

# U14

## Training to Train

### Coaches Manual

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This is an important stage, in which there are opportunities for players at both the community and competitive level. Players who have the desire and ability to move into more advanced levels of Ringette will play in tiered programs, while players who do not wish to make this commitment can continue to improve their skills and enjoy playing Ringette in community programs. For all players this is a time of solidifying good skill performance, physical and mental preparation and learning to play the game.

On behalf of EFCLRA, I would like to thank you for taking the time to volunteer your services to all the young players who for many are taking their first crack at Ringette.

For many of you, we appreciate that this may be your first experience with Ringette, as well or at the very least your first experience as a coach. This manual is designed to serve as a tool that will help you get familiar with Ringette, and with coaching practices.

### **A Coaches Creed**

“The Primary responsibility of a Ringette coach is to help the young player to have fun, learn and improve.

This responsibility makes a youth coach different from any other official in the sport. We (coaches) coach for the joy and success of the players - and no other reason.”

Edmonton Federation of Community Leagues Ringette Association

Sources for this document include:

Ringette Alberta Instructor Program  
Ringette Canada Long Term Athletic Development Plan  
CSA Long Term Player Development plan  
USSF Best Practices  
USYSA National Youth Instructors  
St. Albert 's Head Start program  
UEFA Grass Roots Project

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## Getting Started:

You will receive a coaching handbook, from the EFCLRA executive with important information about coaching within the club. This handbook will include such things as lines of communication, contact information, club policy, possible tournaments, equipment guidelines and apparel.

Some essential items that you should have prior to your first practice are:

- Team list
- A phone list of association administrators
- Schedule
- Copies of medical forms or blanks to be filled out
- List of mandatory equipment
- Criminal records check
- Coaches handbook

You will also be supplied with all equipment necessary to run your team. This includes; rings, pinnies, cones, and goal equipment etc. At the very least you should have the following at every practice; rings, pinnies, cones to assist with drills.

## Parents Meeting:

Once you have your team list, you are now ready for your first parents meeting. We all know the value of a first impression so you will want to be organized for this meeting.

In this meeting, you will want to share with the parents your own coaching philosophy as well as the accepted philosophy of coaching U6 players. Some parents will have expectations that their children will all be able to take on players 1v1 and play the game like a world champion when they are finished this winter summer so be aware that you may have to do a bit of convincing at the meeting.

It is also very easy for a coach to volunteer to do everything, don't be afraid to ask for volunteers amongst your parents. Some positions you may want to consider are; equipment manager, social coordinator, time keepers, post game snack rotation etc.

Here is a sample list of what you may want to include in your first parents meeting:

- Introductions and coaching philosophy
- Season objectives/goals
- Schedule, a copy for all parents
- Contact information (get parents approval before adding them to a team list)
- Socials/fundraisers
- Volunteers for the Silver Ring
- Snack schedule

## General Objectives

- To consolidate fundamental ringette skills in controlled and semi-controlled conditions
- To develop and consolidate simple tactics
- To further develop general physical fitness training and mental skills
- To introduce and develop advanced ringette skills
- To introduce and develop strategies (game plan)
- To introduce and develop decision making skills in varied situations
- To learn to cope with the challenges of competition and to strive to succeed and do their best

### ***Later in Stage:***

- To introduce position-specific skills

## Guiding Principles

According to Ringette Canada's Long Term Athlete Development plan, coaches of Ringette players in the U14 stage should try to consider the following guidelines.

### Community-based programming

- Fun (socially motivated), balance between participation and competition
- Ensure life-long participation in sport
- Limited tiering
- Skills are reinforced in real
- game situations

### Competition programs:

- Fun (competitively motivated), maintain a balance between participation and competition
- Tiering begins
- Coaches empower athletes and include them in the decision making process
- Throughout this stage, athletes gradually become more autonomous on the ice

## Coaching the U14 player:

### Psychomotor Development

- Ringette-specific technical, tactical and fitness training 6-9 times per week, including complementary sports
- Continue to develop general fitness and conditioning
- Be aware of sensitive periods for development of strength, speed and endurance:
  - \* *Strength: sensitive period for strength development in females after the onset of menarche*
  - \* *Speed: sensitive period for speed development in females at approximately 11-13 years*
  - \* *Pay special attention to maintaining flexibility during periods of rapid growth*

### Psychosocial Development

- Focus management/ attentional control – concentration
- Anxiety and stress management / Emotional Control –visualization (mental rehearsal of game situations)
- Decision training – decision making in some competitive situations
- Goal setting – individual and team, long and short term, process and outcome
- Self-Awareness – positive thinking, attitude and adjustment
- Team Dynamics – teamwork, fair play, sportsmanship, ethics
- Game Preparation and Routine – game strategies
- Team building and social development strategies

## Cognitive Development

- Decision Training - decision making in some competitive situations
- Goal setting – individual and team, long and short term, process and outcome (C)
- Focus management / attentional control - concentration, coping strategies
- Anxiety and stress management /emotional control – visualization (mental rehearsal of game situations),relaxation
- Game preparation and routine – specific game strategies
- Self-awareness – positive thinking, attitude and adjustment, preparing to deal with success and failure
- Team dynamics – teamwork, fair play, sportsmanship, ethics, shared leadership opportunities systematic approach to problem

### Some important considerations when dealing with your players:

- The effect of the role model and peer pressure is very important at this age
- After skill demonstration, players will then learn best by “doing”
- Players are moving from self-centered to self-critical
- Players begin to appreciate basic tactical situations
- Important time to teach the principles of play
- Optimal window for technical development
- Be energetic and play while conducting your practice
- While other sports continue to play a role in the overall athletic development of a young child, it is at this age group that the balance now shifts in favour of Ringette
- Coach-guided as opposed to coach-directed
- Players should learn the game based on principles of play rather than positions on the field
- Rapid bone growth can cause painful conditions for athletes this age

### Some age specific factors to consider for the U14 player:

- Your players are maturing at different rates
- Players at this age will like to solve problems
- Concerned about peer evaluation
- Players will play within the team concept
- Will both be sensitive to criticism and enjoy being recognized for their efforts
- You will have some players that are bigger, stronger, and faster than the rest and it is very important that you do not encourage them to use their athleticism to solve their problems

## Technical Skill benchmark

Objective: develop accuracy and consistency in skill execution

### Skating skills:

Players should have a basic foundation in the following skills:

- Starting, stopping, forward and backward (stride, acceleration, crossovers, sharp turns, double sculling, 2 and 1 foot slalom), transition skills

Players in this stage should learn the following skills in addition to the above:

- As above plus develop ability to do quick changes in direction, two and one foot Mohawk pivot

### Ring skills:

Players should have a basic foundation in the following skills:

- basic skills, grip, carrying and protecting the ring, passing, receiving and retrieving the ring, checking, shooting and deeking – all within a controlled environment

Players in this stage should learn the following skills in addition to the above:

- Consolidation of ring skills, acquisition of position specific skills, carrying and protecting the ring, passing, receiving, checking, shooting, deeking within a varied environment

### Goalkeeping skills:

Identify and develop the maximum number of players interested in goalkeeping, although players should play goal no more than ½ the time at this point.

Players should all be rotated into a goalkeeping position, and learn the following skills:

- Goalkeepers specialize but can still alternate; general goalkeeping drills, mobility (lateral and forward/backward), stick work, skating and ring skills, positioning, ring distribution, communication and interaction, style

Players who have learned the above basic skills and expressed interest in goalkeeping should be introduced to the following skills:

- Goalkeepers specialize, specific goalkeeping drills and training

## Tactical Skill benchmarks

### Offensive

Players should have a basic foundation in the following areas:

- *Acquisition of basic offensive skills and tactics,*
- *Individual 1v1 and team offensive skills,*
- *Individual skills for ring carriers and non-ring carriers,*
- *Basic team tactics,*
- Creating open space and movement

Players in this stage should be introduced to the following areas:

- *1v1 offensive skills/tactics*
- *2v1 skills*
- *Isolate 1 defender and pass or shoot*



## Defensive

Players in this stage should be introduced to the following areas:

- *Acquisition of basic defensive skills and tactics*
- *Individual 1v1 skills*
- *Maintain goal side positioning*
- *Basic team tactics*
  
- Build on these skills later in the stage by introducing:
  - *Decision making in competitive situations*
  - *Goal setting ~ team*
  - *Self-Awareness ~ positive training activities*
  - *Team dynamics – teamwork, fair play, sportsmanship, sense of values*
  - *Team building and social development activities*
  
- Build on these skills later in the stage by introducing:
  - *Decision making in competitive situations*
  - *Goal setting – individual and team, long and short term , process and outcome*
  - *Focus management / attentional control*
    - *Concentration strategies*
  - *Anxiety management / emotional control ~ visualization (mental rehearsal of game situations) strategies*
  - *Game preparation and routine*
    - *game strategies*

**Offensive**

Consolidation of offensive game skills

**Community:**

- Skills are built so players are able to perform skills with sequential and flowing movements
- Understanding concepts and implementing occasionally

**Competition**

- Skills are refined so players are able to perform with quick, concise movements
- Understand concepts and implement on a reliable, consistent basis
- Understand offensive concepts of open ice, learning to read and react, incorporating defense in the offensive zone during play, wrist shots, shot clock awareness and usage, reversing the play, breakouts, communication, support, creating options, maintaining possession
- Individual skills and team tactics

## Role of the Coach:

A coach today can be described as many things: Coach, Teacher, Mentor, Role-model, Counsellor and in a month or so, you will most likely have called yourself all of these.

## Coaching Essentials:

- be punctual
- be organized, have your session prepared before heading to the pitch
- look like a coach, be professional
- set standards and be consistent with them
- conduct age-appropriate training
- be enthusiastic, especially with young players
- have fun

## Guiding Principles for the U14 Coach:

This is a very important age for young players, they are becoming more aware of the games aware of higher levels, older and more experienced players, and their favourite teams. You will also notice some trying to mimic their favourite player. It is also an age when players will begin to learn the principles of play and establish a strong training ethic and discipline. While you will begin to teach technical excellence through repetition, you should always strive to achieve a fun yet challenging environment.



## **Poor Coaching Techniques**

- Have players stand in long lines
- Give long lectures on how to perform activities
- Using skating as a consequence
- Correct every mistake you see in a player (remember they are U14)
- Practices are not fun for your players i.e. all drills and no games
- Show up late or not prepared
- Create an environment where you are dictating every move of your players
- Do not have players rotate in a game or training session

## **The Good The Bad & The Ugly**

While we have all at times either coached or have been coached by the some of the techniques mentioned above, research today tells us that there is a better approach to player development.

If you notice that you have been doing some of the above techniques, it does not mean you are a poor coach, it is just suggesting that there may be another method that could prove more valuable to your players.

## **A few more Principles of Coaching:**

### **Development Appropriate**

When designing your practice, ensure that your drills are age appropriate.

### **Clear, Concise, Correct Information**

- Give clear information on what you expect in a particular drill or game
- Concise, get straight to the point
- Correct, the information you give players on how to do something must always be correct. Do not make up what you don't know.

### **Simple to Complex**

For this age group, you should start your practice with intermediate drills, and progress to more complex drills. Start with stationary partner passing, then add movement, and lastly add opposition and pressure to passing situations.

### **Decision Making**

Players at U14 should be given lots of opportunities to make decisions on their own and within small space games.

## **The Value of Demonstration**

Regardless of the sport or activity, a coach's demonstration is a must for player development.

With so many different types of learners that you will be addressing, a demonstration adds to the verbal explanation of how to do something. Not only will your players be able to see how a particular skill is accomplished, they will also look up to and respect your ability to coach them. For the U14 age group, you don't need a professional playing career behind you but you do need to know the proper technique of some of the basic Ringette skills such as passing and shooting. If you know that you will be demonstrating a particular skill in your next session, ensure that you spend some time prior to that to ensure that your technique is correct. If you are not comfortable with your ability to demonstrate, you can get a really talented player to do that for you.

## **Planning your session:**

### **Playing guidelines:**

- Goalkeepers are used at this age
- Players can experience all positions throughout the season, but should also start to focus on individual positional play
- Game play introduces an environment of competition
- Practices are well organized, varied, game-like, and active participation of all
- Emphasize motor skill development, technical skill instruction, time-space orientation and team play.

### **Important points in preparing your practice:**

- This is a very important time to begin teaching the basic principles of play and to establish training standards and discipline
- Repetition is important in technical development but keeping practices fun, yet challenging is still a requirement in a young players learning
- Technical training is used to add to a players skill set
- Tactical training is used to develop field and spatial awareness and to encourage the beginnings of on-ice problem solving.
- This is the stage where you can introduce basic combinations, defensive marking, and moving into open space.
- Max training time should be one hour.

**Competition is a central element in a player's development. At the youth levels however, a competitive environment should not be a result-oriented environment. The differences must be clear.**

**A competitive environment at the youth level encourages decisions from player and coach alike that focus on performance rather than outcome (favoring ball skill and inventiveness as the means to find success within the rules and spirit of the game).**

**Competition can be positive and healthy. Scoring goals and winning the game are fundamental parts of soccer. Allow the children to enjoy this aspect without making it the focus.**

*USSF Player Development Guidelines*

**Remember, your games are just a means to evaluate your training!**

## Designing a Practice

Don't make your practices too complicated to start and allow your players to opportunity to both solve problems and score goals

I would try to limit your practice to maybe three or four activities.

It is a good idea to begin each practice with a warm up that has players touching the ring.

As you move into your games you can now begin to introduce challenges for your players to solve.

Each of these games should differ slightly but should retain the essential qualities of Ringette:

- one on one situations
- defending
- passing
- Receiving
- dealing with teammates and opponents
- scoring goals

To help ensure that your practice will aid in your players' development, consider the following:

- Do your players have repeated opportunities to control the ring?
- Do they have repeated chances to score goals?
- Are they being asked to pass, receive and play in real game situations?
  - One that includes opponents, teammates, space, pressure, rules, and goals.
- Are your players having fun?

If you players are getting many opportunities to control the ring and to score, this will typically take care of itself.

- How many of your players are involved?