

# U19

## Learning to Win Stage

### 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

**Contents:**

<b>Page</b>	<b>Getting started / Parent's Meeting</b>
<b>Page</b>	<b>General Objectives of this Stage</b>
<b>Page</b>	<b>Guiding Principles of U14</b>
<b>Page</b>	<b>Coaching the U14 Player - Characteristics</b>
<b>Page</b>	<b>Role of the Coach</b>
<b>Page</b>	<b>Principles of Coaching</b>
<b>Page</b>	<b>Planning your Session</b>
<b>Page</b>	<b>Designing a Practice</b>
<b>Page</b>	<b>Technical Training Considerations</b>
<b>Page</b>	<b>Tactical Training Considerations</b>
<b>Page</b>	<b>Technical Development Tips</b>

## 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 U19 players.

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 and shot clock operators.

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 and players
- Contact information (get parents/players approval before adding them to a team list)
- Socials/fundraisers
- Volunteers for the Silver Ring

## General Objectives

- To further consolidate all Ringette skills and tactics in semi-controlled and random conditions
- To optimize general physical fitness training
- To consolidate strategies (game plan)
- To further develop decision making skills
- To develop position-specific skills
- To introduce/develop position-specific mental and physical training
- To achieve consistent performance in competitions and to strive to succeed and do their best

## Guiding Principles

According to Ringette Canada's Long Term Athlete Development plan, coaches of Ringette players in the U19 stage should try to consider the following guidelines.

- Players are introduced to international competition
- Performance outcomes become important; players must learn to produce performance on demand
- 24 hour athlete (ensure all elements of training are addressed and monitored)
- Develop the ability to adapt to a different/new environment, including team-mates, travel, training, coaches, strategies and lifestyle

## Coaching the U19 player:

### Psychomotor Development

- Ringette-specific technical, tactical and fitness training 9-15 times per week, including complementary sports
- Improve general and specific fitness conditioning (stamina, strength, speed and suppleness)
- Encourage daily participation in sport and physical activity, minimum 60 minutes per day
- Encourage players to continue participating in one sport out of school
- Players may attend or work at a Ringette camp in the summer
- Players are encouraged to become assistant coaches to younger team

### Psychosocial Development

- Decision training – correct decision making in all competitive situations, long and short term goals, process and outcome
- Focus management/ attentional control – concentration
- Anxiety and stress management / Emotional Control –visualization (mental rehearsal of game 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
- 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”
- Be energetic and play while conducting your practice
- Coach-guided as opposed to coach-directed

## Technical Skill benchmark

Objective: develop accuracy and consistency in skill execution

### Skating skills:

Players should have a basic foundation in the following skills:

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

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

- Refinement of all skating skills

### Ring skills:

Players should have a basic foundation in the following skills:

- Refinement of position-specific skills – carrying and protecting the ring, passing, receiving, checking, shooting, deking in a varied environment

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

- Refinement of all ring skills and position specific skills

### **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:

- Refinement of goalkeeping skills –general, lateral, forward and backward mobility, 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:

- Refinement of goalkeeping skills

### **Tactical Skill benchmarks**

#### **Offensive**

- Continue to refine individual skills and team tactics to execute them at greater speeds, more powerfully and with greater accuracy

#### **Defensive**

- Continue to refine individual skills and team tactics to execute them at greater speeds, more powerfully and with greater accuracy

Refine these skills:

*- Correct decision making in all competitive situation, long term and short term goals, process and outcome*

*- Goal setting ~ Individual and team*

*- Self-Awareness ~ Positive thinking attitude and adjustment preparing to deal with success and failure*

*- Team dynamics – teamwork, fair play, sportsmanship, ethics, shared leadership responsibilities*

*- Team building and social development activities*

#### **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, understanding how 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
- have fun

## Guiding Principles for the U19 Coach:

This is a very important age for players, they are aware of the games, aware of higher levels, older and more experienced players. It is also an age where players should know the principles of play and have established 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
- 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.

### **Decision Making**

Players at U19 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 U16 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 be focused on individual positional play
- Game play has an environment of competition
- Practices are well organized, varied, game-like, and active participation of all

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

- Repetition is important in technical development but keeping practices fun, yet challenging is a requirement in a 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 continuation of on-ice problem solving.
- 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 ring 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 Ringette. Allow the players 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 to five 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
- Tactical skills

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?