



PHE Canada
Physical & Health Education Canada



GRADES
4 to 6

ringette

in focus

TERRITORY
NET + WALL
RACING
STRIKING + FIELDING
TARGET

MOVE  **THINK**  **LEARN** 

PHYSICAL LITERACY THROUGH GAMES AND SPORT

ACKNOWLEDGEMENTS

Physical and Health Education Canada (PHE Canada), founded in 1933, is a national not-for-profit organization. PHE Canada's vision is for "all Canadian children and youth living physically active and healthy lives." PHE Canada is committed to improving the quality of life for all children and youth through initiatives that contribute to greater participation in physical activity.

PHE Canada wishes to acknowledge the contributions of the many individuals, groups and organizations that participated in the development of this resource. We would especially like to thank and recognize the following:

AUTHORS

Shelley Barthel, Physical and Health Education Consultant Writer, Saskatchewan

Kathy Fowler, Physical and Health Education Consultant Writer, Saskatchewan

Beth Ritchie, Physical and Health Education Consultant Writer, Ontario

Dr. Mark Baxter, Physical Education Teacher, Upper Canada College, Ontario

Graham Birt, Physical Education Department Head, Pickering College, Ontario

Ron Lopez, Physical Education Specialist, District School Board of Niagara, Ontario

Ashley Johnson, PhD Candidate, Kinesiology and Health Studies, Queen's University, Ontario

REVIEW TEAM

Sylvie Beliveau, Canada Soccer
Danny Da Costa, Squash Canada
Marc Daneault, Archery Canada
Raquel Pedercini, Canadian Team Handball Federation
Donna Ringrose, Softball Canada
Monty Aldous, Ringette Canada
Julie Beaulieu, CanoeKayak Canada
Kyle Hunter, Badminton Canada
Andy Wilson, Cycling CANADA Cyclisme

COPY EDITOR

Kathleen Whitfield Fletcher, Words Write

PROJECT TEAM

Sasha Alexov, Program Coordinator, PHE Canada
Tricia Zakaria, Program Coordinator, PHE Canada
Amber Muir, Program Manager, PHE Canada
Stephanie Talsma, Program Manager, PHE Canada



PHE CANADA ALSO ACKNOWLEDGES THE FINANCIAL SUPPORT OF THE GOVERNMENT OF CANADA THROUGH THE DEPARTMENT OF CANADIAN HERITAGE (SPORT CANADA – SPORT SUPPORT PROGRAM).

2197 RIVERSIDE DRIVE, SUITE 301, OTTAWA, ONTARIO K1H 7X3
TEL: (613) 523-1348 | FAX: (613) 523-1206
INFO@PHECANADA.CA | WWW.PHECANADA.CA

Move Think Learn: Physical Literacy through Games and Sport. Ringette in Focus.

ISBN: 978-1-895716-96-2

© 2013 Physical and Health Education Canada. All rights reserved. No part of this program may be reproduced, stored in a retrieval system, or transmitted in any form by any means, electronic or mechanical, including photocopying, without the prior written permission of PHE Canada.

TABLE OF CONTENTS

PART A: INTRODUCTION 4

Purpose	4
Physical Literacy	4
Resources to Learn More about Physical Literacy	4
Teaching Games for Understanding (TGfU)	5
Resources to Learn More about TGfU	5
Target Games	5
Net and Wall Games	5
Striking and Fielding Games	5
Invasion/Territorial Games	6
Racing Games	6
Sport as a Vehicle for Learning	6
Resources to Learn More about Canada’s Long-Term Athlete Development Model	6

PART B: PLANNING FOR TEACHING AND LEARNING . . . 7

Resource Overview	7
Move	7
Think	7
Resources to Learn More about Fundamental Movement Skills	7
Learn	8
Pedagogical Considerations	9
Resources to Learn More about Effective Questioning	9
Example 1: Team Handball Unit	10
Example 2: Invasion/Territorial Games Unit	10
Safety	11
References	11

PART C: SETTING THE CONTEXT 12

Sport in Focus	12
Summary of Activities	15

PART D: MOVE THINK LEARN ACTIVITIES 16

Move 1: Space Rings	17
Think	17
Move 2: Goal Crease Mania	18
Think	18
Move 3: Beat the Clock	20
Think	20
Move 4: Left or Right?	21
Think	21
Move 5: Give and Go	22
Think	22
Learn 1: End Zone Ringette	23
Learn 2: Mini-Ringette	25

PART A Introduction

Purpose

The Move Think Learn resource series has been designed to support physical educators in their planning of game-play experiences for children and youth. The series targets educators working with children and youth approximately 9–15 years of age (grades 4–9); its goal is to increase students' knowledge, confidence, and competence so they become further engaged in physical activity and/or sport.

[Physical and Health Education Canada](#) (PHE Canada) advocates for [Quality Daily Physical Education](#) (QDPE) in all Canadian schools. Well-planned opportunities to improve game-play abilities are part of a QDPE program. The Move Think Learn resource series promotes these opportunities through a Teaching Games for Understanding (TGfU) approach, contributes to the development of physical literacy, and aligns with Canada's Long-Term Athlete Development (LTAD) model.

Physical Literacy

Individuals who continue to develop their ability to move with competence and confidence in a wide variety of physical activities in multiple environments to benefit the healthy development of their whole self are individuals who are developing their physical literacy (PHE Canada).

The concept of physical literacy refers to the ongoing development of our embodied dimension, our disposition, and our ability to move and interact in different environments (Whitehead, 2010). Fundamental to the concept is the interrelated and interdependent nature of the many dimensions of one's self. Developing physical literacy therefore can positively influence and be influenced by the development of other capabilities such as cognition, creativity, and self-confidence.

One of the many aspects of physical literacy is the development of game-play abilities, or the ability to read and respond to different situations. This aspect of physical literacy is supported by the Move Think Learn resource series. The game experiences described in the resources include all learners, are developmentally appropriate, and facilitate the refinement of movement skills. Positive, purposeful, and engaging game-play experiences in childhood can contribute to the individual's motivation and confidence to pursue physical activity opportunities for a lifetime. Provincial physical education curricula across Canada promote the development of physical literacy for children and youth.



Resources to learn more about physical literacy

- Website and videos: [Physical literacy educational strategies](#). PHE Canada (2014).
- Article: The concept of physical literacy. Whitehead, M. (Ed.) (2006). *European Journal of Physical Education* 6(2), 127–138.
- Book: *Physical literacy throughout the lifecourse*. Whitehead, M. (2010). London, UK: Routledge.



PART A

Teaching Games for Understanding (TGfU)

The Move Think Learn resource series embraces a Teaching Games for Understanding (TGfU) approach. Originally outlined by Bunker and Thorpe in the 1980s, TGfU is a student-centred instructional model designed to actively engage learners in problem solving and decision making while gaining an appreciation of game strategies, tactics, and skills.

Through participation in small-sided games, students learn how tactical solutions can be transferred from one game or sport to another. Students develop the ability to make decisions about “what to do,” “when to do it,” and “how to do it” in response to game situations (Griffin & Patton, 2005). Learning games this way, students develop game literacy and gain competence in a wide range of activities (Mandigo, Butler, & Hopper, 2007).

TGfU focuses on fostering tactical awareness before skill development. Tactics refer to “what to do” during specific game-play situations (Bunker & Thorpe, 1982). Tactical problems (e.g., how to maintain possession of an object) emerge during game play and force participants to make decisions about what to do (e.g., dribble or pass? what kind of pass? to whom?). Tactics differ from game strategies, which refer to the elements of the overall game plan discussed before play begins (Gréhaigne, Godbout, & Bouthier, 1999).

To facilitate learning, games are grouped into broad categories based on common structures, features, and goals (i.e., target games, net and wall games, striking and fielding games, and territorial games). For the purpose of the Move Think Learn resource series, a “racing games” category is added to include those games with the goal of moving efficiently to cover a pre-determined distance in the shortest amount of time. The games categories can be described as follows.

Target Games

The main goal of target games is to send away an object and make contact with a specific target (Mandigo et al., 2007). Examples of unopposed target games include archery, bowling, and golf. Opposed target games include curling and bocce.

Net and Wall Games

The main goal of net and wall games is to send an object to the opponents so they are unable to return it or are forced to make an error (Mandigo et al., 2007). Examples include badminton, jai-alai (played using a scoop-like implement), tennis, volleyball, sepak takraw (also known as kick volleyball), and squash.

Striking and Fielding Games

The main goal of striking and fielding games is to strike an object away from fielders in order to score points and limit the number of points scored by the opponent (Mandigo et al., 2007). Examples include baseball, cricket, kickball, softball, and rounders.



Resources to learn more about TGfU

- Book: ***Teaching games for understanding: Theory, research, and practice***. Griffin, L., Butler, J. (Eds.) (2005). Champaign, IL: Human Kinetics.
- Website: [Teaching Games for Understanding](#)
- Website: [Playsport](#)
- Video: [Teaching Games for Understanding – Lesson Demonstration](#). The Physical Educator (2012).
- Articles: Physical and Health Education Journal. (2007). [TGfU feature issue](#).

PART A

Invasion/Territorial Games

The main goal of territorial games is to invade the opponent's area to score a goal while simultaneously protecting your own goal (Mandigo et al., 2007). Examples include basketball, team handball, soccer, goal ball, hockey, ringette, water polo, and rugby.

Racing Games

The main goal of racing games is to move efficiently to cover a pre-determined distance in the shortest amount of time. Racing games can also involve set tasks (e.g., going through a gate, staying in bounds). Examples include cycling, speed skating, canoe/kayak, rowing, swimming, and cross-country skiing.

Sport as a Vehicle for Learning

Canada's Long-Term Athlete Development (LTAD) model outlines a framework for athlete development. The seven stages of the model identify the role of play, physical education, school sport, recreational physical activity, and competitive sport in the development of athletes (Balyi, Cardinal, Higgs, Norris, & Way, n.d.). LTAD underlines the importance of opportunities for children and youth to participate in a wide variety of physical activities and sports. Many national sport organizations in Canada have designed a sport-specific LTAD model.

The sport focus of each resource in the Move Think Learn series provides a lens through which to facilitate purposeful game-play experiences. Although each resource focuses on a single sport, it emphasizes the transferability of tactical solutions from one sport to another. The small-sided games described in each resource align with the stages of LTAD by promoting participation in developmentally appropriate games as opposed to mature forms of the sport.



Resources to learn more about Canada's Long-Term Athlete Development Model

- Website: [Canadian Sport for Life](#)
- Website: [PHE Canada Long Term Athlete Development Curriculum Links](#)

PART B Planning for Teaching and Learning

Resource Overview

Each resource in the series is organized into three sections: Move, Think, and Learn. The resources support teacher planning, but do not provide complete or sequential lesson plans.

Move

The Move section describes five different games. Each game highlights a different tactical problem relevant to the games category of the sport in focus. These games can serve as an entry point to a lesson and are designed to help students understand “what to do” in the context of the game. The template used to describe each game is outlined below.

TITLE: title of the game

TACTICAL FOCUS: the tactical problem students will experience during game play

OBJECTIVE: what students will learn as a result of the game-play experience

SPORT RATIONALE: the relevance of the tactical problem to the sport in focus

PARTICIPANTS: the organization of students during game play (e.g., partners, 3 v. 3)

EQUIPMENT: a list of equipment needed to play

SET UP: how to organize the activity area for participation in the game, including diagrams

DESCRIPTION: the rules and details for playing the game

MODIFICATIONS: changes that can be made to the game to increase or decrease the level of challenge and complexity to better meet the needs of students

Think

The Think section includes tactical questions teachers can ask students. Each series of questions relates directly to the preceding Move game, and is intended to engage students in critical and creative thinking to identify the tactical problem, solutions to the tactical problem, and the movement skills required to carry out the tactical solutions. Building on student understanding of “what to do” in the context of the game, this section explores “how to do it.”

Student answers will inform the next steps in learning that should provide an opportunity to develop the skills needed to carry out tactical solutions. These next steps can include practising motor skills, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game. Students need both tactical awareness and skill proficiency to become skillful game players. Teachers will decide the best way to engage students in skill practice based on developmental level and readiness. Providing opportunities for students to develop skills in a game-like context is an effective way to facilitate the carryover of these skills to a game situation.

The following resources describe fundamental movement skills and, where possible, sport-specific movement skills in detail to support skill practice. The movement skills are identified in the description of each game in the Move section.



Resources to learn more about fundamental movement skills

- Book: [PHE Canada Fundamental Movement Skills Resource Series](#)
- Videos: [PHE Canada Fundamental Movement Skills Video Collections](#)
- Website: [Active for Life Lesson Plans and Resources](#)

PART B

Learn

Each Learn section describes two games. These games are more complex than those in the Move section, and are intended to move participants toward the mature form of the sport in focus. During game play, students apply solutions to tactical problems and decision-making abilities. These games can serve as a culminating game to a lesson or unit.

After the game description, to extend tactical awareness, the resource identifies questions to engage students in critical and creative thinking. It also identifies specific ways the tactical solutions can be transferred to other games or sports in the same category. Emphasizing the transferability of tactical solutions from one game to another in the same games category will deepen student understanding and competence, despite the fact that different movement skills are required to play different games.

BELOW IS A SUMMARY OF WHAT TEACHING AND LEARNING COULD LOOK LIKE IN EACH SECTION OF THE RESOURCE.

Action	What students will do	What teachers will do
<p>MOVE</p> <p>Game to highlight a tactical problem.</p>	Engage in small-sided, developmentally appropriate play with lots of opportunity for active involvement.	Facilitate game play in a safe environment. Observe student play.
<p>THINK</p> <p>Questions to allow students to identify the tactical problem from the MOVE game and begin to identify solutions and required skills.</p>	Consider and share answers to questions based on game-play experiences and ask new questions. Practise and refine movement skills and tactical solutions.	Ask questions to highlight the tactical problem and relevant solutions. Encourage multiple and varied answers, be open to new ideas, ask probing questions to refine student answers. Use answers to inform next steps in learning. Facilitate an opportunity to practise and refine movement skills needed to carry out tactical solutions.
<p>LEARN</p> <p>More complex game emphasizing the use of tactical solutions during game play.</p>	Engage in small-sided, developmentally appropriate play and make decisions to achieve the goal of the game.	Facilitate game play in a safe environment. Observe student play, pausing games periodically as appropriate to ask questions to support student decision making and use of tactical solutions.

PART B

Pedagogical Considerations

A number of pedagogical considerations are important to help ensure learning experiences are purposeful, engaging, and inclusive for all students. Structuring inclusive game-play opportunities that allow all students to participate in a positive and appropriately challenging way will contribute to student learning and increase confidence and competence.

The games in the Move Think Learn resource series are developmentally appropriate in that they are small-sided (e.g., 3 v. 3), allowing all students to be actively involved in the game experience. However, it is important to note that the games are merely samples. Teachers will need to ensure games are structured in a way that matches the needs and abilities of their students. The description of each game provides modifications to the equipment, space, and rules to give teachers ideas about how to increase or decrease the level of challenge or complexity to better match the abilities of students. In some cases (e.g., archery, squash, cycling, canoe/kayak), the games do not involve the use of sport-specific equipment or facilities. Teachers with the relevant training and/or access to equipment and facilities can choose to incorporate these elements as appropriate.

In a student-centred model such as Teaching Games for Understanding, it is critical that teachers be able to ask questions after a game in a way that facilitates learning and empowers students to make good tactical decisions. It is important to ask questions that help students understand what they need to do to solve a tactical problem and why, followed by questions that identify how to carry out the solution (Mitchell, Oslin, & Griffin, 2013). The type and number of questions asked by the teacher is based on the readiness of students.

*The **Move Think Learn** resource series is intended to inform teacher planning, and is not a sequential or complete series of lessons. As a result, teachers will use the resource in different ways. On the next page are two examples of how teachers could use the Move Think Learn Team Handball resource to plan a unit using a TGfU approach.*



Resources to learn more about effective questioning

- Book: **Instructional models for physical education** (3rd ed.). Metzler, M. W. (2011). Scottsdale, AZ: Holcomb Hathaway.
- Book: **Teaching sport concepts and skills: A tactical approach for ages 7–18**. Mitchell, S. J., Oslin, J. L., & Griffin, L. L. (2013). Champaign, IL: Human Kinetics.

PART B

Example 1: Team Handball Unit

Mr. Smith plans a two-week team handball unit. The single-sport focus will provide an in-depth experience with the tactical problems associated with team handball before highlighting the transferability of tactical solutions to other invasion/territorial games (Mitchell et al., 2013).

Mr. Smith uses the Move Think Learn Team Handball resource to identify tactical problems that will provide the focus for his unit and matches these to provincial/territorial learning outcomes. Curricular learning outcomes inform the assessment criteria and strategies. When designing the sequence of learning, Mr. Smith uses the games in the Move section and the modification ideas to identify a game that will start each of his lessons. Then he adjusts the Think questions to match the needs of the students in his class. He is unsure of the performance cues for the overhand throw, so refers to the [PHE Canada Fundamental Movement Skills Video Collection](#) before designing game-like opportunities for skill practice. Finally, Mr. Smith chooses a culminating Learn game for each lesson that will allow students to apply the tactical solutions and decision-making abilities. Sometimes, the Learn game is a modified version of the initial Move game. Mr. Smith is ready to begin and adjust his plan as necessary to support student learning.

1

Example

Invasion/Territorial Games Unit

Ms. Bahn plans a two-week invasion/territorial games unit. She adopts a game sampling focus to provide a variety of game-play experiences that help students transfer learning from one territorial game to another (Mitchell et al., 2013).

Ms. Bahn also uses the Move Think Learn Team Handball resource to identify tactical problems that will provide the focus for her unit, matches these to provincial/territorial learning outcomes, and articulates assessment criteria. When designing the sequence of learning, Ms. Bahn incorporates the transferability ideas from the games in the Learn section into each of her lessons. Sometimes she plans for games with the same tactical focus to be played at the beginning of two consecutive lessons, or within the same lesson with different movement skills. For example, students could play Boundary Ball, throwing and catching with hands (Team Handball), then play again, kicking and trapping with feet (Soccer). Ms. Bahn also adjusts the Think questions to match the needs of the students in her class and designs game-like opportunities for skill practice. Finally, Ms. Bahn chooses a culminating Learn game for each lesson that will allow students to apply their tactical solutions and decision-making abilities. Ms. Bahn is ready to begin and adjust her plan as necessary to support student learning.

In both examples, teachers plan to facilitate a sequence of learning that will encourage students to become more skillful game players, having developed both tactical awareness and movement skills. Students gain an understanding of what to do in game situations, when to do it, and how to do it to achieve the goal of the game.

2

Example

PART B

Safety

An inherent level of risk exists in all physical activities. A safe physical, emotional, mental, and spiritual learning environment is essential if students are to learn while participating in movement activities. Teachers must facilitate well-planned and developmentally appropriate game-play experiences to minimize the risk of accident and injury. In addition to knowing the developmental level of students and acting with common sense and foresight, teachers should have an in-depth understanding of up-to-date safety guidelines in their province/territory and jurisdiction.



References

Balyi, I., Cardinal, C., Higgs, C., Norris, S., & Way, R. (n.d.) [Canadian Sport for Life: Long-term athlete development resource paper v 2.](#)

Bunker, B., & Thorpe, R. (1986). The curriculum model. In R. Thorpe, D. Bunker, & L. Almond (Eds.), *Rethinking games teaching* (pp. 7–10). Loughborough, UK: University of Technology, Loughborough.

Gréhaigne, J. F., Godbout, P., & Bouthier, D. (1999). The foundations of tactics and strategy in team sports. *Journal of Teaching in Physical Education*, 18(2), 159–174.

Griffin, L., & Patton, K. (2005). Two decades of teaching games for understanding: Looking at the past, present, and future. In L. Griffin, & J. Butler (Eds.), *Teaching games for understanding: Theory, research, and practice* (pp.1–17). Champaign, IL: Human Kinetics.

Mandigo, J., Butler, J., & Hopper, T. (2007). What is teaching games for understanding? A Canadian perspective. *Physical & Health Education Journal*, 73(2), 14–20.

Metzler, M. W. (2011). *Instructional models for physical education* (3rd ed.). Scottsdale, AZ: Halcomb Hathaway.

Mitchell, S. A., Oslin, J. L., & Griffin, L. L. (2013). *Teaching sport concepts and skills: A tactical approach for ages 7–18* (3rd ed.). Champaign, IL: Human Kinetics.

Nosich, G. M. (2009). *Learning to think things through: A guide to critical thinking across the curriculum* (3rd ed.). New Jersey: Pearson Prentice Hall.

Physical and Health Education Canada. (2014). [What is physical literacy?](#)

Whitehead, M. (2010). *Physical literacy throughout the lifecourse*. London: Routledge.

PART C Setting the Context

Sport in Focus

The information below about the sport in focus can generate student interest and engagement prior to the first learning experience. For example, teachers can share information about ringette and

- have small groups complete a T-P-E chart (Nosich, 2009), identifying what they think (T) they know about ringette, what puzzles (P) them about ringette, and how they want to explore (E) the things that puzzle them;
- make connections with local, provincial, national, or international events.

Sport in Context

DID YOU KNOW?

- Originally designed to be a winter team sport for girls and an alternative to hockey, ringette has evolved into a fast paced, exciting sport that combines the speed of hockey with the strategy of basketball.
- In terms of strategy, ringette is more closely aligned with basketball, soccer, or even lacrosse, than it is to hockey.
- In 2009, Canada Post issued a set of four stamps celebrating Canada's sporting inventions, including ringette, basketball, five-pin bowling and lacrosse.
- Ringette is a sport for life - the oldest registered competitive ringette player is in her 80s.
- Canada and Finland are the countries with the most athletes, but popularity is spreading rapidly and ringette is now even played in Abu Dhabi.
- Canada-wide there are currently over 30,000 registered players on over 2,000 teams.

HISTORY

- Ringette was invented in the 1960s by Sam Jacks, the Director of Parks and Recreation in North Bay, Ontario.
- The first ringette game was played in the winter of 1963-64 in the Northern Ontario town of Espanola by a high school women's hockey team.
- The first Canadian Ringette Championship was held in 1975.
- In the 1980s, ringette began to expand internationally and the International Ringette Federation was formed in 1986 with Canada, Finland, France, Sweden and the United States as the founding countries.
- The first ringette world championships were held in Gloucester, Ontario in 1990.
- In 2004, the National Ringette League was launched, which features Canada's elite athletes participating on 17 teams in three divisions across the country.

RULES

- Ringette is a territory game played by two teams using skates, a rubber ring and straight sticks on an ice hockey rink. It can also be played on a gymnasium floor, or any hard rectangular surface with two opposing goals.
- Players wear protective equipment including a helmet with a full face mask.
- The object of the game is for players to pass or skate with the ring using their sticks to score on the opposing team's goal.

PART C

AN OVERVIEW OF SIMPLIFIED RULES FOR RINGETTE

- Six players (5 skaters, 1 goaltender) make up a team on the playing surface.
- A regulation game consists of two 20 minute halves.
- Both halves begin with a free pass at centre with one teammate passing the ring to another teammate.
 - o Any stoppage in play results in a free pass to restart the game, usually in the nearest free pass circle.
 - o After a goal is scored, the team that was scored on gets a free pass at centre.
- A player cannot carry the ring over a blue line in either direction.
- The ring must be passed over the blue line to another teammate.
- That teammate is permitted to skate ahead of the ring carrier and already be across the blue line before the ring crosses it.
- A small red line at the top of the circles in each team's defensive zone is called the Free Play Line.
- Only three players from each team are allowed to be inside the free play zones at once.
- Players can rotate in and out of the free play zones.
- Teams have 30 seconds to take a shot on goal after they gain possession of the ring.
- Intentional body contact is not allowed. If body contact occurs, it results in a minor penalty for that player.

- If the ring lands in or on the goal crease the only player who can touch it is the goalie.
- The goaltender may pick up a ring in the crease area, and has 5 seconds to throw it back into play.
- A goal (1 point) is scored when the entire ring crosses the goal line of the opposing team.

For more information on rules, visit:
www.ringette.ca or www.ringette.cc

EXAMPLES OF HOW TO MODIFY RULES FOR DIFFERENT TEACHING ENVIRONMENTS AND ABILITIES

- Eliminate the blue line rule to allow all players the opportunity to become comfortable with the playing area and moving to get open to receive the ring.
- To maximize participation in the game, decrease the number of players on each team allowing for more space for creative passing and play-making.
- For inclusion of all students, incorporate a three pass rule before attempting to score, or require that every player on the attacking team have handled the ring before a shot may be taken on goal.



CANADIAN ATHLETE HIGHLIGHTS

Jacqueline Gaudet

- Born: May 29, 1982
- Hometown: Cambridge, ON
- Position: Forward
- Named a national all-star every year since 1998
- Seven time National Champion
- 1999 Canada Winter Games gold medalist
- Named the National Ringette League's Most Valuable Player in 2006 and 2010



CANADIAN ATHLETE HIGHLIGHTS

Bobbi Mattson

- Born: April 21, 1988
- Hometown: Calgary, AB
- Position: Goaltender
- 2010 Team Canada National Team member
- Two time National Champion
- 2007 Canada Winter Games silver medalist

PART C

CROSS-CURRICULAR CONNECTIONS

The resource is student-centred, providing students opportunities to MOVE, THINK, and LEARN and supporting the tactical understanding for territorial games. Adding cross-curricular connections is a great way to support student learning in other subject areas.

CONSIDER THE FOLLOWING CROSS-CURRICULAR CONNECTIONS FOR THE SPORT OF RINGETTE:

- Math: Geometry (Draw a diagram of a ringette surface including the proper lines and circles)
- Geography: Map the countries that are members of the International Ringette Federation and discuss what geographical factors may influence their participation in the sport.
- History: Discuss the invention of ringette in Canada and how it contributes to Canadian identity.



Supplementary Reading

RESOURCES

- LTAD Resource - [Our Sport. Our Passion](#)

WEBSITES

- [Ringette Canada](#)
- [International Ringette Federation](#)

PROVINCIAL ASSOCIATIONS

- [BC Ringette Association](#)
- [Ringette Alberta](#)
- [Ringette Saskatchewan](#)
- [Northwest Territories Ringette Association](#)
- [Manitoba Ringette Association](#)
- [Ontario Ringette Association](#)
- [Ringette Québec](#)
- [Ringette New Brunswick](#)
- [Ringette Nova Scotia](#)
- [Ringette PEI](#)

BIG EVENTS

- World Championships
- World U19 Club Championships
- Canadian Championships
- Canada Winter Games

PART C

Summary of Activities

Ringette, a territorial game, is the sport through which this resource will explore the tactical problems related to territorial games. The goal of territorial games is to invade the opponent's area to score a goal while simultaneously protecting your own goal (Mandigo, Butler, & Hopper, 2007).

THE MOVE THINK LEARN ACTIVITIES TO SUPPORT THE DEVELOPMENT OF SKILLFUL TERRITORIAL GAME PLAYERS ARE SUMMARIZED IN THE TABLE BELOW.

<i>Tactical Focus</i>	<i>Move</i>	<i>Think</i>	<i>Learn</i>
Creating space	Space Rings	<p>Student answers to the tactical questions after each game will inform the next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions.</p> <p>For more information to support development of the movement skills needed to play ringette, refer to the resources listed on page 6.</p>	End Zone Ringette
Defending the goal	Goal Crease Mania		
Attacking the goal	Give and Go		
avoiding defense	Beat the Clock		Mini-Ringette
maintaining possession	Left or Right?		

PART

D

Move Think Learn Activities



MOVE



1: Space Rings

TACTICAL FOCUS:

Creating space

OBJECTIVE:

Students will learn the concept of finding/creating space by passing the ball to their group member and remaining stationary when in possession of the ball. Teaching this

concept without sticks or rings allows students to focus on mastering this strategy rather than focusing on the physical skill of sending and receiving the ring.

SPORT RATIONALE:

In ringette, movement into space is critical for receiving a pass, advancing the ring and,

ultimately, moving the team closer to the opponent's goal.

PARTICIPANTS:

Groups of 4

EQUIPMENT PER GROUP:

- 4 large pylons
- 1 gator ball

DESCRIPTION:

- Divide students into groups of four.
- Two groups of four play against each other in their designated play area.
- To start the game, one group is in possession of the ball and completes a free pass (an unopposed pass to a group member).
- The group in possession of the ball attempts to pass

it to each student in their group without the ball being dropped or intercepted by the other group.

- A point is scored only when each student in the group has gained possession of the ball at least once (more than one possession is permitted for a group member).
- If the offensive group scores a point, play is restarted with the offensive team taking a

free pass at the centre of the playing area.

- When in possession of the ball, the student can pivot on one foot but cannot take any steps.
- When the ball is dropped or intercepted, the other group gains possession of the ball.
- Groups attempt to gain 5 points before the ball is turned over to the opposing group.

THINK

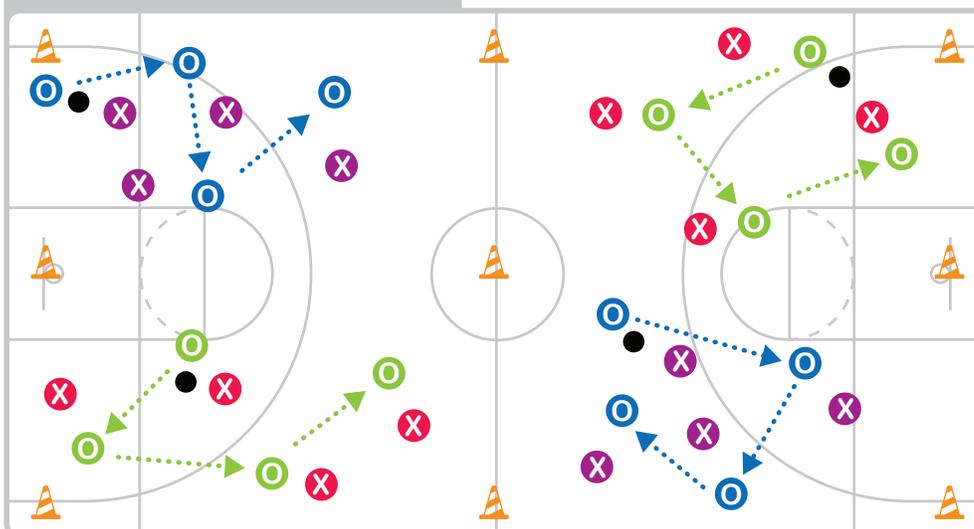


TACTICAL QUESTIONS FOR STUDENTS:

- How can/did you let your group member with the ball know you are ready to receive the pass?
- How did you know a pass is coming?
- What did you do to make sure your group members received your pass?
- What did you do to make it easier for your group member to pass to you?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

SPACE RING SET-UP



Designate four rectangular play areas, marked at the corners by pylons (or divide the gymnasium into quarters). Four games occur simultaneously (i.e., a game occurs in each quarter).

○ OFFENSIVE GROUP X DEFENSIVE GROUP ● BALL

MODIFICATIONS:

- Assign each group member a number (sequentially, beginning at 1), and the passes must go in order (student 1 must pass to student 2, etc.). If appropriate, change the order of passes (student 4 must pass to student 3, etc.) during game play.
- Add a goal so that once all students in a group have gained possession of the ball they can attempt to score and gain a second point.
- If available, use ringette sticks and rings to work on coordination and motor skills using ringette equipment.

MOVE



2: Goal Crease Mania

TACTICAL FOCUS:

Defending the goal

OBJECTIVE:

Students will learn different ways to defend their goal as well as how to work with group members to defend the goal.

SPORT RATIONALE:

In the sport of ringette, the defensive players must defend their goal by stopping other players or stopping the ring. When on defense, players need to be able to delay the movement of the ball and work as a team to close dangerous space.

PARTICIPANTS:

Groups of 8

EQUIPMENT PER GROUP:

- ▶ 1 soccer ball
- ▶ 3 pylons
- ▶ 3 pinnies of the same colour
- ▶ 6 poly spots
- ▶ 1 timer or stopwatch

DESCRIPTION:

- ▶ Divide each group of eight students into the following roles:
 - o 1 student as a timer,
 - o 3 on offense, and,
 - o 4 on defense.
- ▶ Two offensive students remain outside the playing area and can move anywhere within the playing area boundaries. The remaining offensive student stands in the middle of the playing area and must stay within this area.
- ▶ Three defensive students guard one goal each and do not move from that goal. The remaining defensive student (a floater) must remain outside the playing area but can move anywhere within the playing area boundaries.
- ▶ The timer announces the start of the game and calls out remaining time at 15, 10, and 5 seconds.
- ▶ The offensive group starts with the ball and begins play with a free pass.
 - o The offensive students must pass the ball within 5 seconds of gaining possession.
 - o Students in possession of the ball can move.
- ▶ The offensive group scores a point when both outside students have received a pass and then pass the ball to the offensive student within the playing area through any of the three goals.
 - o The offensive students must pass from behind the goal crease.
 - o The offensive group must pass the ball into the goal area within 30 seconds
- ▶ The defensive students attempt to intercept the passes and block the pass into the goal area using only their feet.
- ▶ The defensive group scores a point every time there is a turnover (i.e., they intercept a pass; block a shot; or the offensive group does not score within 30 seconds).
 - o If a turnover occurs, the offensive group resets and the 30 second timer restarts.
- ▶ After three rounds of 30-second games, both the offensive and defensive group switch positions internally (i.e., timer becomes outside offensive student; defensive floater student becomes one of the goal defenders, etc.).
- ▶ Switch offensive and defensive group roles once all of the offensive students have had a turn at the timer position.

THINK



TACTICAL QUESTIONS FOR STUDENTS:

- ▶ How did you work with your group members to defend all your goals?
- ▶ What did you do to stop the ball from being scored on your own goal?
- ▶ What did you do as the defensive floater to help your group members?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the same game.

CONTINUED ON NEXT PAGE



MOVE



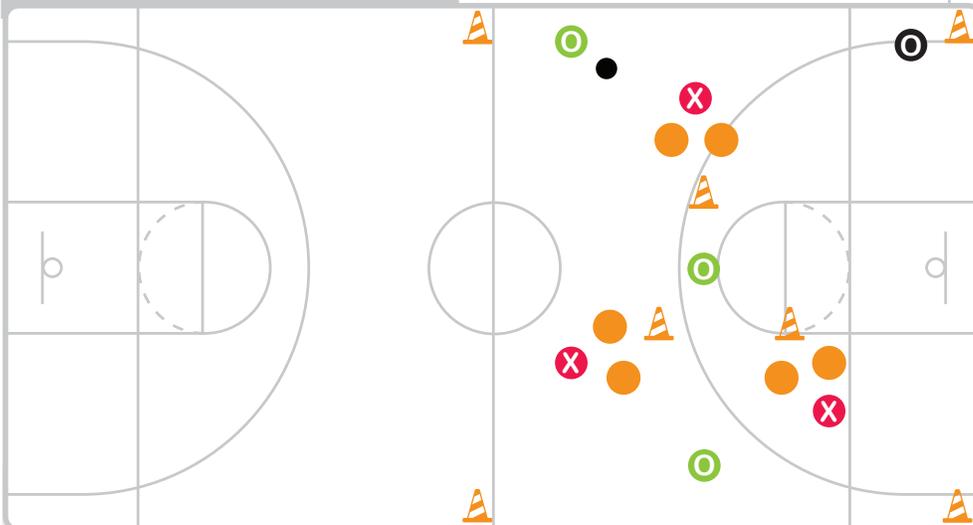
2: Goal Crease Mania

CONTINUED FROM PREVIOUS PAGE

MODIFICATIONS:

- Each offensive student starts with 2 flags/pinnies. The floating defensive student attempts to steal the flags/pinnies. A point is scored for each stolen flag/pinnie.
- Tell the defenders that they are stuck in concrete (they cannot move their lower body). They can intercept only those passes that come within reach of their arms.
- If available, use ringette sticks and rings.

GOAL CREASE MANIA SET-UP



Designate four rectangular play areas, marked at the corners by pylons (or divide the gymnasium into quarters). Four games occur simultaneously (i.e., a game occurs in each quarter). In each playing area, set the three pylons in a triangular formation to act as the goal. Place poly spots 2 m from the goals to act as goal creases.

○ OFFENSE X DEFENSE ● BALL ● TIMER ● GOAL CREASE

MOVE



3: Beat the Clock

TACTICAL FOCUS:

Avoiding defense

OBJECTIVE:

Students will learn the importance of quick passes, personal possession, and supporting their group members in avoiding being caught by the defending student.

SPORT RATIONALE:

In ringette, the offensive team passes, dekes, and cycles players to avoid the defenders and improve their team's position in relation to the goal.

PARTICIPANTS:

Groups of 6

EQUIPMENT PER GROUP:

- 3 pinnies of the same colour
- 1 small wiffle ball
- 5 scoops
- 4 pylons
- 1 timer or stopwatch

DESCRIPTION:

- Divide each group of six students into the following roles:
 - 1 student as the timer,
 - 3 on offense, and
 - 2 on defense.
- The timer announces the start of the game and calls out remaining time at 15, 10, and 5 seconds.
- The offensive group attempts to maintain possession of the ball for 30 seconds by either passing (using the scoop) to a group member or by avoiding an opposing student.
 - Students must pass the ball within 5 seconds of gaining possession.
- The defensive group attempts to gain possession of the ball before the 30 seconds ends.
 - A turnover occurs if a defensive student intercepts a pass, or the ball drops.
- A point is scored if the offensive group maintains possession for 30 seconds.
- The offensive group has three game attempts to maintain possession for 30 seconds.
 - If a turnover occurs, the student keeping time switches roles with one defender and the new timer restarts the 30-second timer.
- After the three game attempts, students switch roles and play again (i.e., offensive group becomes 2 defenders and 1 timer; defensive group and timer become offensive group).

THINK

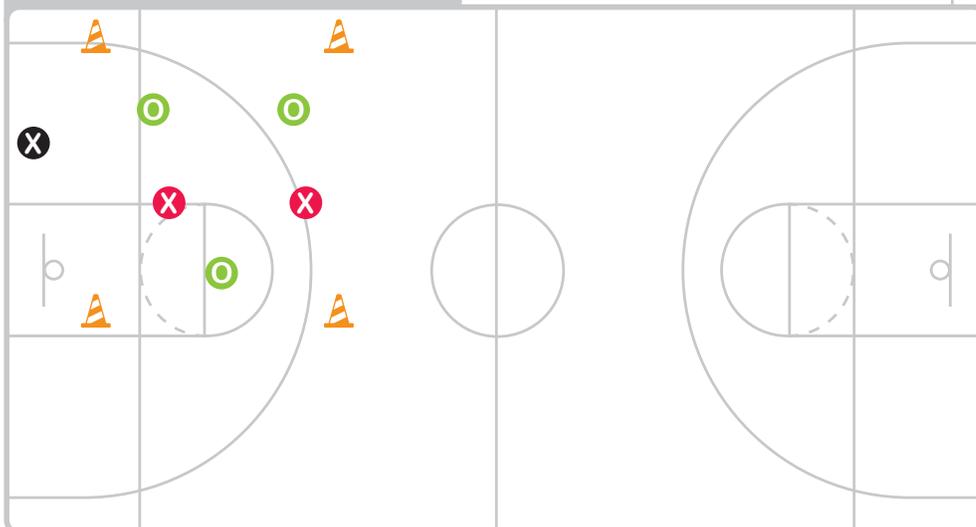


TACTICAL QUESTIONS FOR STUDENTS:

- What did you do to keep the ball away from the defenders?
- How did you decide whether you would hold on to the ball or pass it?
- What helped you when passing the ball to a group member?
- How did you help your group members keep the ball away from the defenders?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

BEAT THE CLOCK SET-UP



For each group, designate a square play area marked at the corners by pylons. Multiple games occur simultaneously (number and size are dependent on available space).

○ OFFENSE X DEFENSE X TIMER

MODIFICATIONS:

- Play the game using different types of equipment (e.g., dribbling a basketball or soccer ball; using hockey sticks and ringette rings).
- Add a goal that students can attempt to score on once all group members have successfully passed and received a pass.
- Offensive students have flags that the defensive students must grab in order for a turnover to occur.

MOVE



4: Left or Right?

TACTICAL FOCUS:

Maintaining possession

OBJECTIVE:

Students will learn the concept of maintaining possession of an object by moving to support their group member in possession of the ball and out-smarting the defender.

SPORT RATIONALE:

During a game of ringette, a player in possession of the ring will ideally have at least two teammates available for a pass. Players need to make quick decisions and support teammates by working together in order to successfully maintain possession of the ring and advance up the court.

PARTICIPANTS:

Groups of 4

EQUIPMENT:

- 4 hockey sticks
- 1 tennis ball/floor hockey ball
- 4 pylons

DESCRIPTION:

- Divide each group of four into three offensive students and one defensive student.
- Each offensive student stands at one of the four pylons. The defender begins in the middle of the square.
- The offensive student standing at the pylon with group members immediately to the left and right starts with the ball. On the teacher's signal, the student passes the ball to either offensive group member.
 - Students must pass the ball along the perimeter of the square (not through the middle of the square).
 - The ball must remain in contact with the ground at all times (i.e., no lifting or shooting the ball).
- When the pass is received, the offensive student who did not pass or receive the pass quickly moves to support the student newly in possession of the ball (i.e., the student in possession now has a passing option both on the left and the right).
- The defender tries to anticipate the direction of the pass and intercept it.
 - The defender's aim is to regain possession of the ball (i.e., the defender is not to slap/hit/shoot the ball away; the defender wants to take control of the ball).
- The offensive group scores a point with each set of completed passes around the perimeter.
- Upon intercepting or after a set number of points are achieved (e.g., 5 points) the defender switches positions and roles with an offensive student.
- Rotate students until all have played as a defender.

THINK

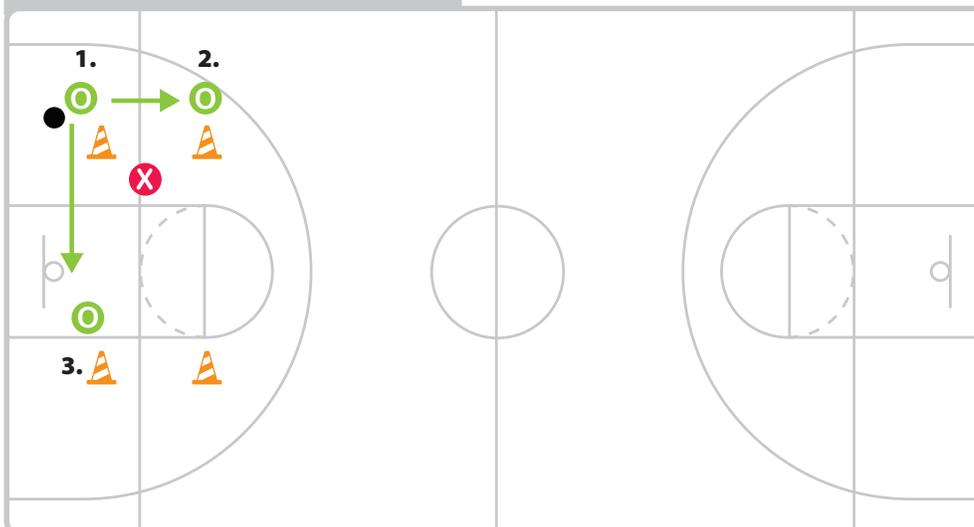


TACTICAL QUESTIONS FOR STUDENTS:

- How did your group work together to complete your passes?
- What did you do before you made a pass to your group member?
- How did you know your group member was ready to receive a pass?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

LEFT OR RIGHT SET-UP



MODIFICATIONS:

- Add a second defender to each group; students move between pylons while in possession of the ball.
- Students have 5 seconds to pass the ball and cannot pass the ball back to the student they received the pass from.
- Students use ringette sticks and a ring.

For each group, designate a small play area marked at the corners with pylons. Set the pylons in the shape of a square with each side being approximately 5 m in length. Multiple games occur simultaneously (number and size are dependent on available space).

○ OFFENSE X DEFENSE ● BALL

MOVE



5: Give and Go

TACTICAL FOCUS:

Attacking goal

OBJECTIVE:

Students will learn how to create goal scoring opportunities for others and themselves as well as different ways to attempt to score.

SPORT RATIONALE:

The primary objective in ringette is to score goals. In ringette, players in possession of the ring attempt to pressure the defensive team by shooting the ring at the net or passing the ring at the net.

PARTICIPANTS:

Pairs within large groups

EQUIPMENT:

- For each pair:
 - 2 hockey sticks
 - 1 tennis ball
- For each large group:
 - 16 pylons

DESCRIPTION:

- Divide the class into two large groups. Assign each group one half of the playing area. Each group must remain in its half.
- Further divide students into pairs.
- In their designated pairs, students move around their half of the area, passing the ball and attempting to score a point.
 - Students must be stationary while in possession of a ball (i.e. they receive and freeze).
 - Both partners must receive a pass before they can attempt to score.
 - A point is scored when one partner successfully receives a pass that has travelled through an open goal (set of pylons).
 - At each goal, only one pair can attempt to score at a time (i.e., 1 pair at each goal).
- Students cannot attempt to score on the same goal until they have used three other goals.
- Students can attempt to score from both sides of the goal.
- Play for 3–5 minutes; then students switch partners.

THINK

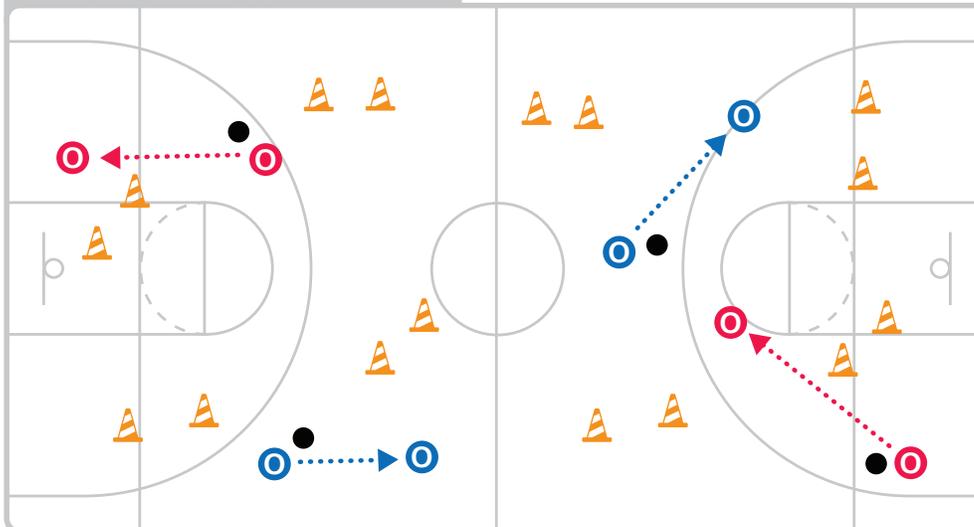


TACTICAL QUESTIONS FOR STUDENTS:

- Where did you go after passing the ball to your group member?
- How did you decide if you should shoot the ball or pass?
- How did you decide what goal to score on?
- What did you and your partner do to get the ball through the goal?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

GIVE AND GO SET-UP



MODIFICATIONS:

- A pass may be received only one way through the goal (direction can be marked by coloured tape, a poly dot, etc.).
- Add a goal crease that students must stand outside of when attempting to score.
- Number each goal. Pairs start at different goals and move towards the next sequential goal.
- Students use ringette sticks and a ring.

Designate a playing area that includes long, narrow courts and short, wide courts. Pylons designate the mid-point and can represent a net.

○ OFFENSE ● BALL ▲ GOALS

LEARN



1: End Zone Ringette

TACTICAL FOCUS:

Creating space, defending space, attacking the goal

OBJECTIVE:

Students will learn the importance of creating space in order to attack the goal by using the full width of the court

SPORT RATIONALE:

In the sport of ringette, if offensive players attack from only one area on the court, the defenders can adjust to close this space quickly. Players need to know how to move into open space to draw defenders as well as recognize which teammate is in the best position to score.

PARTICIPANTS:

Groups of 6

EQUIPMENT PER GROUP:

- › 6 hockey sticks
- › 1 tennis ball/floor hockey ball
- › 4 pylons
- › 4 pinnies (2 of one colour and 2 of another colour)

DESCRIPTION:

- › Divide each group into two groups of two offensive students and two defensive students.
 - o Defensive students must stay on the half court with their goal.
 - o Offensive students must stay on the half court with the opponent's goal.
- › Each offensive group has a ball and completes a pass to begin the game.
- › Each group's offensive members work together to pass the ball toward and across the opposing group's goal line by sending and receiving passes.
 - o A student may not move while in possession of the ball (although a pivot step is permitted).
 - o A student in possession of the ball must pass it within 5 seconds.
 - o The same student may not score two goals in a row.
- › Each group's defensive members work to intercept passes and force turnovers to occur.
 - o The defending group gains possession when a pass is intercepted or when the 5-second rule of keeping the ball is violated.
 - o If the ball is intercepted by the defensive group, or if the offensive group scores a point, play is restarted by the offensive group taking a free pass at the centre of the playing area.
- › A defender may not take away the ball from a student who is in possession of it (the ball may be intercepted only during a pass attempt).
- › A point is scored when a pass is received over the opponent's goal line.
- › Play the game to a set number of points or for a set amount of time before switching groups.
- › Rotate student positions each game.
- › Rotate groups to play against other groups.

THINK



TACTICAL QUESTIONS FOR STUDENTS:

- › How did you work as a group to advance the ball towards the opposing group's goal line?
- › What did you do on defense to ensure you covered the whole playing space?
- › What did you do on offense to try to avoid the defenders?

TRANSFERABILITY:

You could play this game again with a focus on:

- › soccer – using a soccer ball and your feet to pass the ball up the court and score;
- › basketball – using a basketball and your hands to pass the ball up the court and shoot.

CONTINUED ON NEXT PAGE

LEARN



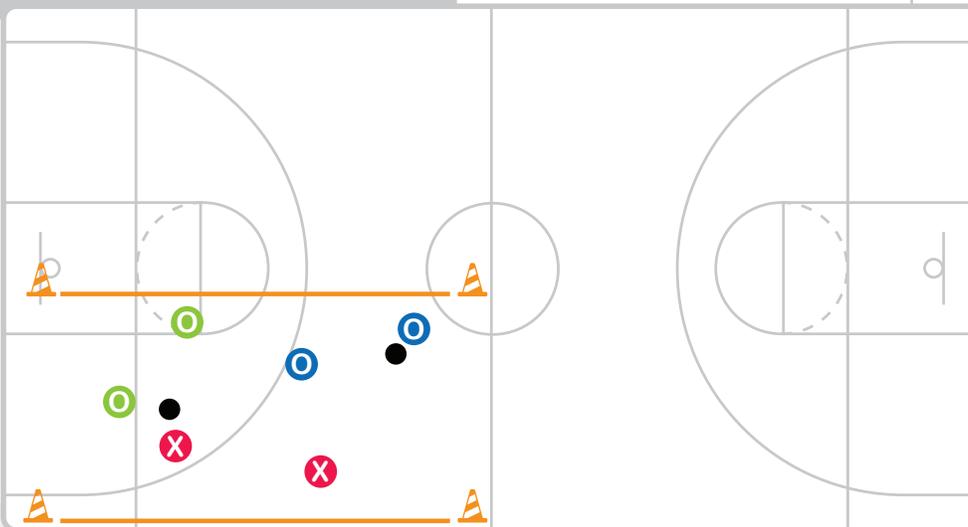
1: End Zone Ringette (continued)

CONTINUED FROM PREVIOUS PAGE

MODIFICATIONS:

- ▶ Each group has a rover student. This student can move up and down the side lines receiving and sending passes. The rover is unable to score.
- ▶ Students use ringette sticks and a ring. All offensive students must touch the ring before they can attempt to score a goal.

END ZONE RINGETTE SET-UP



For each group, designate a rectangular play area marked at the corners by pylons. Multiple games occur simultaneously (number and size are dependent on available space).

○ GROUP 1 OFFENSIVE ○ GROUP 2 OFFENSIVE X DEFENSE ● BALL

LEARN 2: Mini-Ringette

TACTICAL FOCUS:

Maintaining possession, avoiding defense

OBJECTIVE:

Students will learn that they should spread out across the field when avoiding defense to draw the defenders apart, creating more space to move in order to maintain possession.

SPORT RATIONALE:

In ringette, only three players are allowed in the deep offensive and defensive zones at one time. It is important for them to work as a team to draw defenders away from the ring in order to maintain possession of it and gain better positioning for attacking the goal.

PARTICIPANTS:

Groups of 7

EQUIPMENT:

- 7 ringette sticks
- 1 ring
- 8 pylons
- 2 pinnies of the same colour
- poly dots

DESCRIPTION:

- Divide each group into five offensive students and two defensive students.
 - Defensive students must stay within zone that houses their own goal.
- Offensive students can move anywhere on the court, except the goal crease.
- To start the game, one group is in possession of the ring and completes a free pass (unopposed by the other group).
 - Offensive students attempt to move the ball up the court to score on the goal.
 - Students cannot carry the ring over the offensive zone line; they must pass the ring over the line to a group member.
 - Only three offensive students are allowed in their offensive zone at a time. Students can rotate in and out of their offensive zone at any time.
 - The ring may not be kicked or thrown. It must be sent along the floor from a student's stick.
- A point is scored when a group sends the ring through the goal from outside the goal crease.
 - All students in the group must touch the ring before they can attempt to score.
- The defending group gains possession when a pass is intercepted or when the offensive group successfully scores a point.

THINK



TACTICAL QUESTIONS FOR STUDENTS:

- How did you decide when to carry the ring yourself or to pass to a group member?
- How did you maintain possession of the ring when pressured by a defender?
- What made it easier for a student in possession of the ring to successfully send a pass?
- How did you work as a group to avoid the defenders?

TRANSFERABILITY:

You could play this game again with a focus on:

- lacrosse – using lacrosse sticks and ball to pass the ball up the field and score by hitting a target;
- ultimate Frisbee – using a Frisbee and hands to pass up the field and score by throwing.

DESCRIPTION (CONTINUED):

- Play a game to a set number of points or for a set length of time before switching groups.
- Rotate student positions each game.
- Rotate groups to play against other groups.

MODIFICATIONS:

- Assign a number to each group member (sequentially, beginning at 1); the passes must go in order (student 1 must pass to student 2, etc.). If appropriate, change the order of passes (student 6 must pass to student 5, etc.) during game play.
- Each group has a rover student. This student can move up and down the side lines receiving and sending passes. The rover is unable to score.

MINI-RINGETTE SET-UP



For each group, designate a rectangular play area marked at the corners by pylons. Create two offensive zones using pylons (dividing the playing space into three areas). Designate the goal with two pylons and the crease by making a small semi-circle with poly dots. Multiple games occur simultaneously (number and size are dependent on available space).

○ OFFENSE X DEFENSE ○ RING ▲ GOAL CREASE