

## OVERVIEW

<b>DURATION</b>	50 mins
<b>AGES</b>	6 - 9
<b>MILES RATING</b>	1.63
<b>STAGE(S) OF ATHLETIC DEVELOPMENT</b>	FUNdamentals (Age 6-9)
<b>SKILL LEVEL</b>	Beginner, Intermediate
<b>DEVELOPMENT FOCUS</b>	<b>Sport Specific Skills</b> Ringette: Forward Striding, Front ("V") Start, Goaltending, Lead Passing/Receiving, Motion Passing/Receiving, Passing
<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.

### 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

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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

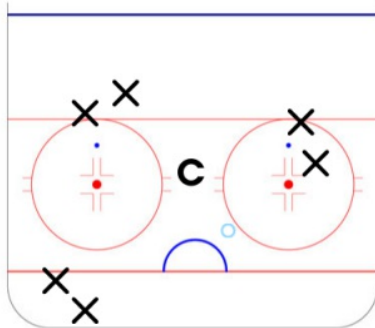
## WARM-UP

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

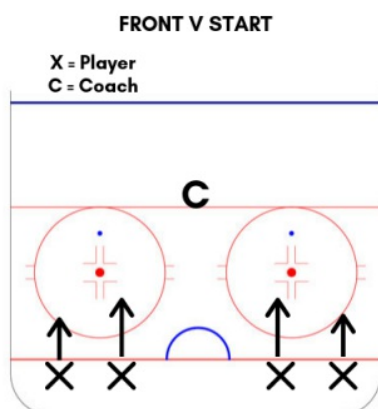
- On the coach's signal, the lead partner will begin to skate around the ice executing different skating skills.
- The partner in the back must try to mirror the movements of the leader and remain within a metre behind.
- When the instructor yells, "switch", both players turn around and switch roles.

## SKILL LESSONS & ACTIVITIES

40 mins

### ■ Front V Start

🕒 5 mins



#### 🔧 Setup

- Participants line up on the goal line.

#### 🛡️ Safety

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

### Instructions

- Coach to introduce (or review) the basics of the V start and demonstrate.
- Participants skate towards the center line, stopping and performing the start when the whistle is blown.
- Repeat in the direction of the goal line.

### 👁️ Key Teaching Points - Front V Start

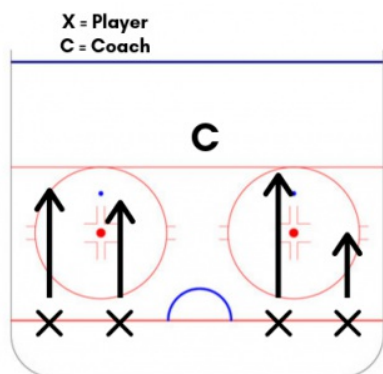
- Feet in V shape with heels together.
- Let the body "fall" forward, transferring the body weight forward.
- Take a few short running steps, chopping motion on the front inside edge to create acceleration.
- Shift body weight back to a regular position, resume long complete strides

### 👁️ Key Teaching Points - Forward Stride

- Full extension of hip, knees and ankles
- Keep knees bent and head and body low and leveled (if players do not keep knees consistently bent, the coach will be able to observe a "bobbing" motion of head and body during the stride)
- Shift body weight evenly from striding leg to striding leg without leaning on stick
- Skate recovery is low and quick - recoil skate under the body and drive the knee

## ■ 'V' Start Into Power Stride

🕒 5 mins



### 🔧 Setup

- Players line up on the goal line.

### 🛡️ Safety

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

## Instructions

- Players start in a 'v' start position.
- On the whistle, have players take 3 short choppy strides before transitioning to long power strides.
- Once players reach centre ice (or designated finish line), have them execute a parallel stop.
- Repeat drill in opposite direction.

### 👁️ Key Teaching Points - Front V Start

- Feet in V shape with heels together.
- Let the body "fall" forward, transferring the body weight forward.
- Take a few short running steps, chopping motion on the front inside edge to create acceleration.
- Shift body weight back to a regular position, resume long complete strides.

### 👁️ Key Teaching Points - Forward Stride

- Full extension of hip, knees and ankles
- Keep knees bent and head and body low and leveled (if players do not keep knees consistently bent, the coach will be able to observe a "bobbing" motion of head and body during the stride)
- Shift body weight evenly from striding leg to striding leg without leaning on stick
- Skate recovery is low and quick - recoil skate under the body and drive the knee

### 👁️ Key Teaching Points - Parallel Stop

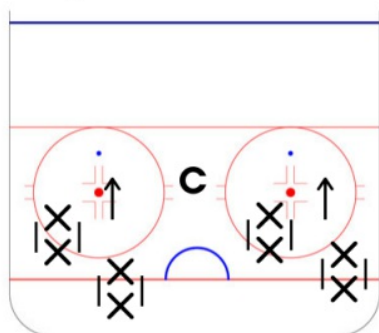
- Keep knees bent
- Turn head in direction of stop, followed by shoulders and hips (skates will follow)
- Push outward with equal pressure on both feet - make sure they do not drag follow up foot
- Feet should be shoulder width apart - look for feet too close together or too far apart

## ■ Chariot Pull

 Ringette Stick

 5 mins

C = Coach  
X = Player



### Setup

- Pair up players.
- Have the pairs line up on the goal line with one partner in front of the other (both players facing forwards).
- Partners will hold onto both of their sticks together to form chariots.

### Safety

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

## Instructions

- At the whistle, the partner in front begins to skate forward while holding both sticks to pull the rear partner.
- The rear partner provides resistance by not skating.
- Once the pairs have reached the designated finish line, switch partner roles.
- Have each player pull twice.

## Progression

- To make it harder, the rear player can offer more resistance by gliding in a snow plow position with toes together.

## Key Teaching Points - Forward Stride

- Full extension of hip, knees and ankles
- Keep knees bent and head and body low and leveled (if players do not keep knees consistently bent, the coach will be able to observe a "bobbing" motion of head and body during the stride)
- Shift body weight evenly from striding leg to striding leg without leaning on stick
- Skate recovery is low and quick - recoil skate under the body and drive the knee



## Partner Passing (In Motion)

 Ringette Rings, Ringette Stick

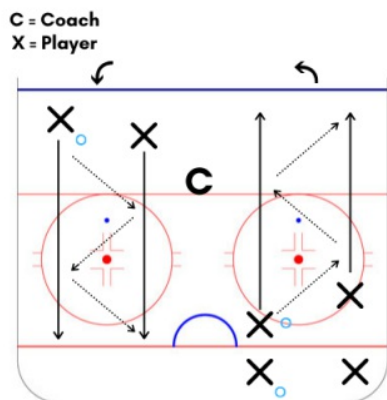
 5 mins

### Setup

- Have players form two lines on the goal line.
- The players in one line should have a ring.

### Safety

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



## Instructions

- Player one skates forward and calls for the ring.
- Player two leads player one with a pass, then skate ahead of her and calls for a pass.
- The ring should be passed as soon as it is received.
- Players continue passing the ring back and forth ahead of the receiver until they reach the centre line and then players return up the other side.

### Key Teaching Points - Lead Passing


- Proper grip - top hand pushes in, bottom hand pushes out.
- Pass ring to open ice (where the player will be - not where they are).
- Follow through - point at target with stick upon release.
- Communicate - call for ring.

### Key Teaching Points - Receiving

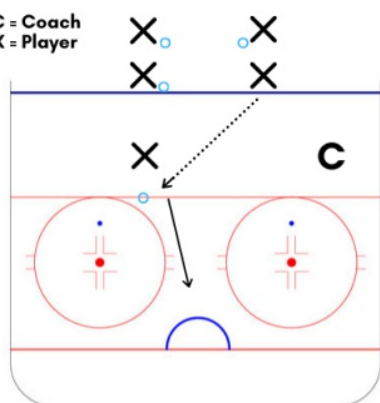
- Call for the ring.
- Follow the end of your stick with your eyes into the centre of the ring as it approaches.
- Use skates to stop the ring if it is missed.

## Lead Pass with Shot

 Ringette Rings, Ringette Stick

 5 mins

C = Coach  
X = Player



### 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 pass from first player in 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 pass from 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 - Lead Passing

- Proper grip - top hand pushes in, bottom hand pushes out.
- Pass ring to open ice (where the player will be - not where they are).
- Follow through - point at target with stick upon release.
- Communicate - call for ring.

## Progression

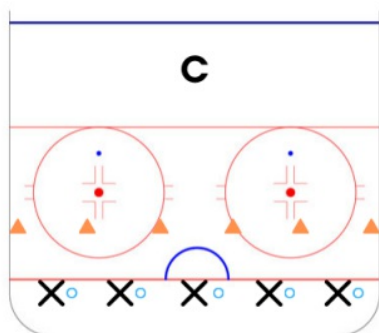
- Coaches can place target in the net for players to aim at or use a goalie.

## 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.

## ■ Half-Ice Mini Game

🕒 10 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

### ■ 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.