

OVERVIEW

DURATION	48 mins
AGES	6 - 9
MILES RATING	1.21
STAGE(S) OF ATHLETIC DEVELOPMENT	FUNdamentals (Age 6-9)
SKILL LEVEL	Beginner, Intermediate
DEVELOPMENT FOCUS	Sport Specific Skills Ringette: Agility, Balance, Passing, Receiving, Skating, Snowplow Stop
SPORT(S)	Ringette
EQUIPMENT	Pylons, Ringette Rings, Ringette Stick

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.

Notes

- 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

Introduction

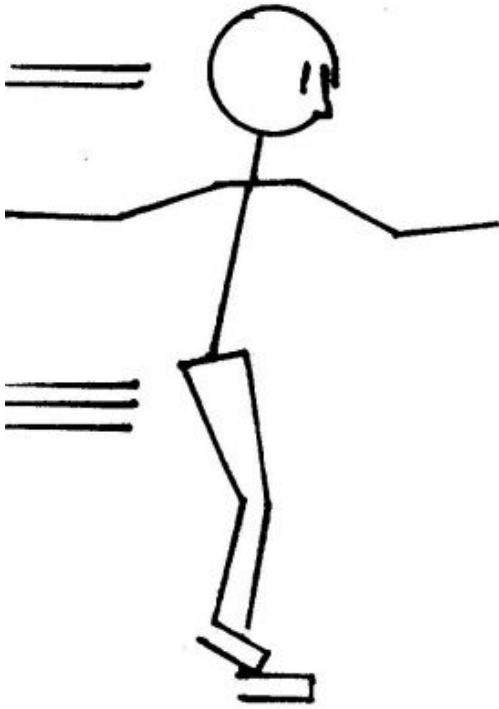
- Coaches introduce themselves
- Outline practice rules or guidelines players are expected to follow
- Explain any signals or whistles that will be used throughout the session
- Explain safety rules

WARM-UP

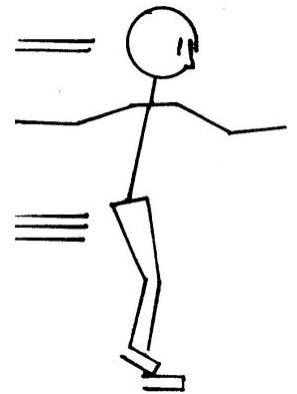
8 mins

■ Push and Glide (3.5.1)

⌚ 2 mins



- Push off the inside edge of one foot and then glide for 3 counts.
- Continue the length of the ice, alternating feet and concentrating on full extension in each push.



- Repeat the drill but gradually decrease the gliding time so that it ends up being slow motion continuous striding.

■ Knee Drop (3.15.1)

⌚ 2 mins

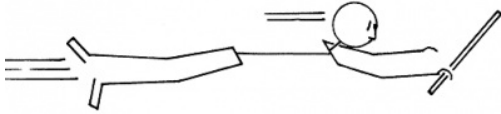
- Standing in their own space, players drop to their knees (using their hands to break the fall) and get back up again as quickly as possible.
- Then players do the same while skating - dropping at each blue line and getting up and skating again.



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

■ Snow Queen (3.15.2)

⌚ 2 mins



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



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

■ Lengthen Strides (3.5.2)

⌚ 2 mins

- Skating the length of the ice, start off with short, quick strides and gradually increase to long, powerful strides.

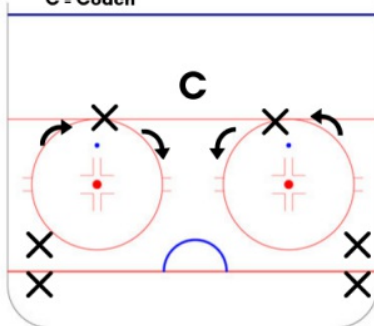
SKILL LESSONS & ACTIVITIES

37 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).

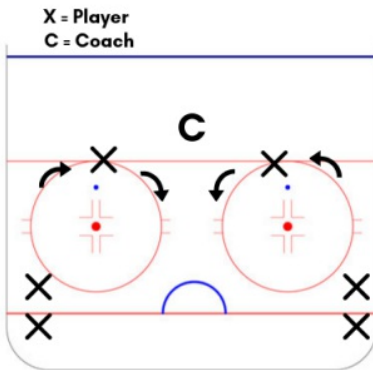
👁️ Key Teaching Points - Lollipop Motion (C-Cut)

- 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)

🕒 2 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.

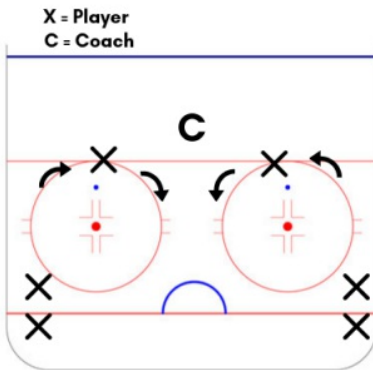
👁️ Key Teaching Points - Lollipop Motion (C-Cut)

- 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 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.**

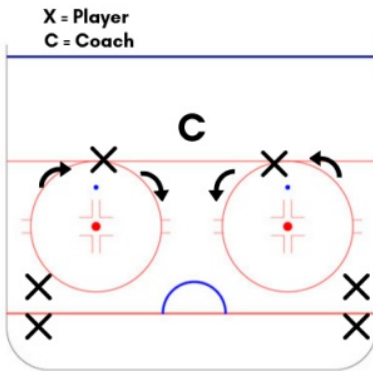
👁️ Key Teaching Points - Lollipop Motion (C-Cut)

- Place feet in V-formation with heels together.
- 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 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).**

Key Teaching Points - Lollipop Motion (C-Cut)

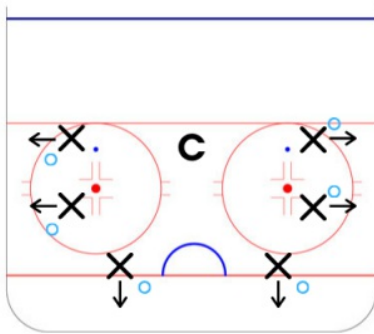
- Place feet in V-formation with heels together.
- Perform a C cut with both feet at the same time and then glide on both feet.
- The C cut motion would create a circular pattern on the ice (top of lollipop) and the gliding motion a straight line (the stick).
- They should be trying to make a sound with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

■ Backhand Passing - Introduction

 Ringette Rings, Ringette Stick

 5 mins

X = Player
C = Coach



Setup

- Participants will work as individuals.
- Space participants out evenly along the boards.

Safety

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

Instructions

- Coach will first demonstrate the backhand pass.
- On their own, each participant will complete 10-15 stationary backhand passes off the boards.




Progression - In Motion


- Participants skate along the boards completing backhand passes while in motion.

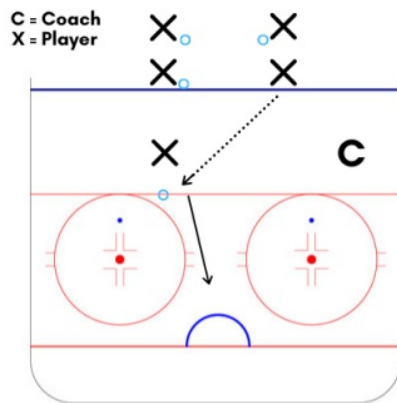
Key Teaching Points - Backhand Passing

- Proper grip - back of the bottom hand facing the target.
- Ring is brought from back foot to front foot with sweeping motion across the body.
- Weight transfer from back foot to front foot.
- Follow through after release and point stick at target.

■ Backhand Lead Pass with Shot

 Ringette Rings, Ringette Stick

 5 mins



Setup

- Have players form two lines on the blue line facing the goal.
- All players should have a ring.

Safety

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

Instructions

- Player 1 skates in over blue line and receives a backhand pass from the first player in the other line.
- Player 1 continues to skate towards the nets to take a shot.
- The player that passed to Player 1 then skates over blue line and receives a backhand pass from the other line.
- Once players take their shot, they should circle behind the net and return to the back of the opposite line.

Key Teaching Points - Backhand Passing

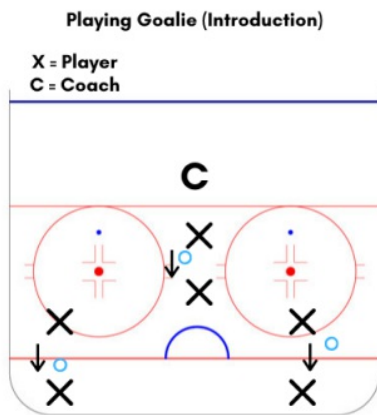
- Proper grip - back of the bottom hand facing the target.
- Ring is brought from back foot to front foot with sweeping motion across the body.
- Weight transfer from back foot to front foot.
- Follow through after release and point stick at target.

Progression

- Coaches can place target in the net for players to aim at or use a goalie.

■ Playing Goalie

⌚ 5 mins



🔧 Setup

- Have players set up in partners.
- Ensure pairs are spaced out.

🛡️ Safety

- Ensure players are spaced far enough apart.

Instructions

- One partner will be the 'goalie' and the other partner will be shooting.
- Have the player who is shooting to shoot on the ice and aim for the 'goalies' feet.
- The 'goalie' player will practice dropping to her knees to stop the ring.

👁️ Key Teaching Points - Goalie Basic Stance

- Feet comfortably apart for balance and mobility.
- Knees bent, weight slightly forward resting on the balls of feet.
- Glove hand in 'ready' position; arm extended out to the side, glove hand half way between knee and shoulders.

■ Half-Ice Mini Game

🕒 8 mins



🔧 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 or 4v4 half-ice mini game (choose based the number of players at practice).
- A team scores by getting the ring in the net or hitting the pylon with the ring.
- Implement the use of a passing line (either using existing ice markings or drawing the line).

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 or fifth 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.

COOL-DOWN

5 mins

■ Sharks and Fish

🕒 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 "sharks" or taggers.
- The rest of the players are the "fish".



🛡️ Safety

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

Instructions

- The coach starts the game by blowing the whistle.
- The fish must skate from one end to the other without being tagged.
- If a fish gets tagged, they become a shark too.
- The game continues all of the players are tagged and become sharks.