensive players and 3 offensive players and one goalie.
- Offensive players try and score while the defensive players try to prevent goals.
- Each player is a “gargoyle”, protecting their “king” (goalie).

Game Variations

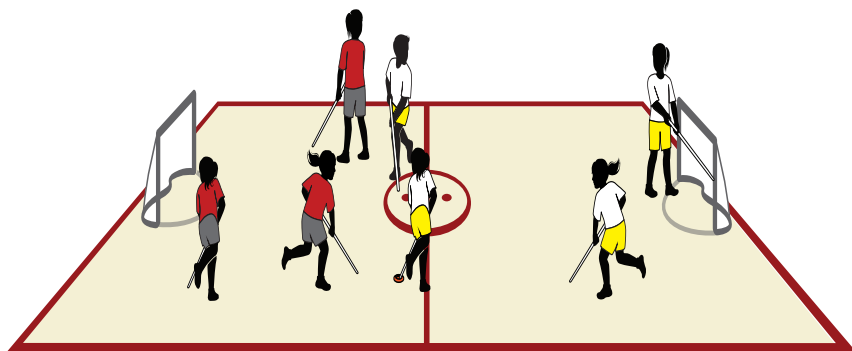
- Make sure everyone gets a chance to shoot to score.
- Change rules so that different numbers of passes must be made before players can shoot to score.
- Place tape on the floor (or use existing floor markings) - then players can only score when the ring has been passed over a line.

Making it competitive

- Keep score.

Teaching Tips

- Look out for students who have not mastered the basics enough to perform this activity- have other students or staff work with them to try and bring their basic skill level up.





Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

| Level | Equipment Required |
|---|---------------------------------------|
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #c8e6c9; margin-right: 5px;"></div> <div>Beginner</div> </div> | Safety goggles. |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #ffcdd2; margin-right: 5px;"></div> <div>Intermediate</div> </div> | Ringette stick each. |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #f8bbd0; margin-right: 5px;"></div> <div>Advanced</div> </div> | One ring. Defined playing surface. |

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Have the two teams have an unequal number of players.
- Make the playing area smaller.
- Speed up the passes.

Making it easier

- Increase the number of players on the floor.
- Make the playing area larger.
- Slow down the passes.

Teaching Games TGFU For Understanding

Ask players:

- Does making it a competition make it easier or harder?
- What should the penalty be if a player commits an unsportsmanlike offense?
Why?
- *Remember to let participants play the game with the rules they come up with!*

Players will learn:

- Team work.
- Ring handling

Activity and Organization

Relay Race

- Set up four pylons around the playing surface to define an area that players can run around.
- Each team has four players, a ring and a stick.
- First player runs once around the large defined area, then passes off the ring and stick to their team mate who is waiting at the starting line.
- All players must go around the area once.

Game Variations

- Have one player on a team wait at the half way point and have them receive a short pass from the first

person. Have the person that made the pass then move to the spot of the second player and wait for the next person to pass them the ring before they finish moving to the end of the area.

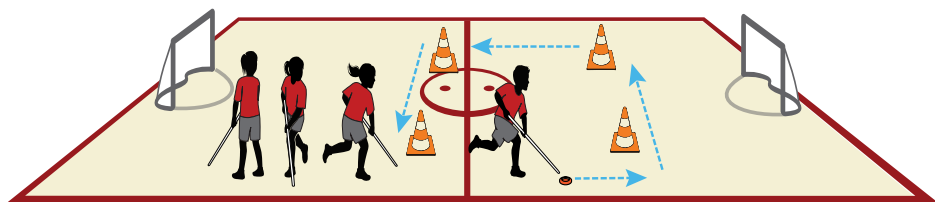
- Change the direction of the relay.

Making it Competitive

- Have two or more teams compete against each other to see who can complete the relay the quickest.

Teaching Tips

- Make sure players looking where they are going and not focusing on where the ring is.
- Make sure everyone is actively participating.





Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

| Level | Equipment Required |
|---|--|
| <div><input type="checkbox"/> Beginner</div> <div><input checked="" type="checkbox"/> Intermediate</div> <div><input type="checkbox"/> Advanced</div> | Safety goggles. Sticks, one for each team. One ring per team of 4. Defined playing surface. 4 cones. |



Making the skill harder or easier

Making it harder

- Increase the size of the relay area.
- Do not allow players to look down at their feet.
- Make players do a circle with the ring around each of the pylons along the way.
- Speed up.

Making it easier

- Slow down.
- Allow players to look down at their feet/ring.
- Decrease the size of the play area.

Teaching Games **TGfU** For Understanding

Ask players:

- How would enforcing a penalty for dropping the ring change the game?
- What rule changes would make the game more interesting?
- ***Remember to let participants play the game with the rules they come up with!***

Players will learn:

- Passing
- Passing over a line

Activity and Organization

Line Passing

- 3 players on a team, each with a stick and one ring to use per group.
- Players stand on the play area, separated by lines (either existing on gym floor or placed there by instructor).
- Player 1 passes the ring to player 2, who passes the ring to player 3.
- Players then turn around and pass the ring back the same way.

Game Variations

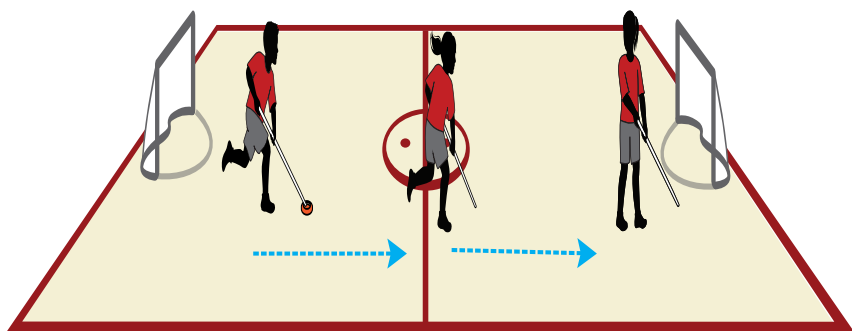
- Have players circulate with the ring to a certain point in their area before passing it over the line to the next person.

Making it Competitive

- Have two teams of three players compete against each other.
- Line up each team and have them race to pass the ring across all three lines and back a set number of times.

Teaching Tips

- Ask the players how the rules could be changed to make it easier or harder to pass.
- Play the game as suggested by players.
- Ask the players if the changes to the rules made the game more or less fun.





Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

Level Equipment Required



Beginner



Intermediate



Advanced

Ringette stick each.

One ring per team.

Defined playing area.



Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Increase the distance between players so passes are longer.
- Encourage passing from left and right side of body.
- Encourage forehand and backhand passing.

Making it easier

- Decrease the distance of each player to the next player.
- Slow down the passes.

Teaching Games **TGfU** For Understanding

Ask players:

- Does making it a competition make it easier or harder to make the passes?
- What should the penalty be if the ring is not passed across the line?
- *Remember to let participants play the game with the rules they come up with!*

Players will learn:

- Heads up passing.
- Passing over a line.

Activity and Organization

Pass and Score

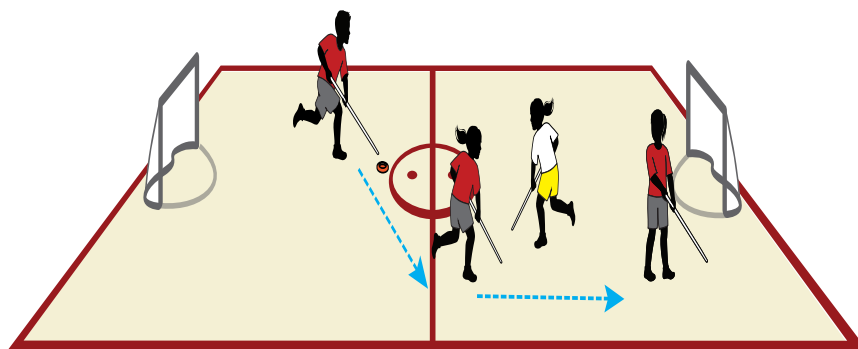
- 3 players on a team, each with a stick and one ring to use per group.
- Players stand on the play area, separated by lines (either existing on gym floor or placed there by instructor).
- Player 1 passes the ring to player 2, who passes the ring to player 3.
- A fourth player tries to intercept the pass and take control of the ring.
- If they get control of the ring they take the place of the person who made the pass and that person then tries to get the next pass.

Making it Competitive

- Have two teams of three players compete against each other.
- One player from each team tries to disrupt the other team's players and passes, first team to pass the ring over all three lines and back is the winner

Teaching Tips




- Ensure there is no contact between players.
- Encourage players to keep their heads up as they pass
- Ask the players if the changes to the rules made the game more or less fun.



Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

| Level | Equipment Required |
|--|---------------------|
|  Beginner | Teams of 4 people |
|  Intermediate | Ringette stick each |
|  Advanced | One ring per team |

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Increase the distance between players so passes are longer.
- Encourage passing from left and right side of body.

Making it easier

- Decrease the distance of each player to the next player.
- Slow down the passes.

Teaching Games For Understanding

Ask players:

- How did having someone try and take the pass away from you change how you made the pass? Why?
- How could you shield your stick and ring from opponents?
- What is the standard ringette penalty if someone carries the ring across the line?
- *Remember to let participants play the game with the rules they come up with!*

Players will learn:

- Heads up passing.
- Passing over a line.
- Playing with teammates.
- Offensive skills.
- Defensive skills.

Activity and Organization

2 on 3

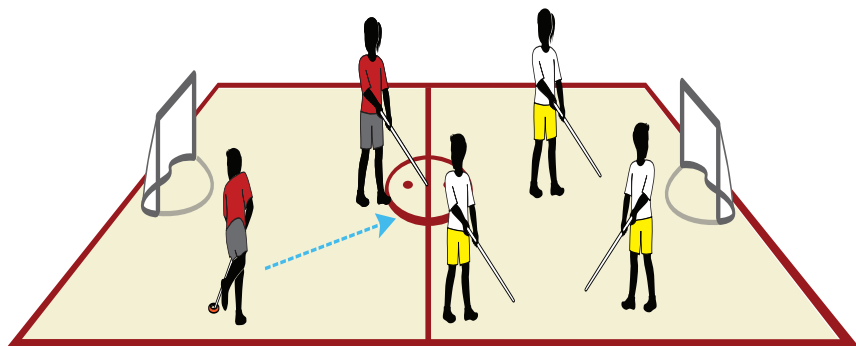
- Two players start at one end of the gym and pass the ring back and forth as they make their way to the centre of the play area.
- Three players are waiting on the other side of the court, and their job is to try and intercept passes or steal the ring away from the two players.
- The two players try and avoid the defense and try and score on the net.

Making it Competitive

- Keep score of the number of times that the players are able to score, and the amount of times that the defense is able to take the ring away from the offensive players.

Teaching Tips

- Ensure there is no contact between players.
- Encourage players complete fast, on target passes.





Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

| Level | Equipment Required |
|---|---|
| <div><input type="checkbox"/> Beginner</div> <div><input checked="" type="checkbox"/> Intermediate</div> <div><input type="checkbox"/> Advanced</div> | Safety goggles. Ringette stick each. One ring. Goal. |

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Increase the area that the defensive players can move.
- Have a goalie in net.

Making it easier

- Decrease the distance that the defensive players can move
- Increase the number of offensive players.

Teaching Games TGFU For Understanding

Ask players:

- How did having someone try and take the ring away from you change how you played? Why?
- How could you shield your stick and ring from opponents?
- What is the standard ringette penalty if there is contact?
- ***Remember to let participants play the game with the rules they come up with!***

Players will learn:

- Heads up passing.
- Passing over a line.
- Playing with teammates.
- Offensive skills.
- Defensive skills.

Activity and Organization

3 on 2

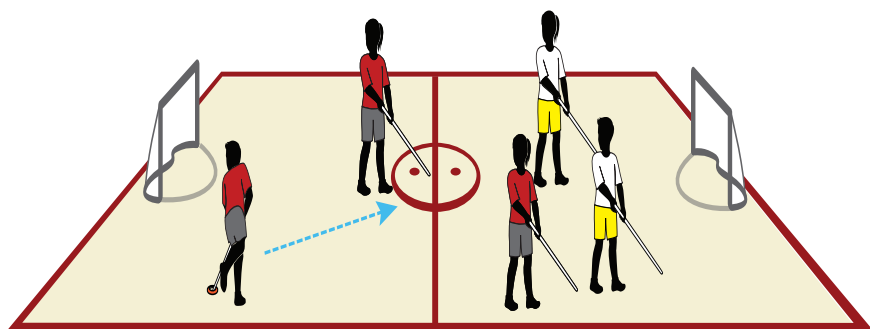
- Three players start at one end of the gym, and work their way to the other end of the gym passing the ring back and forth.
- 2 defensive players try and steal the ring away from the players.
- Offensive players try and score on a goal and stop the defensive players from taking their ring.
- Players must respect all rules of the game as they complete this activity.

Make is Competitive

- Keep score. One point for each time the offensive team is able to score, one point for each time the defensive team is able to take the ring away.
- Make it a best 2 out of 3- same players compete against each other in a best 2 out of 3 competition.

Teaching Tips




- Encourage players to pass as often as they can.
- Encourage players to keep their heads up to look out for other players as they complete this activity.



Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

| Level | Equipment Required |
|--|-------------------------------|
|  Beginner | Safety goggles. |
|  Intermediate | Pylons or other goal markers. |
|  Advanced | Ringette stick each. |
| | One ring per game. |
| | Designated playing area. |

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Only allow a certain amount of passes for the offensive team.
- Limit the area that the defensive or offensive players can move.
- Set time limits in which the activity must be completed.
- Have a goalie take part as well.

Making it easier

- Allow unlimited passes for the offensive team.
- Allow as much time as needed to complete the activity.

Teaching Games For Understanding

Ask players:

- How did your thinking change with people playing defense in front of you?
- How could you shield your stick and ring from opponents?
- If this was a game, as a person playing offense, what would you do if you lost the ring to the other team? Why?
- ***Remember to let participants play the game with the rules they come up with!***

Players will learn:

- Heads up passing.
- Passing over a line.
- Playing with teammates.
- Offensive skills.
- Defensive skills.

Activity and Organization

2 on 2

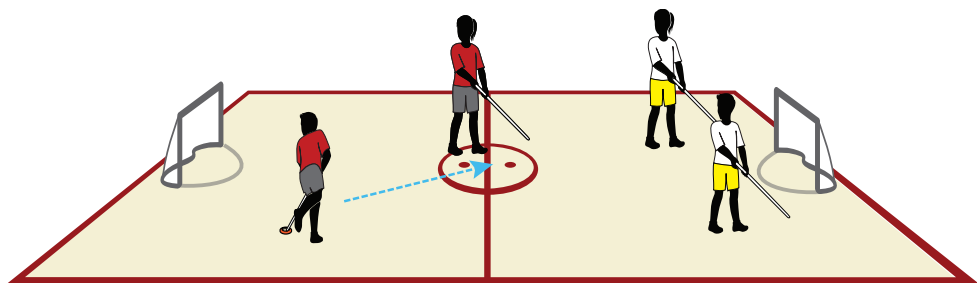
- Two players start at one end of the gym and work their way to the other end of the gym passing the ring back and forth.
- 2 defensive players try and steal the ring away from the players.
- Offensive players try and score on a goal and stop the defensive players from taking their ring.
- Players must respect all rules of the game as they complete this activity.

Make is competitive

- Keep score. One point for each time the offensive team is able to score, one point for each time the defensive team is able to take the ring away.
- Make it a best 2 out of 3- same players compete against each other in a best 2 out of 3 competition.

Teaching Tips




- Encourage players to pass as often as they can.
- Encourage players to keep their heads up to look out for other players as they complete this activity.



Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

| | Level | Equipment Required |
|---|--------------|--|
|  | Beginner | Safety goggles. |
|  | Intermediate | Ringette stick each. |
|  | Advanced | One ring per game. Designated playing area. |
| | | Pylons or other goal markers. |

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Only allow a certain amount of passes for the offensive team.
- Limit the area that the defensive or offensive players can move.
- Set time limits in which the activity must be completed.
- Add a goalie to make it harder.

Making it easier

- Allow unlimited passes for the offensive team.
- Allow as much time as needed to complete the activity.

Teaching Games For Understanding

Ask players:

- How did your thinking change with people playing offense in front of you?
- How could you shield your stick and ring from opponents?
- If this was a game, as a person playing offense, what would you do if you lost the ring to the other team? Why?
- ***Remember to let participants play the game with the rules they come up with!***

Players will learn:

- Game situation

Activity and Organization

Game Day!

- Two teams of 6 players, 5 players and one goalie.
- Players play an actual game of ringette, as directed by the teacher who acts as the referee.

Game variations

- Change all the players at each goal so that each and every player has a chance to play.

Making it competitive

- Keep score.

Teaching Tips

- Stop the game anytime there is a rule infraction to review the rules and ask what could or should have been done instead.
- Have fun!

GAME DAY
LET'S PLAY!



Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

| Level | Equipment Required |
|---|---------------------------------------|
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #c8e6c9; margin-right: 5px;"></div> <div>Beginner</div> </div> | 2 Teams of 6 people. |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #ffcdd2; margin-right: 5px;"></div> <div>Intermediate</div> </div> | Ringette stick each. |
| <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #e57373; margin-right: 5px; position: relative;"> ✓ </div> <div>Advanced</div> </div> | One ring. Designated playing area. |

Pylons or other goal markers.

Developing Physical Literacy:



Making the skill harder or easier

Making it harder

- Call every infraction made by players

Making it easier

- Allow some minor violations to be ignored so that the players get an idea of the flow of the game- stop periodically to explain or enforce any glaring issues that might effect the game.

Teaching Games For Understanding

Ask players:

- Were there any skills you learned previously that you did not use in the game itself? Why were they not used?
- How did you use empty space to help your team?
- Did having opponents make it easier or harder to perform the skill syou had learned?
- *Review the game afterwards to ensure players understand all important aspects of the game.*

Players will learn:

- All aspects of the game.
- Teamwork.

Activity and Organization

Tournament

- Divide entire group of players into teams, 6 players per team.
- Set up a round-robin tournament where each team play every other team once.
- Top two teams plays in the final
- Have two 5 minute halves, or as little or as long as time will allow.
- This tournament can be a one day or multi day experience

Game variations

- Play the full game

Teaching Tips

- Review the Fair Play Code.
- Encourage players to cheer on players not only on their own team but other teams too.
- Encourage players when not playing to evaluate other teams strengths and weaknesses
- Possibly have a person in the class act as a coach, (perhaps someone who can't play that day due to injury)





Safety

Check playing area for obstructions, and check sticks to ensure that none are split,

and that ends are taped (or otherwise won't damage gym floor).

| Level | Equipment Required |
|-------------------------|-------------------------------|
| <div>Beginner</div> | Teams of 6 people |
| <div>Intermediate</div> | Ringette stick each |
| <div>Advanced</div> | One ring per game |
| | Designated playing area |
| | Pylons or other goal markers. |



Making the skill harder or easier

Making it harder

- Vary the length of the game if possible, increasing time players spend on floor running.
- Vary the amount of players on the floor, less players may make the game more difficult as well as meaning players need to run more.

Making it easier

- Vary the length of the game, making it shorter.
- Vary the number of players on the floor, more players means players will likely need to run less, and can focus on proper technique.

Teaching Games TGFU For Understanding

Ask players:

- How did it effect your play to be in a tournament? Why?
- Did you have fun? Why or why not?
- Would you like to continue to play ringette? Why or why not?
- *For those who indicate a desire to continue playing provide contact information for local ringette club.*

Glossary: Gym Ringette Terms

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.

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

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 centre circle. No other players are allowed in the circle until the ring has left the circle.

GOAL CREASE: An 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.

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.

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.

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.

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

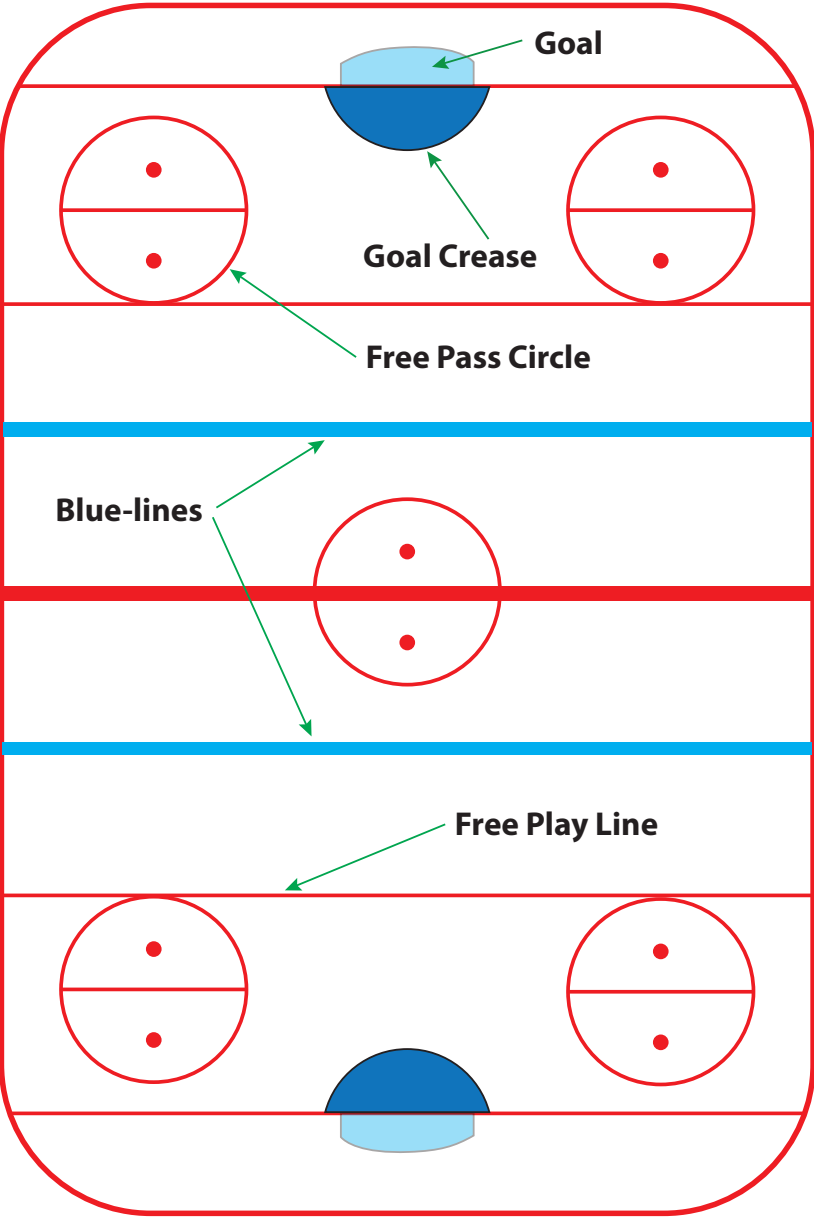
POSSESSION: This identifies the state of a play/team having last controlled or contacted the ring.

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.

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.

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

Ringette Official ice and rink markings



TO FIND OUT MORE ABOUT RINGETTE

Additional information about ringette can be found on the following websites:

Gym Ringette

www.ringette.ca/programs/lets-play-gym-ringette/

International Ringette Federation

www.ringette.cc/

What is Ringette from Ringette Canada?

www.youtube.com/watch?v=6qsSys5mkec

Move.Think.Learn

www.phecanada.ca/resources/move-think-learn/download