

## OVERVIEW

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|---|--|
| <b>DURATION</b>                         | 50 mins  |
| <b>AGES</b>                             | 6 - 9  |
| <b>MILES RATING</b>                     | 1.87   |
| <b>STAGE(S) OF ATHLETIC DEVELOPMENT</b> | FUNdamentals (Age 6-9)   |
| <b>SKILL LEVEL</b>                      | Beginner   |
| <b>DEVELOPMENT FOCUS</b>                | <b>Sport Specific Skills</b><br>Ringette: Forward Crossover Turns, Goaltending, Passing, Receiving, Shooting |
| <b>SPORT(S)</b>                         | Ringette   |
| <b>EQUIPMENT</b>                        | Pylons, Ringette Rings, Ringette Stick   |
| <b>ENVIRONMENT</b>                      | Ice rink   |

### FUNdamentals - Technical and Tactical Goals

- Informal competitions in small spaces (cross-ice) and modified games only Introduce and develop foundational skating skills
- Players are taught Gameplay using a variety of territory games and invasion games (Teaching Games for Understanding - TGfU) with partners and teammates learning skills such as attacking together to score and defending together.
- Program requires that all players try all positions, including goaltender.

### All FUNdamentals practices should include:

- A warm-up period
- Activities and games to develop skills
- A cool down – in the form of a fun game
- Wrap up – Review of skills and a team cheer

### FUN = Learning

- Players at all levels must be mentally engaged in order to best acquire new skills.
- Practices should focus on skill repetition in a games' format.
- If the skills repetition is hidden in the form of a game, children are capable of extended periods of focused effort.
- Play and FUN are the key to emotional engagement in the skills repetition.
- Should coach and participant numbers allow, the activities and games can be done in stations to maximize activity

time of participants.

- Keep activity level high to maximize the quality of learning of your practice
- Minimize explanation, demonstration and setup time

## RINGETTE CANADA SAFETY GUIDELINES

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

### Physical Safety

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

### Emotional Safety

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

## INTRODUCTION

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### Introduction

- Coaches introduce themselves
- Outline practice rules or guidelines players are expected to follow
- Explain any signals or whistles that will be used throughout the session
- Explain safety rules

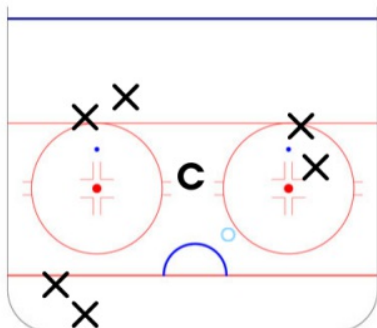
## WARM-UP

5 mins

### Shadow Game

5 mins

C = Coach  
X = Player



#### Setup

- Have players find a partner.
- Have one player line up directly behind the other.

#### Safety

- Ensure participants keep their heads up while skating to avoid potential collisions.

### Instructions

- On the coach's signal, the lead partner will begin to skate around the ice executing different skating skills.
- The partner in the back must try to mirror the movements of the leader and remain within a metre behind.
- When the instructor yells, "switch", both players turn around and switch roles.

## SKILL LESSONS & ACTIVITIES

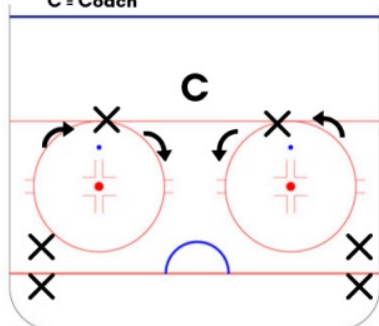
40 mins

### ■ Forward Crossover Progression (Step One)

🕒 2 mins

#### FORWARD CROSSOVER PROGRESSION

X = Player  
C = Coach



#### 🔧 Setup

- Line participants up at the edge of one of the free pass circles.

#### 🛡️ Safety

- Ensure players keep their heads up while skating to avoid collisions.
- Ensure that players are spaced far enough apart.

### Instructions - One Foot

- Introduce or review the "lollipop motion" or C cut.
- Participants skate around the circle using the 1/2 lollipop motion with the outside foot.
- Repeat this drill in the opposite direction (changing the stable foot).

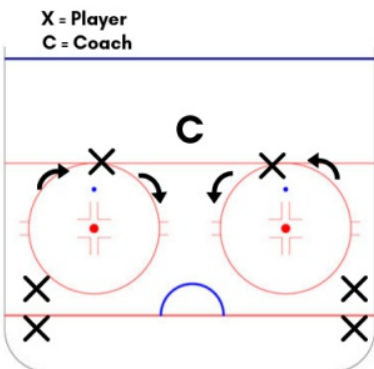
### 👁️ Key Teaching Points - Lollipop Motion (C-Cut)

- Place feet in V-formation with heels together.
- Perform a C cut with both feet at the same time and then glide on both feet.
- The C cut motion would create a circular pattern on the ice (top of lollipop) and the gliding motion a straight line (the stick).
- They should be trying to make a sound with their skates during the C cut motion and maintain balance during the gliding motion.

## ■ Forward Crossover Progression (Step Two)

🕒 3 mins

### FORWARD CROSSOVER PROGRESSION



### 🔧 Setup

- Line participants up at the edge of one of the free pass circles.

### 🛡️ Safety

- Ensure players keep their heads up while skating to avoid collisions.
- Ensure that players are spaced far enough apart.

### Instructions - Both Feet

- Participants skate around the circle using the 1/2 lollipop motion or C cut with the outside foot
- Following the C cut, the outside foot should continue the motion to bring foot ahead of the other foot.
- Keep the laces of the skate in the front.

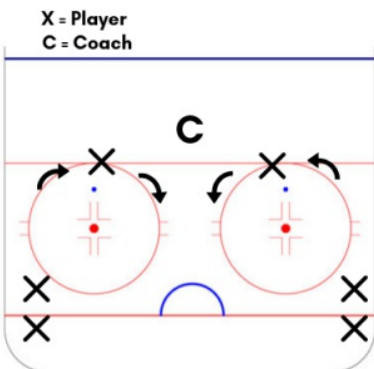
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- They should be trying to make a sound with their skates during the C cut motion and maintain balance during the gliding motion.

## ■ Forward Crossover Progression (Step Three)

🕒 5 mins

### FORWARD CROSSOVER PROGRESSION



### 🔧 Setup

- Line participants up at the edge of one of the free pass circles.

### 🛡️ Safety

- Ensure players keep their heads up while skating to avoid collisions.
- Ensure that players are spaced far enough apart.

## Instructions

- Participants skate around the circle using the 1/2 lollipop motion or C cut with the outside foot.
- Following the C cut, the outside foot should continue the motion to bring foot ahead of the other foot, keeping the laces of the skate in the front.
- **After the C cut, the outside foot should complete the cross over by stepping over the stationary foot and becoming the inside foot.**

## 👁️ Key Teaching Points - Lollipop Motion (C-Cut)

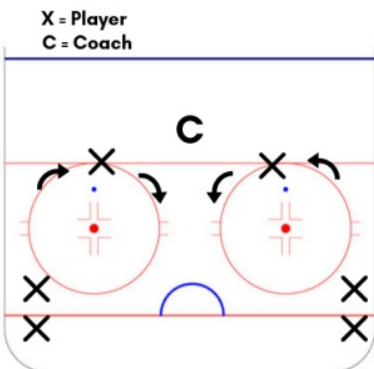
- Place feet in V-formation with heels together.
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- They should be trying to make a sound with their skates during the C cut motion and maintain balance during the gliding motion.



## ■ Forward Crossover Progression (Step Four)

🕒 5 mins

### FORWARD CROSSOVER PROGRESSION



### 🔧 Setup

- Line participants up at the edge of one of the free pass circles.

### 🛡️ Safety

- Ensure players keep their heads up while skating to avoid collisions.
- Ensure that players are spaced far enough apart.

### Instructions

- Participants skate around the circle using the 1/2 lollipop motion or C cut with the outside foot.
- Following the C cut, the outside foot should continue the motion to bring foot ahead of the other foot, keeping the laces of the skate in the front.
- After the C cut, the outside foot should complete the cross over by stepping over the stationary foot and becoming the inside foot.
- **The stationary foot should now step back in towards the inside of the circle to regain the basic stance.**
- **Repeat this drill in the opposite direction (changing the stable foot).**

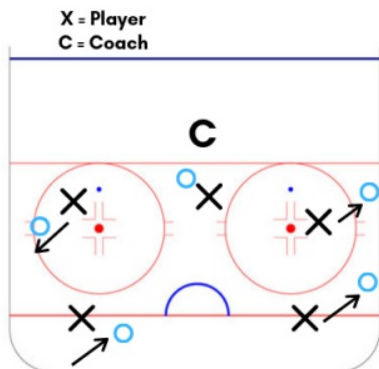
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- The C cut motion would create a circular pattern on the ice (top of lollipop) and the gliding motion a straight line (the stick).
- They should be trying to make a sound with their skates during the C cut motion and maintain balance during the gliding motion.

## Forehand Sweep Pass (In Motion)

⌚ 5 mins

### FOREHAND SWEEP PASS (IN MOTION)



### Setup

- Ensure every participant has a ring.

### Safety

- Ensure pairs are spaced far enough apart.

### Instructions

- Participants skate around the boards with a ring.
- While skating, participants practice passing the ring off the boards and picking it back up again.

### Key Teaching Points - Forehand Sweep Pass

- The ring should complete a half moon pattern on the ice as they bring the ring back and propel it forward.
- The passing motion should end with the stick pointing toward the target.

### Key Teaching Points - Receiving

- Call for the ring.
- Follow the end of your stick with your eyes into the centre of the ring as it approaches.
- Use skates to stop the ring if it is missed.

## Pass, Receive and Shoot

🏠 Pylons, Ringette Rings, Ringette Stick

⌚ 5 mins

### PASS, RECEIVE & SHOOT



### Setup

- Place a pylon just above the ringette line and one of the free pass circles.
- Line participants up in the corner.
- Ensure each participant has a ring.
- One coach must stand at the top of the free pass circle.

### Safety

- Ensure players keep their heads up while skating to avoid collisions.
- Ensure that players are spaced far enough apart.

## Instructions

- Players start lined up in the corner with a ring.
- When the coach signals, the player starts skating and passes the ring to the coach standing stationary.
- The player continues and skates around the pylon and heads towards the net.
- The player will receive a pass back from the coach before they reach the net.
- The player must then stab the ring and take a shot on net.

### Key Teaching Points - Forehand Sweep Pass

- Body parallel to target.
- Ring starts at back foot and is brought forward and released at front foot.
- Transfer weight from back foot to front foot.
- Ensure proper follow through with stick pointing at target.

### Key Teaching Points - Receiving

- Call for the ring.
- Follow the end of your stick with your eyes into the centre of the ring as it approaches.
- Use skates to stop the ring if it is missed.

### Key Teaching Points - Forehand Sweep Shot


- Body parallel to target.
- Ring starts at back foot and is brought forward and released at front foot.
- Transfer weight from back foot to front foot.
- Ensure proper follow through with stick pointing at open area of the net.

### Progressions

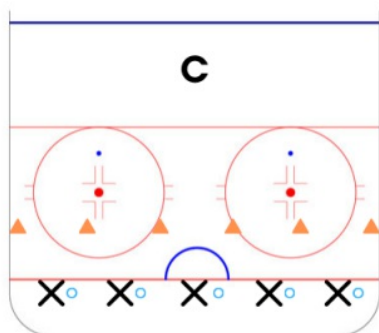
- Have players use their backhand passes.
- Have players practice using their backhand flip shots.

## Goalie Ring - Introduction

 Pylons, Ringette Rings

 5 mins

C = Coach  
X = Player



### Setup

- Have players line up on the goal line with a ring.
- Each player should have a pylon in front of them to their left and a pylon in front of them to their right.

### Safety

- Ensure pairs are spread out.

## Instructions

- Coach will call out or point to the left or the right to indicate which way players will throw.
- The pylons will serve as targets that players will try to knock over with their throws.

### Progression

- Have players pair up.
- One player will practice throwing the ring while the other will practice receiving it.

## Key Teaching Points - Goalie Ring

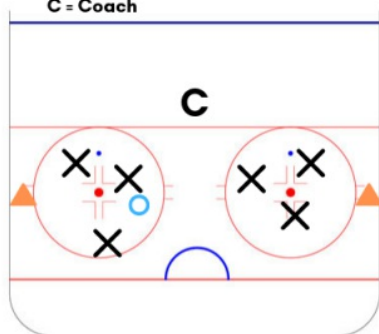
- Frisbee throw.
- Follow through with arm and hand to target.

## Cross-Ice Mini Game

 10 mins

### 3v3 CROSS-ICE GAME

X = Player  
C = Coach



### Setup

- Split participants into two equal teams.
- Place a smaller ('right-size net') or pylon at each end of the playing area to act as the 'net'.

### Safety

- Remind participants keep their heads up while skating to avoid collisions.

## Instructions

- Two groups play 3v3 cross-ice mini game.
- A team scores by getting the ring in the net or hitting the pylon with the ring.

### Start of Game

- Rock, Paper, Scissor to determine which team starts with the ring.
- The winning team starts with the ring in their half.
- Defending team retreats to their half of the ice surface.

### After a Goal

- Coach gives to ring to a player who must pass to a teammate.
- Defending team retreats to their half of the ice surface.

## Key Teaching Points

- The emphasis should be on team play, passing and understanding the basic concept of 'trying to score goals' and 'trying to stop the other team from scoring goals'.
- The coach(es) should follow the flow of the mini game, encourage all participants and help guide the ring when needed.



## Note

- Make sure all players receive equal playing time.
- Shift change can occur every 2 minutes if necessary.



## 1 Progression

- Have a fourth player on each team try playing goalie.
- Players can use a goalie stick but should not use other goalie equipment.
- Ensure all players have a turn trying out the position.



## 2 Progression

- Implement the use of a passing line (either using existing ice markings or drawing the line).

## COOL-DOWN

5 mins

### ■ Blob Tag

🕒 5 mins

#### 🔧 Setup

- Create boundaries for the game using pylons or existing ice markings.
- Sticks can be placed outside the playing area.
- Designate one or two players to be the taggers or "The Blob".



#### 🛡️ Safety

- Ensure players keep their heads up while skating to avoid potential collisions.

### Instructions

- The coach starts the game by blowing the whistle.
- Players skate around in the playing area and try to avoid being tagged by the taggers.
- When a player gets tagged, they link elbows with the tagger, become part of "The Blob".
- Every time a Blob becomes four players it splits into two separate blobs of two players.
- The game continues all of the players become part of Blobs.
- If a player skates out of bounds while trying to avoid being tagged, they must connect with the nearest Blob and continue play.