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LONG TERM
ATHLETE
DEVELOPMENT
FRAMEWORK DOCUMENT



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RINGETTE CANADA LONG TERM ATHLETE DEVELOPMENT FRAMEWORK DOCUMENT

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ABOUT RINGETTE

Ringette is a Canadian invention that has become one of the fastest team sports on ice. Sam Jacks, a recreation director and sports enthusiast from North Bay, Ontario, invented the sport in 1963 when he saw the need for a winter team sport for girls.

Interestingly enough, Sam Jacks was also responsible for the development and introduction of floor hockey in 1936. Since the early 1960s, the sport has continued to grow and currently boasts more than 27,000 registered players on over 2000 teams, with over 6500 coaches and over 2400 officials. While it is primarily a female sport, there are currently over 600 males playing ringette across the country.

Internationally, ringette is played in a number of countries around the world, including Finland, Sweden, the United States, France, Slovakia, and the Czech Republic. Since 1990, a world ringette championship has been held on a regular basis, with Canada and Finland being the predominant challengers. Canadian ringette athletes have continuously served as ambassadors of the sport, introducing ringette in countries as far away as Japan, Australia, Germany and New Zealand.

Over the years, ringette has noted many achievements and accomplishments. These include the establishment of a Hall of Fame, which recognizes outstanding ringette achievements and contributions to the development of the sport; the introduction of a Learn to Skate Program for four to six year olds; a successful National Team Program; the introduction of a U19 program; the development of programs such as the National Coaching Certification Program and the National Officiating Certification Program; the development and implementation of a comprehensive Long Term Athlete Development model and a Come Try Ringette recruitment system; and an expanding National Ringette League.

RINGETTE CANADA'S VISION FOR 2020 IS:

Ringette is played by people of all ages and all abilities on all rinks in Canada.

This framework for long term athlete development is designed to help us realize our vision and continue sharing our gift.



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May 21, 2009

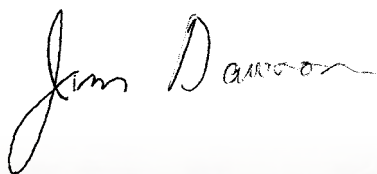
I am very pleased to share with you Ringette Canada's Long Term Athlete Development (LTAD) book. This book will serve as the detailed guide for the Ringette athlete development model for Canada as we move forward.

A better approach to athlete development is the central component of Canadian Sport Policy and a better approach to athlete recruitment and development forms a key element of Ringette Canada's long term vision and strategy. What is really exciting about the generic long term athlete development model developed by Sport Canada is that it is firmly rooted in the science of human development not only from a physical development perspective but also from a mental and emotional development perspective. It is also particularly significant that the model is stage sensitive rather than age sensitive and that it identifies and supports different developmental timeframes for female athletes and male athletes.

While governments have been working on a generic athlete development model for a number of years, we began adapting the generic model to a Ringette specific model with conference on athlete development held in the fall of 2006 that brought together a cross section people active in the sport from all parts of Canada. Out of this conference a working committee co-chaired by Phyllis Sadoway, Chairperson of the Ringette Canada Coaching Committee and Frances Losier, Ringette Canada's Sport Development Director, was tasked with the responsibility of making the specific adaptations to the generic model to fit it to our sport. At the 2008, Ringette Canada Annual General Meeting, members unanimously endorsed the Long Term Athlete Development principles for Ringette. Since that time, national and provincial staff and volunteers have been hard at work on the various plans required to implement this new approach to athlete development.

Over the next few years you will start to see a number of changes as we implement LTAD starting with the youngest age groups. While I realize that change can be a stressful experience, it should be recognized that the intent of these changes is to create opportunity for all athletes to develop to their full potential and to improve the overall sport experience for everyone so that Ringette will become a "Sport for Life" for many more of its participants.

Yours in Ringette



Jim Dawson
President

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RINGETTE CANADA

CORE VALUES

OUR CORE VALUES DEFINE OUR COMMUNITY AND DEFINE OUR SPORT. THEY HAVE BEEN WITH US SINCE THE BEGINNING AND WILL BE WITH US FOREVER. EVERY ELEMENT OF THIS PLAN FLOWS FROM THESE VALUES AND WHAT THEY MEAN TO US.

INTEGRITY

WE BELIEVE:

- Obligates us to be honest with each other; it requires us to be candid, truthful and share the truth as we know it
- Requires us to be transparent in our actions; produce clear agendas, processes and communication
- When we act with integrity, we fulfill the promises we make, we take responsibility for our actions and admit when we have made a mistake

RESPECT

WE BELIEVE:

- Everyone is deserving of respect: volunteers and staff at the national, provincial and local levels
- Differences are respected – different experiences and different points of view; achieving consensus is preferred
- The sport of ringette, its heritage and place among Canadian sports are respected
- Where our stakeholders are concerned, we also believe that:
 - *Everyone is deserving of respect: team mates, opponents, officials, team staff and volunteers*
 - *Differences are respected – different abilities and capabilities, differences in culture and geography – and lead to the search for ways to meet different needs.*

FAIRNESS

WE BELIEVE:

- Fairness requires openness about actions and decisions as well as the opportunity for feedback
- Fairness necessitates equity in decision making and an environment of equal opportunity
- In procedural fairness and due process

EXCELLENCE

WE BELIEVE:

- Excellence is an attitude that should permeate our policies and practices
- Excellence in programming translates to excellence in members experiences in ringette
- Excellence is a pursuit worthy of recognition and support
- Where our stakeholders are concerned, we also believe that:
 - *Excellence is being the best you can be, and that members strive for competitive or personal excellence in performance as a player, coach, official, administrator or leader*
 - *Excellence is a pursuit worthy of recognition and support*

HUMAN DEVELOPMENT

WE BELIEVE:

- That policies, systems and approaches should be ensured to reinforce human development of staff and volunteers
- We become better people because of our involvement in ringette
- Where our stakeholders are concerned, we also believe that:
 - *Development of life skills through participation in ringette is an imperative, not an option*
 - *Playing teaches the love of physical activity and healthy living*
 - *The team-work, goal-setting, discipline and lessons about how to win and lose that are learned in ringette are skills that are valuable in our lives outside of ringette*



TEAMWORK

WE BELIEVE:

- There is a shared responsibility for outcomes and behaviours that are essential for leading the sport
- All roles are important and everyone contributes to the greater good by sharing ideas, failures and successes
- Where our stakeholders are concerned, we also believe that:
 - *There is a shared responsibility for outcomes and behaviours that are the basis of playing the game*
 - *Team work provides competition on the ice and cooperation off the ice*

FUN

WE BELIEVE:

- Sport should be enjoyable and there should be an element of fun in every activity
- Where our stakeholders are concerned, we also believe that:
 - *Fun means different things in ringette: the joy of movement, learning skills, making friends, love and passion for the sport, competition, achieving goals, winning and more*

SAFETY

WE BELIEVE:

- Safety is a personal and organizational responsibility that finds expression in education, identifying unsafe equipment or practices, taking precautions, prevention and response plans
- While mistakes may occur, we have a duty of care to protect all involved from physical, mental and emotional harm
- The need for safety exists everywhere and is everyone's job

INTRODUCTION

The focus of this document is Long Term Athlete Development, or LTAD, for participants in Ringette. By respecting the principles of LTAD, we will ensure that our programs and structure meet the developmental needs of participants in each stage of LTAD.

This document sets out a framework for LTAD in Ringette that also reinforces Ringette Canada's statement of Core Values. When fully implemented, the LTAD framework will allow Ringette Canada (RC) to fully realize its vision for 2020:

“RINGETTE IS PLAYED BY PEOPLE OF ALL AGES AND ALL ABILITIES ON ALL RINKS IN CANADA”

THIS LTAD FRAMEWORK INCLUDES EVERYONE WHO IS PART OF THE SYSTEM OF RINGETTE IN CANADA:

PARTICIPANTS – who benefit from excellence in programming and coaching, at all stages of development, and for all levels of interest and ability

COACHES – who design and implement athlete training programs that respect the

principles of LTAD, and who are trained and evaluated through the National Coaching Certification Program

PARENTS – who understand and support the principles of LTAD and their importance in child development, who understand coaching decisions and are supportive partners in participant progression, training and competition

COMMUNITY RINGETTE ASSOCIATIONS – who provide organizational structure and programs that support LTAD, and who support ongoing professional coaching development appropriate to each stage of athlete development

PROVINCIAL/TERRITORIAL RINGETTE ASSOCIATIONS – who provide encouragement and resources for community associations, and who ensure that provincial development programs, competitive structure and major events respect and support the principles of LTAD. They work with RC to integrate and align their programs according to the principles of LTAD

RINGETTE CANADA – who provides national leadership and assists P/T associations to integrate and align all programming to respect the principles of LTAD

OFFICIALS, SPORT LEADERS AND VOLUNTEERS – who work within the national, provincial and community level structure; support and respect the principles of LTAD in all decisions

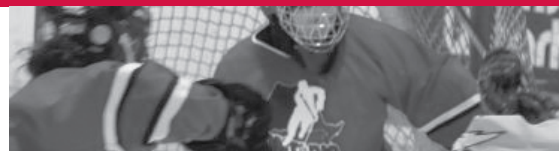
PERFORMANCE ENHANCEMENT TEAMS – who work with competitive athletes and coaches to ensure fit, healthy, successful athletes

SPONSORS AND PARTNERS – who work with Ringette Canada to support programs and events

LTAD supports the four goals of the Canadian Sport Policy:

- Enhanced participation
- Enhanced excellence
- Enhanced capacity
- Enhanced interaction

LTAD reflects a commitment to contribute to the achievement of these goals. LTAD has been successfully adopted by numerous Canadian and international sport organizations. It is participant-centred, coach-driven and administration, sport science and sponsor supported. Athletes who progress through the stages of LTAD experience instruction, training and competition in programs that have been developed in consideration of their specific biological and developmental needs.



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LONG TERM ATHLETE DEVELOPMENT:

- Is based on the physical, mental, emotional and cognitive development of children and adolescents. Each of the stages of LTAD reflects a different point in athlete development.
- Ensures physical literacy upon which excellence can be built and
 - *builds literacy in all children, from early childhood to late adolescence by promoting quality daily physical activity in the schools and a common approach to developing physical abilities through community recreation and elite sport programs.*
 - *recognizes the need to involve all Canadians in LTAD, including athletes with a disability.*
- Promotes a healthy, physically literate nation whose citizens participate in lifelong physical activity.
- Ensures that optimal training, competition and recovery programs are provided throughout an athlete's career.
- Provides an optimal competition structure for the various stages of an athlete's development.
- Has an impact on the entire sport continuum, including participants, parents, coaches, schools, clubs, community recreation programs, provincial sport organizations (PSOs), national sport organizations (NSOs), sport science specialists, municipalities and several government ministries and departments (including health and education) at the provincial/territorial and federal levels.
- Integrates elite sport, community sport and recreation, scholastic sport and physical education in schools.
- Is 'Made in Canada', recognizing

- international best practices, research and normative data

RINGETTE PROGRAMS FOR ATHLETES WITH A DISABILITY

The LTAD process is appropriate for all athletes and Ringette Canada has made a commitment to the ongoing development and delivery of programs for athletes with a disability.

All the principles of LTAD are applicable to athletes with a disability, whether the disability is acquired or congenital. However the rate at which these athletes will progress through the stages of LTAD, and the age at which the athlete enters each stage will vary according to the individual and the nature of the disability. LTAD is a starting point for ALL athletes.

WHY IS **LTAD** IMPORTANT TO THE DEVELOPMENT OF RINGETTE IN CANADA?



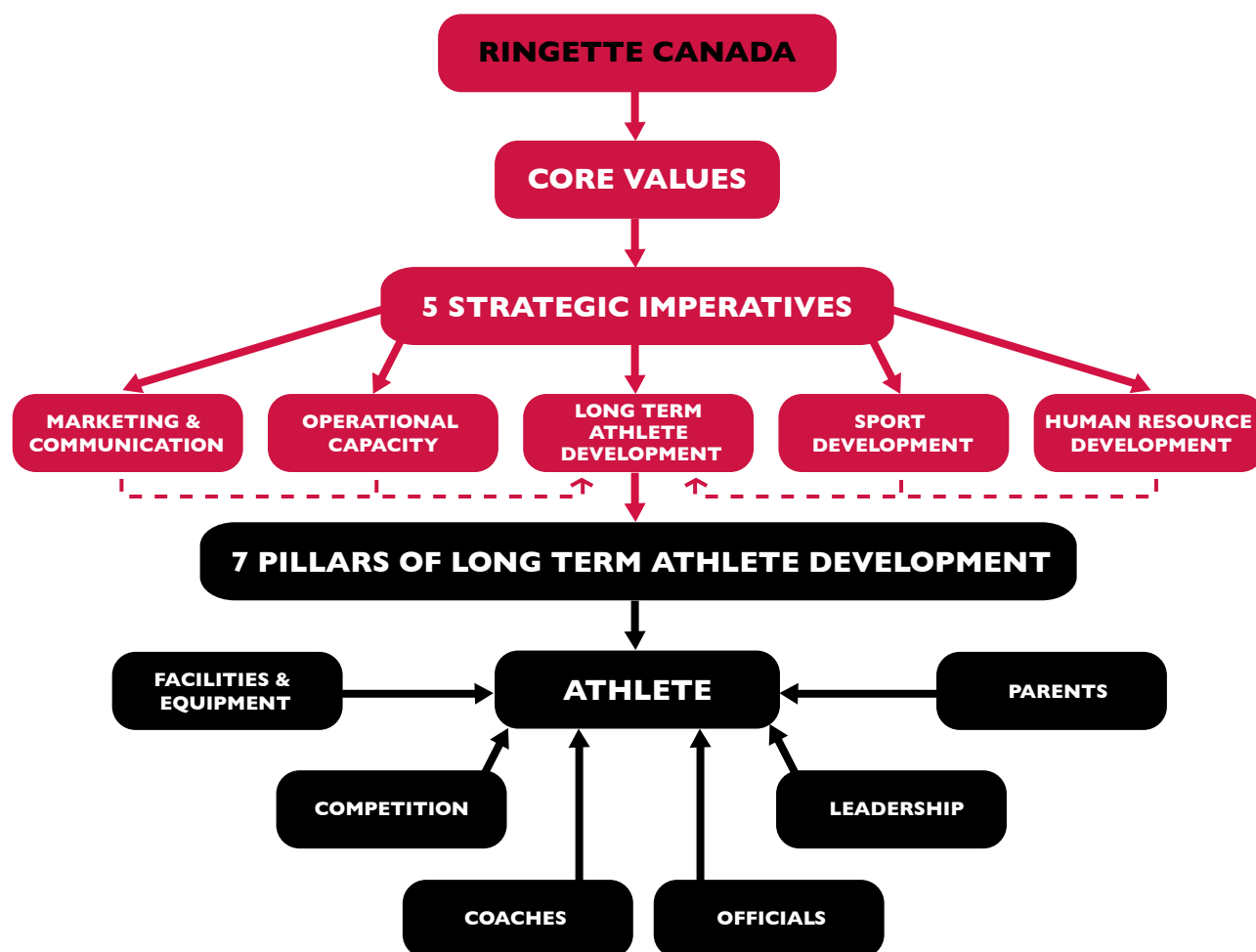
LTAD is a framework for the optimal development of athletes of all ages, interests and abilities.

- LTAD is a guide for program structure and design at the national, provincial community and club levels.
- The LTAD framework identifies specific athlete needs and therefore influences coach education programs.
- LTAD helps ensure that all participants have the opportunity to reach their potential and that Canada is continually represented on World podiums.

LTAD is a vehicle for change in our organization.

- By understanding and respecting the principles of LTAD, we are in a better position to make sound decisions about the future directions of our sport.
- LTAD allows us to set goals that are clear and attainable, to plan programs that will allow us to achieve these goals, and to identify and address gaps in our system.

RELATIONSHIP OF LTAD TO THE **RINGETTE CANADA** STRATEGIC PLAN





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THE SEVEN PILLARS OF LTAD: OUR STRENGTHS AND OUR VISION



ATHLETES

OUR STRENGTHS:

- Ringette is a team sport for females
- Ringette supports a sense of fun, social interaction and holistic development regardless of the age and level of the athlete
- Programs encompass all age groups and abilities
- Dedicated, talented athletes involved in Ringette across Canada
- Athletes are willing to be mentors to younger athletes
- Large, committed group of athletes with intellectual disabilities involved in Gym Ringette and Special Olympics Floor Hockey
- Many opportunities to be active for life in Ringette – coaching, officiating, volunteering and playing

OUR VISION:

- To create a logical athlete development pathway
- To monitor the growth and development of all athletes
- To teach skating skills and sport rules to athletes with an intellectual disability so that they can move their floor hockey and Gym Ringette skills to the ice
- To explore Pond to Podium to address multi-sport teaching of basic skating skills
- To change our system to ensure that programs for developmental athletes have an appropriate training:competition ratio
- To have an integrated talent identification system that is based on LTAD
- To ensure athlete retention, particularly between the ages of 14-17
- To recruit more male athletes at all ages and levels
- To educate our athletes on the inclusivity of Ringette Canada programs



COACHES

OUR STRENGTHS:

- Many dedicated coaches who help athletes strive to achieve their goals
- Ringette is a well established leader in coach education
- Development of the NCCP transition is ongoing
- Ringette NCCP is being delivered to CAC standards across all levels of the Canadian sport system
- Existing partnerships with Special Olympics Canada for coach education in floor hockey
- For athletes with an intellectual disability
- Safety and emergency action planning is part of basic coach training
- Many coaches are also active athletes

OUR VISION:

- To recruit and educate more coaches, especially females
- To have the most knowledgeable coaches working with young, developmental athletes, and not just at the elite level
- To provide coaches with a thorough knowledge of the periods of accelerated adaptation to training, and the ability to modify training
- To ensure that coaches, athletes and parents gain knowledge and awareness of the growth changes during adolescence
- To educate coaches to incorporate flexibility in their teaching/coaching strategies
- To educate coaches on the specific training needs of female athletes
- To recognize coaches of athletes in all stages of LTAD
- To increase the participation of ringette coaches in SOC coach training programs
- To encourage SOC coaches with skating skills to move into coaching ringette
- To develop basic skating and ring



carrying skills before introducing tactics

- To ensure that all coaches have a better knowledge of the rules of ringette



OFFICIALS

OUR STRENGTHS:

- Many dedicated officials who help athletes strive to reach their goals
- Strong, ongoing development and delivery of National Officials Certification Program
- Many officials are also athletes
- There is a large opportunity for an official to transition into Ringette from other sport officiating

OUR VISION:

- To recruit and educate more officials, especially female
- To have the most knowledgeable officials working at all levels, not just at elite levels
- To structure officials training and evaluation programs with the LTAD framework
- To provide mentorship opportunities for young officials
- To improve recognition of officials at all levels
- To ensure that all officials have good basic skating skills and mechanics, and a basic level of physical fitness
- To ensure that officials training develops an awareness of meeting athlete needs (e.g. injury or other emergency situation)



COMPETITION

OUR STRENGTHS:

- Competition is available to all ages, abilities and levels of play

- Ringette Canada is a leader in international events hosting
- There is a schedule and tournament structure in place for Special Olympics Floor Hockey

OUR VISION:

- To ensure that athletes do not over-compete at the earlier stages of LTAD
- To provide more opportunities for competition at the later stages of LTAD
- To improve international performances by offering better development programs
- To promote the philosophy of using competition as a training opportunity
- To modify game rules and space to better accommodate the needs of younger players
- To ensure that the yearly calendar of ringette activities addresses the needs of all levels of athletes, and that the calendar is a cooperative effort between all ringette partners (national, provincial, local)
- To review the competition structure to ensure that early, average and late maturing athletes are identified and can play in a situation that best meets their developmental needs
- To encourage SOC Floor Hockey athletes to transition to the ice and try Ringette



LEADERSHIP

OUR STRENGTHS:

- RC has a commitment to address change where it is required, and an organizational structure that facilitates the process of change
- RC has a commitment to provide services to all age groups and abilities
- There is a strong volunteer base involved in the sport
- There are many stakeholders with a strong desire to succeed
- There is a sense of collaboration, sharing and communication between RC and its provincial affiliates

- Due to its membership structure, RC has direct access to its athletes, coaches and officials
- Changes to rules and technical regulations can be made efficiently

OUR VISION:

- To recruit, retain and recognize volunteers and administrators
- To offer effective training and mentoring of volunteers
- To improve and increase the resources available to our membership
- To ensure effective communication between all partners
- To ensure that the RC LTAD framework is supported by the provincial/territorial governments, who will provide incentives to provincial/territorial ringette associations to implement the national framework
- To promote RC programs and increase awareness of the sports and RC
- To analyze membership data to ensure a better understanding of the needs of the members
- To explore Pond to Podium for the development of skating skills for all members of the community



FACILITIES AND EQUIPMENT

OUR STRENGTHS:

- Facilities are available across the country
- Equipment is easily obtainable by most participants

OUR VISION:

- To collaborate with other ice sports toward equitable facility allocation
- To ensure that facility managers are aware of Ringette-specific needs (e.g. shot clock and location for operator, lines on ice)
- To encourage multi-purpose facilities to accommodate the needs of a variety of sports

- To ensure that equipment is easily accessible to all participants
- To ensure that adapted equipment is easily available to meet individual needs of all participants
- To collaborate with Pond to Podium regarding new facilities
- To work toward the establishment of all-season facilities



PARENTS

OUR STRENGTHS:

- Parents are the key figures in supporting their child's goals related to ringette activities
- Large number of passionate and supportive parents involved in the sport who contribute in various roles

OUR VISION:

- To educate parents about LTAD
- To educate parents about the Ringette Canada Core Values
- To educate parents about the basic rules of ringette
- To educate parents about the importance of training and basic skill development as a precursor to competition
- To ensure parents are informed about the costs of equipment, travel and facility use
- To educate parents about the inclusivity of ringette programs



TEN FACTORS

INFLUENCING LTAD



1. FUNDAMENTALS

Fundamental movement skills (running, jumping, throwing, catching etc.) plus fundamental motor skills (agility, balance, and coordination) and fundamental sport skills (e.g. skating, skiing, swimming) are the basis for all other sports and are known collectively as physical literacy.

Children should develop physical literacy before the onset of the growth spurt. There are three activities that are extremely important to the development of physical literacy:

ATHLETICS:

- run, wheel, jump and throw

GYMNASTICS:

- ABCs of athleticism (agility, balance, coordination and speed) as well as the fundamental movement patterns of landings, statics, locomotions, rotations, swings, springs and object manipulation

SWIMMING:

- for water safety reasons, for balance in a buoyant environment and as the foundation for all water based sports

Other activities such as cycling, skiing, skating and wheeling develop balance while in movement.

The basic skills developed in these activities, plus regular unstructured play develop skills that allow successful participation in almost any other sport activity. Children who are physically literate will have many more opportunities for athletic success and lifelong enjoyment of physical activity.



2. BIOLOGICAL AGE VS. CHRONOLOGICAL AGE

Chronological age refers to the absolute number of years and days elapsed since birth. Even though we all follow the same stages to maturity, the timing, rate and magnitude of maturity of various qualities differs between individuals. A group of children of the same chronological age will differ by several years in their biological age. In other words, the maturity of physical, perceptual, motor, cognitive and emotional qualities can differ significantly within a group of children who share the same birth date.

The LTAD framework is based on maturity of these qualities, rather than chronological age. LTAD uses developmental markers that allow us to accurately track maturation in individual participants to help design appropriate instruction, training and competition programs according to individual readiness.

Rapid or slow transit through puberty can also have an impact on sport participation. Rapid transit means that the individual goes through the growth spurt quickly (e.g. in 1.5 years) as compared to another individual who may take 4 or 5 years, or more, to reach maturity (slow transit). Rapid transit can have a detrimental, but not necessarily permanent, effect on skill performance, speed, strength, power and flexibility, because of the large changes in limb and body length. Training, competition and recovery programs need to be individualized to minimize the risk of injury and to help the athlete become accustomed to a new, larger body. Coaches, parents and athletes must be well-informed about the impact of rapid transit. Some sports have made the decision that athletes not compete during the growth spurt, or are highly selective about the number and type of competitions and the goals set for athlete performance.

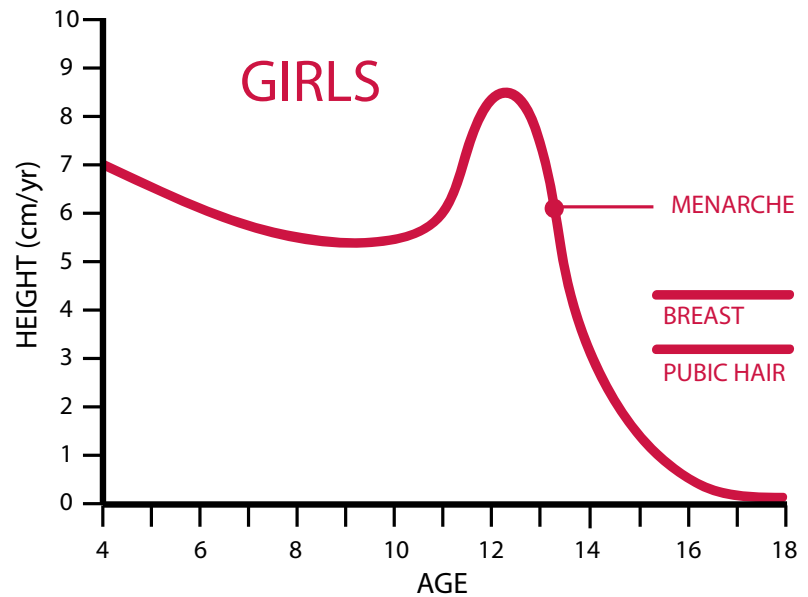
Peak height velocity (PHV) is the maximum rate of growth in stature during

the growth spurt. The age of maximum velocity of growth is called the age at PHV. The charts that follow show a typical pattern of rate of growth for girls and boys (red and blue lines). The highest point of the line is the maximum rate of growth, or PHV. The steep rise in the line immediately before PHV is the growth spurt. During puberty, it is important to monitor height regularly to determine the onset of the growth spurt and the peak height velocity curve (PHV) of each athlete. By using this information, individualized training programs can be developed to meet the specific developmental needs of each athlete.

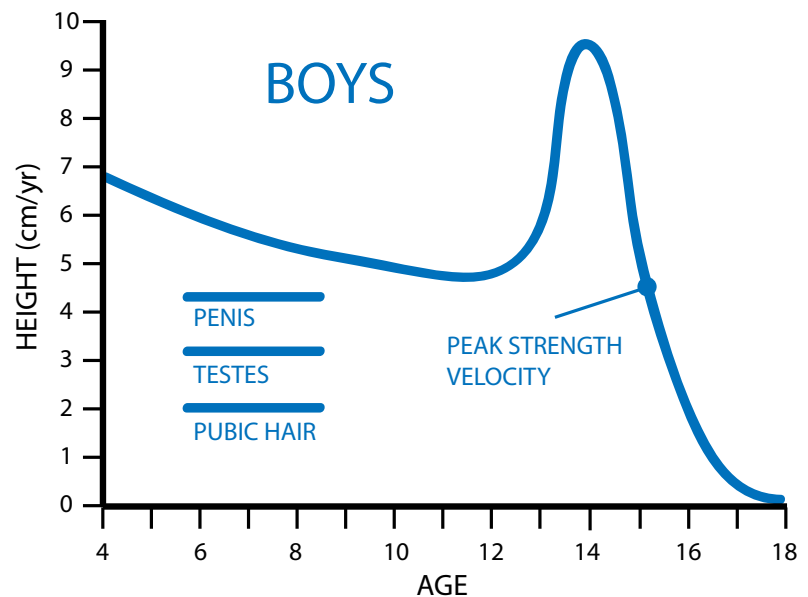




On average, PHV occurs in girls at about 12 years of age although the normal sequence of developmental events may occur 2 or more years earlier or later than average. Usually the first physical sign of adolescence is breast budding, which occurs slightly after the onset of the growth spurt. Shortly thereafter, pubic hair begins to grow. Menarche, or the onset of menstruation, comes rather late in the growth spurt, occurring after PHV is achieved.



PHV in boys is more intense than in girls and occurs on average about 2 years later. As with girls, the developmental sequence for male athletes may occur 2 or more years earlier or later than average. Growth of the testes, pubic hair, and penis are related to the maturation process. Peak Strength Velocity (PSV) comes a year or so after PHV. Thus, there is pronounced late gain in strength characteristics of the male athlete. Early maturing boys may have as much as a 4-year physiological advantage over their late-maturing peers. Eventually, the late maturers will catch up when they experience their growth spurt



TEN FACTORS

INFLUENCING LTAD

3. A HOLISTIC APPROACH

It is important to remember that physical, perceptual, cognitive, motor and emotional traits all mature at different rates.

These elements are all critical for athlete performance and therefore are all of high priority in long-term athlete development. Other elements such as equipment and environmental factors will have an impact on performance and safety. In addition, ethical behaviour, fair play, respect and perseverance should be fostered in all stages of LTAD. These qualities are important to personal growth, as well as in the development of the technical and physical aspects of Ringette.



4. SPECIALIZATION

Many of Canada's most successful athletes participated as children in a wide variety of sports and physical activities. The movement, motor and sport skills they developed have helped them reach the top levels of their sport.

Ringette is an early entry, but late specialization sport. This means that children can begin to learn to skate and develop basic ringette skills at a young age, and will likely play organized ringette each winter. Participation in ringette is an excellent way for children to develop gliding and skating skills, as well as object manipulation skills, however they should also participate in a variety of sports, including swimming and gymnastics, other team sports, and plenty of unstructured play to fully develop physical literacy and a good vocabulary of movement skills.

Early specialization in a late specialization sport can contribute to:

- One-sided, sport specific preparation
- Lack of development of basic movement and sport skills
- Overuse injuries
- Early burnout
- Early retirement from training and competition

5. SENSITIVE PERIODS OF TRAINABILITY

Trainability is the responsiveness, or adaptation, of individuals to a training stimulus. All physiological systems are always trainable, but there are sensitive periods in development when the body is more responsive to specific training.

Coaches must be aware and make best use of these sensitive periods of trainability when planning programs. LTAD addresses these key periods in the growth and development of young athletes where training must be carefully planned to achieve optimal adaptation. LTAD identifies five physiological factors as a corner stone for training and performance. They are referred to as the 5 S's (Frank Dick, 1985):

STAMINA (ENDURANCE):

A sensitive period of trainability for stamina occurs at the onset of PHV. Aerobic capacity training is recommended before athletes reach PHV and is determined by developmental age.

Aerobic power should be introduced progressively after growth rate decelerates

STRENGTH:

The sensitive period of trainability for strength is determined by biological, not chronological age. For girls, this sensitive period is immediately after PHV or at the onset of menarche, while for boys it is 12-18 months after PHV. Speed strength and endurance strength can be developed prior to puberty using body weight, lighter loads, medicine balls and Swiss balls.

SPEED:

For boys, the first period of sensitivity for speed training occurs between the ages of 7 and 9 years and the second period occurs between the ages of 13 and 16. For girls, the first period occurs between the ages of 6-8 years and the second period occurs between the ages of 11 and 13 years. The duration of the stimulus is up to 5/6 seconds for the first window of trainability and extends to 20 seconds for the second window.

SKILL:

The period of sensitivity for skill training for boys is between the ages of 9-12 years, while for girls it is between the ages of 8 and 11 years. This assumes that a foundation of fundamental movement skills and motor skills have been developed prior to these ages, which will help to increase the trainability of new sport skills.

SUPPLENESS (FLEXIBILITY):

The period of sensitivity for suppleness training for both boys and girls occurs between the ages of 6 and 10. Special attention should be paid to flexibility during PHV because of rapidly increasing limb lengths, which may result in a temporary decrease in flexibility.



6. PERIODIZATION (ANNUAL TRAINING, COMPETITION AND RECOVERY PLAN)

Periodization provides the framework for organizing training, competition and recovery into a logical and scientifically based schedule to achieve optimum performance at the required time. A periodized yearly plan will take into account growth, maturation and trainability principles.

Simply put, designing a periodized yearly plan is time management. It means planning the right activities with a correct level of difficulty and in the right sequence to reach the desired training and competition objectives.

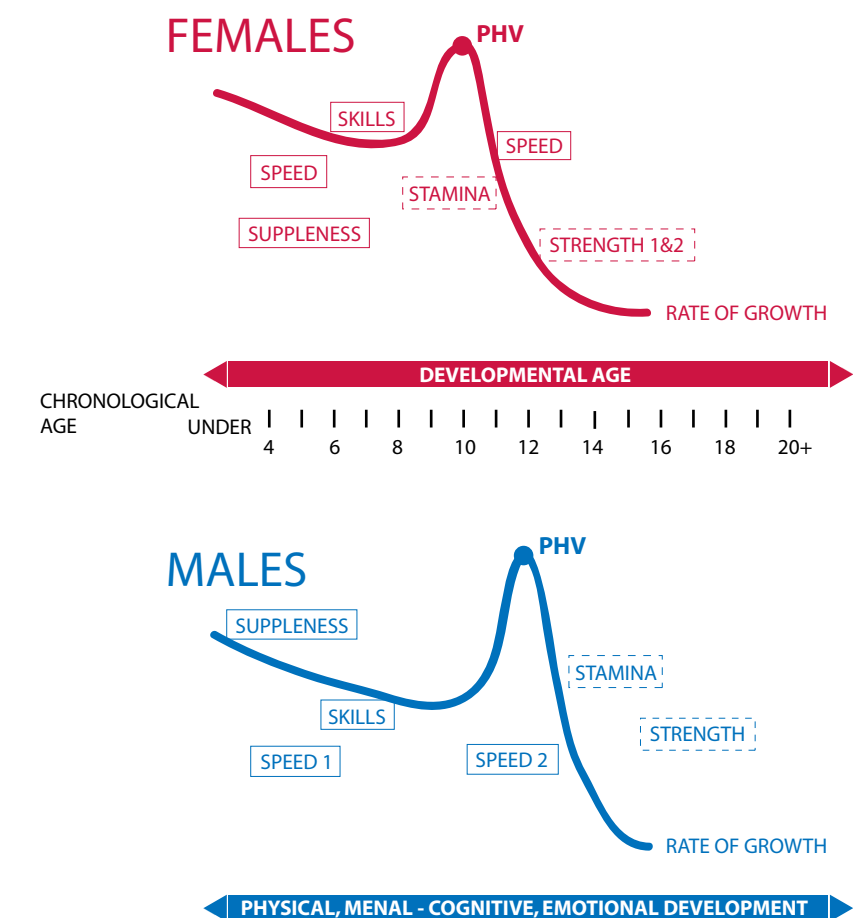
The plan must be broken down into workable units. The proper sequencing of these units is critical for success. For the athlete to attain optimal performance in a competition environment, the training units have to be sequenced in the following manner.

- Develop the performance capacity of the athlete. The performance factors are: sport specific skills, tactics/strategies, physical components, mental skills.
- Integrate the performance factors in a complex and harmonious blend.
- Prepare the athlete to perform at identified competitions.

What does the coach need to know to design an annual plan?

- How the sport specific athletic form is developed
- The requirements (demands) of the sport in competition
- The competition calendar and the relative importance or purpose of each competition.
- The actual training state of the athlete at the start of a yearly plan.
- The contextual reality that the coach and athlete have to cope with.
- The sport specific LTAD model.

Proper planning of training, competition and recovery is the critical blueprint for success.



7. CALENDAR PLANNING FOR COMPETITION

The domestic competitive and event calendar must support and be aligned with LTAD. Different stages of development and different levels of participation have different requirements for the type, frequency and level of competition. At some stages of development, training and development take precedence over competitions and short-term success. At later stages it becomes more important for athletes to experience a variety of competitive situations and to perform well at international and other high level events.

Optimal competition structure in all stages must favour, not hinder athlete development. The structure of competition in Ringette has implications for selection, talent identification, safety, cost and athlete periodization. For adolescents, it is especially important that competition structure considers the athletes' developmental age and health.

Regional, provincial and national competition and event calendars must be coordinated, and tournaments selected according to the priorities of the specific stage of development of the participants/athletes.

TEN FACTORS

INFLUENCING LTAD



8. THE TEN YEAR RULE

Scientific research has concluded that it takes a minimum of ten years, 10,000 hours of deliberate training for a talented athlete to reach elite levels. This translates into an average of more than three hours of training daily for 10 years. There are no shortcuts to optimizing the qualities that lead to maximum performance; athlete development is a long term process. Short term performance goals must never be allowed to undermine long term athlete development.

9. SYSTEM ALIGNMENT AND INTEGRATION

LTAD recognizes that physical education, school sports, recreational activities and competitive sport are interdependent. It recognizes that enjoying a lifetime of physical activity and achieving athletic excellence are both built on a foundation of physical literacy and fitness.

"THE HEALTH AND WELL-BEING OF THE NATION AND THE MEDALS WON AT MAJOR GAMES ARE SIMPLE BY-PRODUCTS OF AN EFFECTIVE SPORT SYSTEM"

Stakeholders in ringette include participants/athletes, coaches, parents, administrators, spectators, sponsors and supporting national, provincial and multi-sport organizations. With so many partners, across so vast a country, with different demographic composition, system integration and alignment is a major challenge.

Just as all elements of the sport system should be integrated and aligned, all parts of the Canadian ringette community must be integrated and aligned. Each element in the system plays a crucial role in athlete development. The system must be clear, seamless and based upon a consistent set of principles.

10. CONTINUOUS IMPROVEMENT

LTAD is a dynamic framework that needs continuous adjustments that are based on key principles.

Continuous improvement ensures that:

- LTAD responds and reacts to new scientific and sport-specific innovations and observations and is subject to continuous research in all its aspects.
- LTAD, as a continuously evolving vehicle for change, reflects all emerging facets of physical education, sport and recreation to ensure systematic and logical delivery of programs to all ages
- LTAD promotes ongoing education and sensitization of all partners about the interlocking relationship between physical education, school sport, community recreation, life-long physical activity and high performance sport.



ADDITIONAL FACTORS AFFECTING ATHLETES WITH A DISABILITY

While this information is specific to athletes with an intellectual disability, the intent is not to exclude athletes with a physical disability. We are proud to be an inclusive sport organization, with a range of program opportunities for participants of all ages and abilities.

It is important that children with a disability have the opportunity to develop fundamental movement, motor and sport skills. This will provide lifelong opportunities for recreational and athletic success. Despite this great need, children with a disability face difficulty gaining the fundamentals because;

- overly protective parents, teachers, and coaches shield them from the bumps and bruises of childhood play.
- adapted physical education is not well developed in all school systems.
- some coaches do not welcome children with a disability to their activities because of a lack of knowledge about how to include them.
- it takes creativity to include a child with a disability into group activities where fundamental skills are practiced and physical literacy developed.

Ringette programs for athletes with an intellectual disability vary in the type and level of participation. Ringette Canada has a long-standing affiliation with Special Olympics Canada (SOC) in coach education, specific to Special Olympics Floor Hockey. SOC is the primary agency for promoting community and competitive sport programs for people with an intellectual disability

Intellectual disability is the leading form of lifelong disability worldwide and with over 500 different forms of impairment subsumed within this group, it represents a highly diverse (ability, needs, interests) collection of individuals. In simplest terms, two main groups can be identified – Down Syndrome and non-Down



Syndrome – roughly described as having a disability that is biological in origin versus a disability of unknown origin. An additional challenge such as fetal alcohol syndrome, autism and visual or learning impairment is referred to as an associated disability and includes 10-15% of people with intellectual disabilities.

People with an intellectual disability tend to enter physical activity programs at an older age than those without disabilities. Many do not enter sport programs until they are well into adulthood. As a result, fundamental movement and sport skill development do not always parallel chronological age and physical development. There is little research to indicate whether people with an intellectual disability go through puberty faster, slower, earlier or later than individuals without a disability. Each individual develops at a different rate, depending on the nature and severity of their intellectual disability and associated disabilities.

Although the 10 key factors of LTAD apply to all participants in ringette, some modifications are needed for persons with an intellectual disability. A full description of these modifications is provided in the Special Olympics Canada LTAD document.

- People with an intellectual disability seem to enter physical activity and sport later than the general population. Special Olympic sports are almost all late specialization sports. SO competition does not begin until age 8, although children may be involved in SO programs or generic sport programs until they are unable to 'keep up' with their peers, at which time an option would be to register with the local Special Olympics Chapter. Well designed, inclusive ringette programs for young children can result in early participation in an enriching movement program.
- Physical maturity may not be an issue with respect to ongoing development in the sport. Program design and training must consider cognitive and emotional maturity when developing

training groups and determining which competitions the athlete will attend.

- In individuals with Down Syndrome, the pre-pubertal growth spurt occurs earlier (age 9-10), is less dramatic than other children and sexual maturity may occur earlier than the norm in boys and later in girls. For those with non-Down Syndrome, growth patterns are often parallel to those of persons without disabilities.
- Trainability of endurance, strength, power and flexibility is different between individuals with Down Syndrome and those with non-Down Syndrome. Some of these athletes may reach levels comparable to individuals without disabilities.
- *A person with Down Syndrome tends to develop skill later than average, has high variation in both rate of skill acquisition and skill quality, with some reaching levels comparable to norms for children without disabilities. Endurance and strength development may not reach the levels of persons without a disability, while flexibility may be greater than average due to low muscle tone and/or excessive ligament laxity.*
- *People with non-Down Syndrome show a wide variation in skill development and may approach norms for individuals without a disability. Similarly, endurance levels may approach the norms for peers without a disability, while there is some evidence that peak strength may be lower than norms for those without a disability. Further research is required.*
- There is little information on periodization for athletes with an intellectual disability.
- Athletes should be challenged to be the best they can be under a fair and meaningful system of competition.
- Coaches of athletes with intellectual disabilities must understand the potential need to transition an athlete from an inclusive ringette program (a program with ringette athletes without disabilities) into an alternate, and more appropriate program that meets the athlete's needs and allows them to achieve their potential. This

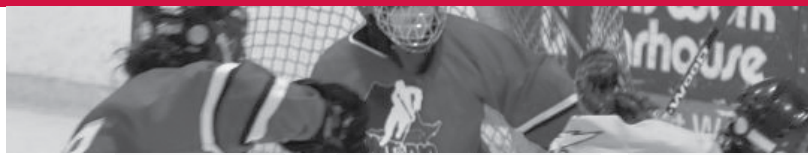
could include, but is not limited to, a ringette program for athletes with intellectual disabilities, a Gym Ringette program or a Special Olympics Floor Hockey program. Another option might be to transition to another ice sport (could be a Special Olympics program, or other generic sport program).

- RC and SOC must work together to create optimal development and competition opportunities, and to identify best practices to enhance the ability of ringette coaches to 'know' their athletes with intellectual disabilities.

FOR MORE DETAILED INFORMATION CONSULT WITH SPECIAL OLYMPICS CANADA, AND REFER TO THE SPECIAL OLYMPICS LTAD OVERVIEW DOCUMENT.



THE STAGES OF LTAD FOR RINGETTE:



WATCH ME START
- ACTIVE START



I AM SKATING
- FUNDAMENTALS



I AM PLAYING
- LEARNING TO TRAIN



I AM ON THE TEAM
- TRAINING TO TRAIN





I AM A COMPETITOR
- TRAINING TO COMPETE



**I AM EXCEEDING
MY LIMITS**
- LEARNING TO WIN



I AM A CHAMPION
- COMPETING TO WIN



I AM RINGETTE
- ACTIVE FOR LIFE

WATCH ME START

ACTIVE START



0-6 YEARS (GIRLS AND BOYS)

0-18 MONTHS:

infant (child with parent or support person)

18 MONTHS – 3 YEARS:

toddler, mature walker (child with parent or support person)

3 – 6 YEARS: preschool independent (may require parent or support person)

Participants with an intellectual disability can enter at any age (with parent or support person)

In Active Start participants are identified by stage of development (not age). Each stage has a plus/minus 4 month expected minimum variant associated with the approximate ages listed above. There may be considerable overlap between Active Start and Fundamentals stages.

- Parents are important to introduce participants to a range of activities, provide encouragement and participate in activities such as parent days, winter festivals and parent/child classes

- Parents provide support and share a spirit of participation and a joy of learning new skills

- Encourage participation in a variety of non-structured supervised activities, including skating with family and friends
- Encourage participation in gymnastics, swimming programs to help develop physical literacy
- Encourage a variety of daily physical activities, at least 60 minutes of non-structured supervised activities every day
- Movement skills (adaptation to ice, snow, water, ground, air) – skating, passing, receiving, running, jumping, gliding, throwing, catching, wheeling, climbing, etc.
- Motor skills – agility, balance, coordination, speed, time/space orientation, etc.
- Technical instruction should be limited, with minimal feedback on skills
- Encourage movement exploration within a safe, structured environment
- Maintain a 1:5 adult/participant ratio (or lower to 1:1) to provide quality supervision. With children under 4 years, the ratio should be 1:1

provides additional supervision and allows for larger groups (10-12 participants)

- Develop basic skating skills (basic stance, falling and getting up, edges, balance on skates, start, stop, walking all directions, forward/backward stride and glide)
- Introduce sticks and rings, playing fun games to learn how to send, receive and carry a ring (on or off-ice)
- For older children in this stage, introduce the concept of Ringette using the art of imitation
- There is no place for competition in an active start program. Activities should encourage the development of
 - group social skills (interactions, sharing, taking turns, helping)
 - showing what you can do
 - confidence
- For children under 4 years of age: 30 minute learn-to-skate classes, once per week for 6-24 weeks (one or two sessions of 6 to 12 weeks)
- For children aged 4-6 years: 45-60 minute learn-to-skate classes, once per week for 6-24 weeks (one or two sessions of 6-12 weeks)
- For participants with an intellectual disability: begin with 30-40 minute learn-to-skate classes and progress to 60 minutes once or twice per week

GENERAL OBJECTIVES

- Initiation of fundamental movement and development of physical literacy through general sport participation
- To introduce overall motor skills like balance, coordination, agility in a fun and safe environment that promotes self-confidence on skates
- To introduce all fundamental movement skills, including skating
- To develop an awareness of ringette and create a welcoming environment for all participants

GUIDING PRINCIPLES

- Fundamental movement skills, agility, balance, coordination and skating skills learned through the process of “play”
- Participation in community-based learn-to-skate programming that is well-planned and well-structured
- Create a stimulating, positive learning environment through active, creative, imaginative play
- Activities are continuous and fun for all
- Parents or support person should participate with the child

WHAT DOES AN ACTIVE START LEARN TO SKATE PROGRAM LOOK LIKE?

- Programs focus on having FUN and becoming comfortable on the ice using simple group skating games and fun activities
- Maximum participation: everyone involved and active at all times
- Use modified or divided ice surface to allow more groups to participate at once
- Use modified equipment in keeping with the size of the participant (e.g. smaller nets)
- Including parents/support person

WHAT CAN PARENTS DO?

- Participate with their children in a wide range of activities
- Encourage unstructured outdoor and indoor play year-round

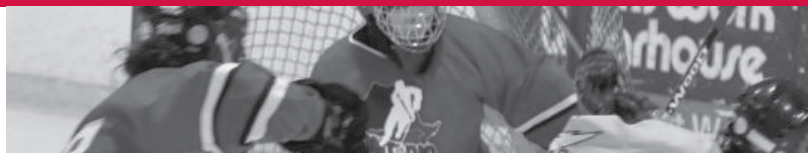
COACHING (TYPE OF COACH)

- Community Sport Initiation (CSI)
- SOC Community Coach



I AM SKATING

FUNDAMENTALS STAGE



6-8 years (males and females)

ATHLETES WITH A DISABILITY:

enter at any age, with or without parent or support person

GENERAL OBJECTIVES

DESCRIPTION OF THE STAGE

- To continue to develop the components of physical literacy: fundamental movement and motor skills
- To introduce fundamental ringette skills in a fun and safe environment that promotes self-confidence
- To increase awareness of ringette and create a welcoming environment for all participants.
- To introduce structured, sport specific programming and modified game situations

GUIDING PRINCIPLES

- Community-based programming for all participants
- There are no competitive programs and no structured teams for players in this stage
- Practice time provides repetitions through active “play”, modified games and a varied, structured environment
- Instruction and technical feedback on skills is minimal, simple, and developmentally-appropriate
- Emphasis on social interaction
- Active time is greater than non-active time
- 1:5 adult/participant ratio or lower as required to provide quality supervision



TECHNICAL SKILL BENCHMARKS

BASIC SKATING SKILLS:

- Basic stance, falling and getting up, edges, balance on skates, start, stop, walking all directions, forward/backward stride and glide

BASIC RING SKILLS:

- Basic skills, grip, carrying the ring, passing, receiving, checking, shooting – all within a controlled environment

INTRODUCE GOALKEEPING:

- Introduce concept and rotate position to all players, basic grip, stance, stick on ice, use modified equipment

TACTICAL SKILL BENCHMARKS

OFFENSIVE

(Introduction to concepts of offensive skills and tactics, concepts of 1v1 offensive skills and team work, individual 1v1 offensive skills, team tactics)

DEFENSIVE

(Introduction to concepts of defensive skills and tactics, individual 1v1 defensive skills with no contact, basic team tactics)

WHAT DOES A FUNDAMENTALS RINGETTE PROGRAM LOOK LIKE?

- The focus is on FUN, with lots of action and repetition
- Maximum participation: everyone involved and everyone wins (no bench warmers)
- All sessions are well-planned and well-structured. The focus is on progressive skill development and learning how to play ringette in a fun, success-oriented environment
- Begin to develop group dynamics – encourage teamwork, fair play, sportsmanship, ethics
- Continue motor skill development – agility, balance, coordination, speed, time/space orientation, etc
- Include activities that develop speed; there is a sensitive period for speed

development between the ages of 6-8 for females, and 7-9 for males

- Include activities to develop flexibility during warm-up and cool down
- Incorporate the development of basic motor and movement skills into warm up activities and games
- Introduce basic ring and skating skills, and continue the development of physical literacy skills
- Equipment is modified, and the rink is divided so that several groups can be on the ice at once
- 1-2 weekly sessions of 60 minutes each. Programs run from October to March, and may be divided into two seasons of 6-12 weeks. There is no competitive period; modified games run throughout the year
- Programs are offered through local ringette associations

GAME MODIFICATIONS

- Introduce basic game skills and simple rules of the sport
- Although there are no formal competitive events in this stage, some competitive-type activities can be introduced during practices. Focus on the process of learning about competition, not on winning. Ringette festivals are a good way to develop sport skills in a fun environment
- Vary play situations: 1 vs. 1, 2 vs. 2 etc., with and without goalkeeper
- Participants play all positions, including goalkeeper
- Coaches are on the ice; keep game-type activities fun and fair
- Rules are modified so they are appropriate to young, beginning players, for example:
 - No score keeping
 - Free pass is allowed
 - Modified goalkeeper position
 - Goalkeeper ring
 - Only the goalkeeper may be inside the goal-crease
 - No contact
 - Players may pass over the blue lines
 - Smaller ice surface

PARTICIPANT MONITORING

Coaches can begin to monitor growth by taking standing height measurements on the birthday (or first practice of the season) and recording for future reference

WHAT CAN PARENTS DO?

- Introduce participants to a range of activities, provide encouragement and show interest in active participation in sport and physical activity
- Encourage daily physical activity, and unstructured outdoor and indoor play
- Support the development of excellent basic skills as a pre-requisite to playing the game
- Ensure that a balance is maintained with school, other sport and non-sport activities
- Understand the need to transport participants to activities, to pay for these activities, and to purchase required equipment for the activities (e.g. skates, helmet)

COACHING (TYPE OF COACH)

- Community Sport Initiation (CSI) coach
- SOC Community Coach
- All coaches must have a knowledge of the rules of ringette and how to modify them appropriately for this stage



I AM PLAYING

LEARNING TO TRAIN STAGE



EARLY IN STAGE:

Females 8-9 years, males 9-10 years

LATER IN STAGE:

Females 10-11 years, males 11-12 years

ATHLETES WITH A DISABILITY:

enter at any age, with or without parent or support person

This is an important stage, one in which participants learn sound basics of ringette, but also begin to play formal games. Many participants in this stage will enter puberty, and it is important that height be monitored regularly to help determine when the player begins the growth spurt. Toward the end of this stage, individual rates of growth and development become quite obvious. Since each player has a different rate of development, it is important to be flexible with training programs to ensure appropriate challenges and to meet the needs of players who are growing rapidly.

GENERAL OBJECTIVES

DESCRIPTION OF THE STAGE

- To develop fundamental ringette skills in a fun, participation-based environment
- To continue to develop physical and motor capacities
- To develop general physical fitness
- To introduce the development of mental skills
- To introduce and develop simple tactics
- To introduce game play with focus on application of skills learned in training
- To introduce and develop decision-making skills in standard/controlled conditions
- To encourage players to strive to succeed and do their best

GUIDING PRINCIPLES

- Community-based programming
- Game play introduces an environment of competition, but there is no "competitive" program
- Teams are created based on equal

abilities distribution – no tiering

- Practices well organized, varied, game-like, and active participation of all
- Emphasize motor skill development, technical skill instruction, time-space orientation and team play
- Increase skill repertoire through a gradual progression of skill acquisition
- Include activities to develop flexibility during warm-up and cool down
- Introduction to the game – modified rules
- Ensure that players experience all positions; toward the end of this stage, identify players who show an ability and interest in goalkeeping
- Maintain high frequency of practice and repetitions: 70% success rate for learning to occur
- 1:6 adult/participant ratio or lower as required to provide quality supervision
- Throughout the year, encourage players to participate in a variety of school and summer sports
- Toward the end of the stage:
 - Introduce understanding of how to use skills to resolve tactical problems
 - Introduce balance of individual/team offensive and defensive preparation.
 - Use game situations as learning opportunities.



TECHNICAL SKILL BENCHMARKS

EARLY IN THIS STAGE:

Develop good skill technique

LATER IN THIS STAGE:

Develop accuracy and consistency in skill execution

SKATING SKILLS:

EARLY IN THE STAGE:

Basic stance, falling and getting up, edges, balance on skates, starts, stops, forward/backward stride and glide

LATER IN THE STAGE:

As above plus acceleration, crossovers, sharp turns, double sculling, 2 foot slalom; transitions

RING SKILLS:

- Early in the stage: basic skills, grip, carrying and protecting the ring, passing, receiving and retrieving the ring, checking, shooting – all within a controlled environment
- Later in the stage: as above, plus deking – all within a controlled environment

GOALKEEPING SKILLS:

EARLY IN THE STAGE:

Introduce concept and rotate position to all players, basic grip, stance, stick on ice, skating and ring skills, mobility and stick work, positioning and ring distribution

LATER IN THE STAGE:

Identify and develop maximum number of players interested – play goal no more than ½ time, continue basic grip, stance and style, stick on ice, skating and ring skills, mobility in all directions, stick work, positioning, ring distribution, communication/interaction

TACTICAL SKILL BENCHMARKS

OFFENSIVE

EARLY IN THE STAGE:

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)



LATER IN THE STAGE:

Acquisition of basic offensive skills and tactics (1v1 offensive skills/tactics, 2v1 skills, isolate 1 defender and pass or shoot)

DEFENSIVE

EARLY IN THE STAGE:

Acquisition of basic defensive skills and tactics, individual 1v1 skills, maintain goal side positioning, introduce basic team tactics

LATER IN THE STAGE:

Acquisition of basic defensive game skills, defensive skills and tactics, individual 1v1 skills, maintain goal side positioning, team tactics



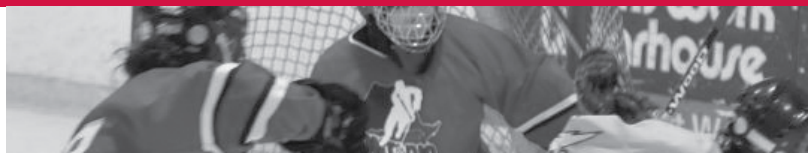
WHAT DOES A LEARN TO TRAIN RINGETTE PROGRAM LOOK LIKE?

- There should be at least two seasons, each is 6-12 weeks long. Season 1 runs from September or October to December, season 2 runs from January to March
 - Pre-season training: 2 to 4 weeks for evaluations, team formations
 - Participate in an exhibition league
 - Practice to game ratio is 70/30. There should be 2-3 training periods of 60 minutes each to 1 game session each week
 - Provide developmentally-appropriate, specific technical feedback.
 - Strength development should be through body weight activities, medicine balls, Swiss balls, light resistance
 - A sensitive period for stamina (endurance) training coincides with the onset of the growth spurt
 - Pay special attention to maintaining flexibility during the growth spurt
 - There is a sensitive period for speed development in females aged 11-13
 - Continue to develop motor skills – agility, balance, coordination, speed, time/space orientation, etc
 - Players must play all positions and have equal opportunity playing time
 - Focus team social activities on fun and friendship
 - Introduce Mental Preparation skills:
 - Decision Training ~ introduce decision making skills through skill training activities
 - Goal Setting ~ team
 - Self-Awareness ~ positive thinking, attitude
 - 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
 - Encourage participation in other sports 3x per week; encourage a minimum of 60 minutes per day of play or participation in other unstructured activity
 - During off-season, encourage players to participate in a variety of school and summer sports
 - Avoid playing ringette year round, but players may participate in a summer ringette camp, or in 4-6 sessions of pre-season preparation
 - By the end of this stage:
 - One season, 20-24 weeks long
 - Single peak periodization (peak for end-of-season league tournament)
 - Preparation period = 7-15 weeks; Competition period = 7-20 weeks; Transition period = 1-2 weeks
 - Two weekly training sessions to 1 competition (game)
 - Maximum 20 competition days during the season
 - Pre-season camp for warm-up (4-6 sessions)
 - Ringette-specific training 3X per week; 2-3 practice sessions of 60-90 minutes each



I AM PLAYING

LEARNING TO TRAIN STAGE



GAME MODIFICATIONS

EARLY IN THE STAGE:

- Organized game play in a manner to maximize learning opportunities for all participants
- Focus is on fun and on basic ring and skating skills
- Introduction to game format with modified rules
- 2 minute warm-up; 3x10 minute periods with stopped time
- Coaches on ice at beginning of season; gradually decrease time on ice throughout the season
- No stats or standings, no emphasis on win-loss
- Up to 20 days of competition during the year (both seasons combined). One competition day = a day in which one or more games are played against another team. These competition days can include organized league/exhibition game play and a maximum of 2 local/regional tournaments (including year end tournament)

LATER IN THE STAGE:

- Begin playing regular game format
- Emphasize acquisition of basic game skills – focus on fun and basic ring, skating and game skills
- Rules of play: all basic, regular rules introduced but no shot clock; scores kept unless very lopsided; two officials for every game and they are encouraged to give play guidance to all players
- 6 players per side on a full ice surface, 4 minute warm-up, 3 X ten minute periods of stop time
- Organize game play to emphasize and maximize learning opportunities for all participants
- Begin organized league and exhibition game play; exhibition league until December, then regular league January to March
- Maximum 3 local/regional tournaments, including year end tournament

MONITORING

- Ensure development of strong technical skills
- Monitor height every 3 months





- (standing height, sitting height and arm span) and record measurements for future reference related to onset of peak height velocity (PHV) Watch for correct body alignment and symmetrical development of flexibility and strength (i.e. equal on both sides of the body)

WHAT CAN PARENTS DO?

- Continue to expose participants to a range of activities, provide encouragement and show interest in participating in sport and physical activity
- Continue to support the development of sound basics over game and tournament play
- Listen to the participant to help identify sport preferences
- Ensure a balance with school, other sport and non-sport activities
- Understand the need to transport participants to activities, to pay for these activities and to purchase the necessary equipment
- Ensure a balance with school, other sport and non-sport activities
- By the end of this stage, parental involvement increases and parents develop a growing interest in the sport. Some parents may attend coaching or officiating courses. They may be asked to volunteer at activities or help with fund-raising

COACHING (TYPE OF COACH)

- Community Sport Initiation (CSI)
- SOC Community Coach

I AM ON THE TEAM

TRAINING TO TRAIN STAGE



EARLY IN THE STAGE:

Females 12-13 years, males 13-14 years

LATER IN THE STAGE:

Females 14-15 years, males 15-16 years

Athletes with a disability: enter at any age, with or without parent or support person

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.

Most players will go through the growth spurt during this stage and it is very important to be flexible with training programs to ensure appropriate challenges and to meet the needs of players who are growing rapidly. Selection of athletes into tiered programs is also important, so that players are placed on teams with other players who are of approximately equal size and stage of development. Discretion should be applied to placement of athletes who are early or late developers; this is particularly important in competitive programs and may require overlapping age categories in competitive levels.



GENERAL OBJECTIVES

DESCRIPTION OF THE STAGE

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

COMMUNITY PROGRAMS:

- 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

TECHNICAL SKILL BENCHMARKS

CONSOLIDATION OF SKILLS

SKATING:

EARLY IN THE STAGE:

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

transition skills

LATER IN THE STAGE:

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

RING:

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

GOALKEEPING:

EARLY IN THE STAGE:

Consolidation of 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

LATER IN THE STAGE:

Goalkeepers specialize, specific goalkeeping drills and training

TACTICAL SKILL BENCHMARKS

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



DEFENSIVE

Consolidation of defensive game skills with primary focus on fun and execution of basic ring, skating and game skills

COMMUNITY

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

COMPETITION

- Skills are consolidated so players are able to perform skills with quick, concise movements
- Understand individual defensive skills and tactics concepts and implement on a reliable and consistent basis
- Understand team tactics concepts and implement on a reliable and consistent basis

PSYCHOLOGICAL SKILL DEVELOPMENT

ACQUISITION OF:

- Coping strategies, relaxation strategies
- Skills that prepare the player to deal with success and failure
- Skills for sharing leadership opportunities

CONSOLIDATION OF SKILLS SUCH AS:

- 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 activities

As this stage progresses, players continue to improve their abilities and usage of mental skills through:

ACQUISITION OF SKILLS SUCH AS:

- arousal strategies
- becoming more independent, understanding personal strengths and weaknesses
- developing effective communication strategies, understanding team roles and identifying where they fit in

CONSOLIDATION OF SKILLS SUCH AS:

- 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

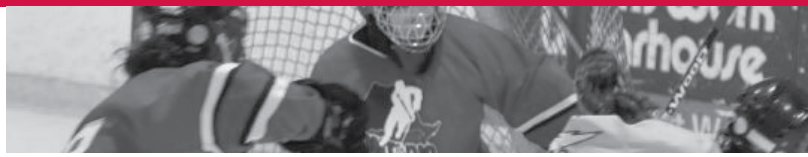


WHAT DOES A TRAIN TO TRAIN RINGETTE PROGRAM LOOK LIKE?

- 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 and in males at approximately 13-16 years*
 - *Endurance: sensitive period for endurance (stamina) development in males with the onset of peak height velocity*
 - *Pay special attention to maintaining flexibility during periods of rapid growth*
- Competition format:
 - *Female vs. female only teams, male vs. male only teams*
 - *Organized League games based on age level and/or ability (standings are recorded).*
 - *Weekly games with some tournaments.*
 - *Tournaments, Provincial and League Championship format should be modified round robin or other format to allow maximum number of games for each team within a weekend.*
 - *Emphasis on learning and staying healthy*
- Encourage daily participation in sport and physical education, minimum 60 minutes per day
- Team social activities focused on fun and teambuilding
- Players may be encouraged to become coaches in training or referees

I AM ON THE TEAM

TRAINING TO TRAIN STAGE



COMMUNITY

- Season is 20-32 weeks; single peak periodization
- Players play a variety of positions and receive equal playing time
- Pre-season training: 3-6 weeks for evaluations, team formation and team practices
- Preparation period 10-12 weeks, Competition period 8-12 weeks, Transition period 3-4 weeks
- Training to competition ratio = 60:40; 2 trainings to 1 competition weekly
- 2-3 sessions of 60-90 minutes each weekly
- 21-22 days of competition
- Events – exhibition games, league games, tournaments, playoff games, provincials (by classification)
 - During off-season:
 - Encourage players to participate in a variety of school and summer sports
 - Players are encouraged to attend ringette camps through the summer
 - Encourage maintenance of physical fitness qualities (endurance, strength)
 - Participate in pre-season camp for warm-up

COMPETITION

- Season is 24-25 weeks
- Players play 1-2 positions, with "fair and reasonable playing time; identify 2 goalkeepers per team
- Single or double peak periodization; peak for provincial and national championships
- Pre-season = 2-4 weeks for pre-season training, evaluations, team formation and team practices
- Preparation period 7-15 weeks, Competition period 8-14 weeks, Transition period 1-2 weeks
- Training to competition ratio = 60:40; 3 trainings to 2 competitions weekly
- 3-4 sessions of 60-90 minutes each weekly (1-2 trainings with the team, 2-3 training on own)
- 22 days of competition
- Events – exhibition games, league games, tournaments, playoff games, provincials (by classification)
- Toward the end of this stage players may also participate in

provincial qualifiers for Easterns/Westerns/CRC (A and AA); Eastern/Western (Regional) Championship for A category; CRC (National) Championship for AA category

- During off-season:
 - *Players are encouraged to participate in an activity that will aid in their development and preparation for the beginning of the fall season (i.e. Running for cardio as well as dry land shooting practice or attending a summer session of power skating, light weight training** under supervision; early in the stage using own body weight, later in the stage may use light weights)*
 - *Encourage involvement in a variety of school and summer sports or activities throughout the year*
 - *May play rep or high calibre sports, but without a specialization in one specific sport*
- Players are expected to maintain their physical training program
- For top competitive athletes, the services of an integrated support team may be included to enhance training and recovery

GAME MODIFICATIONS

- 7 minute warm-up, progressing to a 10 minute warm-up by the end of the stage
- Shot clock
- 6 players per side on a full ice surface
- early in stage: 60% of international game format
- later in stage: 75% of international game format

MONITORING

ALL PLAYERS:

Monitor standing and sitting height, arm span and weight every 3 months and adjust training as a function of growth and development. This is particularly important during the early part of this stage when the majority of players will be experiencing rapid growth. Continue physical abilities testing; it is particularly important to maintain active

flexibility during this stage
Monitor rapidly growing players for symptoms of Osgood Schlatter's



COMPETITIVE LEVEL PLAYERS

- As intensity and volume of training increase, general health must be monitored regularly
- Ongoing screening for hip and knee alignment, and imbalances in strength and flexibility will help reduce the risk of injury
- Monitor iron levels in female athletes annually
- Begin to educate athletes about doping control at the end of this stage

WHAT CAN PARENTS DO?

EARLY IN THE STAGE:

- Continue to ensure that there is a balance of sport with school and other activities and that players are properly nourished and rested
- Provide a "positive push", but no pressure on the player
- Ensure ongoing communication between parents, coach and player; trust the coach, talk to the player, and intervene only when necessary
- Parental involvement increases and parents develop a growing interest in the sport. Some parents may attend coaching or officiating courses. They may be asked to volunteer at activities or help with fund-raising. Depending on the level of involvement, parents may sacrifice considerable leisure time to volunteer

- Understand the need to transport players to activities, to pay for these activities and to purchase the necessary equipment; this commitment is greater for competitive athletes

LATER IN THE STAGE:

- Parents tend to move into the background and play a less direct role, but they still provide emotional and tangible support
- As the player becomes more responsible for decision-making, parents continue to provide support but allow increased independence
- Continue to provide a “positive push”

and be available when the player needs guidance

- Parents remain active as volunteers
- Ensure that the player’s schedule is organized and that there is balance between sports, school, social life and family activities.
- Ensure that siblings have their own niche, which may be in ringette, or in another sport/area of interest
- Understand that with increased level of player participation, there will be increased time and financial commitments (e.g. driving to practices and games, tournament and out-of-town travel costs)

COACHING (TYPE OF COACH)

COMMUNITY:

Community Sport Initiation (CSI) coach + MED online evaluation

COMPETITION:

Competition Introduction (CI) certified coach (includes online MED evaluation)
Competition Introduction Gradation (CIG) Certified



I AM A COMPETITOR

TRAINING TO COMPETE STAGE

Females 16-18 years, Males 17-18 years
Athletes with a disability: enter at any age,
with or without parent or support person

GENERAL OBJECTIVES DESCRIPTION OF THE STAGE

- 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

COMMUNITY:

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

COMPETITION:

- Skill development under competitive conditions
- Individual actions must be team oriented.(what's best for the team)
- Individual responsibility within team play becomes a focus
- Game plan/individual play must adapt to opponent
- Individualized instruction based on the needs of each athlete
- Technical Skill Benchmarks
Refinement of skating skills – starting, stopping, forward, backward, transition
- Refinement of ring skills, refinement of position-specific skills – carrying and protecting the ring, passing, receiving, checking, shooting, deking in a varied environment
- Refinement of goalkeeping skills – general, lateral, forward and backward

mobility, stick work, skating and ring skills, positioning, ring distribution, communication and interaction, style

TACTICAL SKILL BENCHMARKS

OFFENSIVE:

Consolidation of offensive game skills:

- Further consolidate technical skills
- Consolidate cues to read and react to defense
- Use overload, isolation, communication, movement, timing and space to create scoring opportunities
- Refine options
- Pay increased attention to strategy and tactics
- Refine individual and team tactical skills

DEFENSIVE:

Refinement of defensive game skills:

- Further consolidate checking and skating skills – backward skating, speed and pivoting. Consolidate cues to read and react to ring carrier and non-ring carriers
- Refine positioning, gap control, channelling and timing challenge on ring carrier
- Pay increased attention to strategy and tactics, both individual and team
- Community level players should be able to perform sequential and flowing movements, understand and implement defensive concepts
- Competitive level players have consolidated the ability to perform skills quickly and efficiently They have a solid understanding of defensive concepts and can implement them reliably and consistently

PSYCHOLOGICAL SKILL DEVELOPMENT

CONSOLIDATION OF ADVANCED MENTAL PREPARATION SKILLS:

stress management independence, personal strengths and weaknesses, attribution, self-coaching effective communication strategies, understanding team roles and identifying where they fit in

REFINEMENT OF MENTAL SKILLS:

- Decision training – correct decision making in all competitive situations, long and short term goals, process and outcome
- Focus management/attentional control – concentration, coping strategies
- Goal setting – individual and team
- Anxiety management/emotional control – visualization (mental rehearsal of game situations), relaxation arousal strategies
- 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
- Team building and social development activities



WHAT DOES A TRAIN TO COMPETE RINGETTE PROGRAM LOOK LIKE?

- Ringette-specific technical, tactical and fitness training 9-12 times per week
- Improve general and specific fitness conditioning (stamina, strength, speed and suppleness)
- Be aware of sensitive periods for strength development in males, 12-18 months after peak height velocity
- Competition format:
 - Organized League games based on age level and/or ability (standings may be recorded)
 - Weekly games with some tournaments.
 - Tournaments, Provincial, League and Regional Championship format should be modified round robin or other format to allow maximum number of games for each team within a weekend
- 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 teams
- Team social activities are focused on fun and teambuilding

COMMUNITY

- Season: 20-26 weeks (Preparation: 7-15 weeks, Competition: 7-20 weeks, Transition: 3-4 weeks)
- Single peak periodization; peak for regional/provincial championships
- Training to competition ratio = 40:60
- 20-30 competition days per season
- One training session to 2 competitions weekly
- 2-3 weekly ringette sessions of 60-90 minutes each
- Players play a variety of positions
- Emphasis on learning and staying healthy, and on friends, socializing, meeting people and relationships

Events:

- Exhibition games
- League games
- Playoff games
- Provincials (by classification)
- University Challenge Cup

Off-season development:

- Players participate in spring/summer sports to help with cardio training, balance and hand/eye coordination (e.g. lacrosse, soccer, aerobic base training and strength training)
- Physical and skill development are ongoing
- Participate in pre-season camp for warm-up

COMPETITION

- Season: 35-45 weeks (Preparation: 7-15 weeks, Competition: 7-20 weeks, Transition: 3-4 weeks)
- Double peak periodization; peak for provincial and national championships
- Training to competition ratio = 40:60
- 30 - 40 competition days per season
- Two training sessions to 3 competitions weekly
- 4-5 weekly ringette sessions of 60-90 minutes each
- 2-3 weekly non-ringette training sessions with team
- 3-4 weekly non-ringette training sessions on own
- Play 1-2 positions; goalkeeper specialization
- Teams are female vs. female, or male vs. male
- Regional, National and Multi-sport events should be structured to encourage/require optimal performance in every game for team to successfully advance (i.e.: pool play, single or double elimination formats)
- Events:
 - Provincials (by classification)
 - Eastern/Western (regional) championships for A category
 - CRC (national) championships for AA category

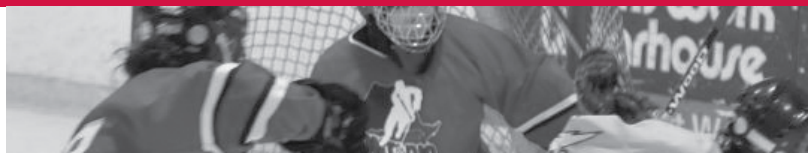
Off season development:

- Players are encouraged to participate in an activity that will aid in their development and preparation for the beginning of the fall season (i.e. Running for cardio or dry land shooting practice, attending a summer session of power skating, light weight training under supervision)
- May play rep or high calibre sports with a specialization in one specific sport
- Work on basics of training and performance – stamina, strength, speed, skill, suppleness



I AM A COMPETITOR

TRAINING TO COMPETE STAGE



GAME MODIFICATIONS

COMMUNITY AND COMPETITION:

- 10 minute warm-up
- Shot clock
- 6 players per side on a full ice surface
- International game format
- Options for fun/ variety and to improve regular game:
 - Gym Ringette
 - 3 on 3's



MONITORING

- Height and weight should be monitored quarterly for baseline measurements
- Continue monitoring of physical abilities, skills and technique

COMPETITION:

- As intensity and volume of training increase, general health must be monitored regularly
- Ensure that recovery and regeneration are monitored on an individual basis
- Ongoing screening for hip and knee alignment, muscle imbalances and flexibility will help reduce the risk of injury
- Monitor iron levels yearly in female athletes

WHAT CAN PARENTS DO?

- Parents are the primary support person to manage the player's schedule, particularly for competitive players
- Continue to provide a positive push and offer unconditional support for the player
- Understand that with increased level of player participation, there will be increased time and financial commitments (e.g. driving to practices and games, tournament and out-of-town travel costs)
- Parents may encourage the player to learn to drive so that they can reduce the time commitment for transport to training

COACHING (TYPE OF COACH)

COMMUNITY:

- Community Sport Initiation (CSI) + MED online evaluation

COMPETITION:

- Certified Competition Introduction + graduation + MED ONLINE
- Specialized coaching (goalkeeping, defensive, offensive etc.) as needed





I AM EXCEEDING MY LIMITS



LEARNING TO WIN STAGE

Females 18-19+ Males 19-20+

Athletes with a disability: enter at any age, with or without parent or support person

This stage is the entry to high performance programs in Ringette.

GENERAL OBJECTIVES

DESCRIPTION OF THE STAGE

To introduce players to a high performance environment
To maintain fundamental skills, tactics, mental and general physical fitness
To refine advanced skills and tactics
To refine strategies (game plan)
To consolidate decision making skills
To consolidate position-specific skills
To consolidate position-specific mental and physical training
To achieve consistent performance in major competitions

GUIDING PRINCIPLES

- Players are introduced 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

TECHNICAL SKILL BENCHMARKS

- Refinement of all skating skills
- Refinement of all ring skills and position specific skills
- Refinement of all 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

PSYCHOLOGICAL SKILL DEVELOPMENT

ADVANCED MENTAL PREPARATION REFINEMENT OF ALL MENTAL SKILLS

- Decision training – correct decision making in all competitive situations
- Goal setting – individual and team, long and short term, process and outcome
- Focus management/attentional control – concentration, coping strategies, stress management
- Anxiety management/emotional control – visualization (mental rehearsal of game situations) relaxation, arousal strategies
- Game preparation and routine – specific game strategies
- Self-awareness – positive thinking, attitude and adjustment, preparing to deal with success and failure, independence, personal strengths and weaknesses, attribution, self-coaching
- Team dynamics – teamwork, fair play, sportsmanship, ethics, shared leadership opportunities, effective communication strategies, understand team roles and identifying where they fit in
- Team building and social development activities

WHAT DOES A LEARNING TO WIN RINGETTE PROGRAM LOOK LIKE?

Ringette-specific technical, tactical and fitness training 9-15 times per week

- Length of season is 35-45 weeks (7-15 weeks preparation, 7-20 weeks competition, 3-4 weeks transition)
- Training: competition ratio = 25:75
- 40-50 competition days per season
- Double peak periodization
- 1 training session to 3 competitions weekly
- 4-5 ringette specific training sessions of 90-120 minutes each weekly
- 2-3 weekly non-ringette training sessions with team
- 3-4 weekly non-ringette training sessions on own
- Players specialize in one position, but have knowledge of 1-2 positions; reasonable playing time for all
- Goalkeepers are specialized
- Further develop general and specific fitness conditioning by position
- Daily participation in sport and physical activity, minimum 60 minutes per day
- Competition format:
 - Female vs. female only and male vs. male only teams
 - Organized league games based on age level (team and individual stats recorded)
 - 2-3 games per weekend
 - series playoff schedules
 - pool structure for nationals to ensure teams play against like teams
- Events:
 - Canada Games (U20 females)
 - Canadian Ringette Championships
 - "Junior" World Ringette Championships
 - World club championships
- Team social activities focused on fun and teambuilding
- Off-season:
 - Increased emphasis on Ringette related





training. Players are encouraged to participate in an activity that will aid in their development and preparation for the beginning of the fall season (i.e. Running for cardio, dry land shooting practice, attending a summer session of power skating, light weight training under supervision). Three days/week off ice or cross training by participation in other sports.

- Aerobic base training and strength training to maintain year-round fitness levels.
- Minimal to moderate on-ice Ringette training: Rec league or 3vs3 – not regular teams. Key is to stay on the ice and have fun in the off-season.

GAME MODIFICATIONS

- international rules and game format
- 15 minute warm-up + flood
- flood between periods

MONITORING

- Height and weight should be monitored quarterly for baseline measurements
- As intensity and volume of training increase, general health must be monitored regularly; monitor iron levels yearly in female athletes
- Ongoing monitoring of physical abilities, skills and technique
- Ensure that recovery and regeneration are monitored on an individual basis
- Ongoing screening for hip and knee alignment, muscle imbalances and flexibility will help reduce the risk of injury



WHAT CAN PARENTS DO?

- Parents are the primary support person to manage the player's schedule, particularly for competitive players
- Continue to provide a positive push and offer unconditional support for the player
- With increased level of player participation, there will be increased time and financial commitments (e.g. driving to practices and games, tournament and out-of-town travel costs)

COACHING (TYPE OF COACH)

- Competition Development (CD) certified coach
- Performance enhancement team (PET) for specialized coaching – goalkeeping, defensive, offensive etc.
- Ongoing education and learning opportunities for high performance coaches

OTHER AREAS OF PLAYER SUPPORT

- Access to specialists in performance nutrition, mental skills training, sport-specific physical preparation, injury prevention, recovery and regeneration
- Lifestyle counselling (time management, transition from national team level competition, financial management, travel, money, family)
- Adherence to principles of fair play and True Sport
- Access to ringette skills, drills, systems, plays
- Know the rules of the game – rules training or officials training
- Media training



I AM A CHAMPION

COMPETING TO WIN STAGE

Females 18+, males 19+

GENERAL OBJECTIVES

DESCRIPTION OF THE STAGE

To develop high performance Ringette players who will achieve international success on the Canadian team.

To maximize all aspects of Ringette preparation: physical, mental, technical and tactical. To achieve peak performance in major competitions; performance on demand

GUIDING PRINCIPLES

- Highest level of competition programs
- To establish and maintain a national high performance player development program that will lead to success at the international level

TECHNICAL SKILL BENCHMARKS

- Refinement of all skating skills
- Refinement of all ring skills and position specific skills
- Refinement of all goalkeeping skills

TACTICAL SKILL BENCHMARKS

OFFENSIVE AND DEFENSIVE:

- Refine skills and tactics to identify team-specific strategies based on scouting reports



PSYCHOLOGICAL SKILL DEVELOPMENT

ADVANCED MENTAL PREPARATION REFINEMENT OF ALL MENTAL SKILLS

- Decision training – correct decision making in all competitive situations
- Goal setting – individual and team, long and short term, process and outcome
- Focus management/attentional control – concentration, coping strategies, stress management
- Anxiety management/emotional control – visualization (mental rehearsal of game situations) relaxation, arousal strategies
- Game preparation and routine – specific game strategies
- Self-awareness – positive thinking, attitude and adjustment, preparing to deal with success and failure, independence, personal strengths and weaknesses, attribution, self-coaching
- Team dynamics – teamwork, fair play, sportsmanship, ethics, shared leadership opportunities, effective communication strategies, understand team roles and identifying where they fit in
- Team building and social development activities

WHAT DOES A TRAIN TO WIN RINGETTE PROGRAM LOOK LIKE?

- Ongoing ringette-specific technical, tactical and conditioning training 9-15 times per week
- Regularly scheduled training camps for athletes identified to the national team program
- 40-50 week season (preparation 7-15 weeks, competition 7-20 weeks, transition 3-4 weeks), depending on World Cup or Challenge Cup year
- Double periodized training program – Canadian Ringette Championships and World Championships
- Training: competition ratio = 25:75
- 1 training session to 3 competitions weekly
- 40-50 competition days per season

- 5-6 sessions each of 90-120 minutes weekly
- 2-3 weekly non-ringette training sessions with team
- 3-4 weekly non-ringette training sessions on own
- Players concentrate on one position, with ability in a secondary position; goalkeeper specialization is complete
- Ensure appropriate recovery and regeneration is included in periodized plan
- Maintain year-round fitness standard
- Daily participation in sport and physical activity, minimum 60 minutes per day
- Competition format:
- Yearly competition in a "Challenge Cup" format
- Tri-yearly competition for World Championship
- Two teams to Challenge Cup tournaments scheduled on a regular cycle and at consistent times
- Events:
 - National Ringette League
 - World Championships (Team Canada)

GAME MODIFICATIONS

- International game rules and format
- 15 minute warm-up before game + flood
- flood between periods

MONITORING

- Height and weight should be monitored quarterly for baseline measurements
- Ongoing monitoring of physical abilities, technical and tactical skills
- As intensity and volume of training increase, general health must be monitored regularly
- Ensure that recovery and regeneration are monitored on an individual basis
- Ongoing screening for hip and knee alignment, muscle imbalances and flexibility will help reduce the risk of injury
- Monitor iron levels yearly in female athletes

WHAT CAN PARENTS DO?

- Parents take an active role in helping players make decisions about university, living environment and life after sport
- Parents role in managing the player's schedule decreases as the player becomes older and more independent.
- Parents continue to offer unconditional support and a positive push

COACHING (TYPE OF COACH)

- Certified Competition Development (CD) coach
- Specialized coaching – goalkeeping, defensive, offensive etc.
- Ongoing education and Mentoring opportunities at camps and competitions

OTHER AREAS OF PLAYER SUPPORT

- Access to specialists in performance nutrition, mental skills training, sport-specific physical preparation, injury prevention, recovery and regeneration
- Utilize Canadian Sport Centres for testing and setting standards
- Lifestyle counselling (time management, transition from national team level competition, financial management, travel, money, family)
- Opportunities for players to have input, representation and be part of program evaluation process
- Opportunities for coaches and officials to receive support and constructive feedback
- Adherence to principles of fair play and True Sport
- Media training



I AM RINGETTE

ACTIVE FOR LIFE STAGE



GENERAL OBJECTIVES

DESCRIPTION OF THE STAGE

- To provide a positive environment for lifelong physical activity
- To be flexible in approach to assist all players
- To provide integrated programs for athletes with a disability
- To provide programs for athletes with a disability where possible
- To encourage ongoing involvement and contribution to the sport through volunteering, coaching, officiating and being a parent/supporter

GUIDING PRINCIPLES

- Ongoing community-based programming for all ages and abilities
- Fun (socially motivated), balance between participation and competition.
- Individualized instruction based on the needs of each athlete
- Ensure life long participation in sport.
- Tiering to accommodate varying abilities and experience and provide exposure to different levels of competition
- Skill development under competitive conditions
- Individual actions must be team oriented
- Game plan/individual play must adapt to opponent

TECHNICAL SKILL BENCHMARKS

Opportunity to develop, maintain and refine skills, depending on the level of players

TACTICAL SKILL BENCHMARKS

Opportunity to develop, maintain and refine skills, depending on the level of players

PSYCHOLOGICAL SKILL DEVELOPMENT

- Decision training – correct decision making
- Goal setting – individual and team, long and short term, process and outcome
- Focus management/attentional control – concentration, coping strategies, stress management
- Anxiety management/emotional control – visualization (mental rehearsal of game situations) relaxation, arousal strategies
- Game preparation and routine – specific game strategies
- Self-awareness – positive thinking, attitude and adjustment, preparing to deal with success and failure, independence, personal strengths and weaknesses, attribution, self-coaching
- Team dynamics – teamwork, fair play, sportsmanship, ethics, shared leadership opportunities, effective communication strategies, understand team roles and identifying where they fit in
- Team building and social development activities

WHAT DOES AN ACTIVE FOR LIFE RINGETTE PROGRAM LOOK LIKE?

- Encourage daily participation in physical activity and sport, with an emphasis on learning and being healthy
- Encourage a minimum of 60 minutes moderate activity or 30 minutes of intense activity daily
- Encourage players to participate in a variety of summer sports
- Encourage involvement in physical and social activities
- Encourage ongoing general and specific fitness conditioning
- Season: 20-30 weeks (Preparation: 4-8 weeks, Competition: 7-20 weeks, Transition: 3-4 weeks)
- 20-30 competition days per season
- single peak periodization (peak for regional/league championships) or no

periodization, depending on level

- players have the option of playing a position of choice but are not required to specialize; encourage more than one goalkeeper per team
- Players have fair, equal playing time
- Competition format:
 - Organized League games based on age level and/or ability (standings may be recorded).
 - Weekly games with some tournaments.
 - Tournaments, Provincial, League and Regional Championship format should be modified round robin or other format to allow maximum number of games for each team within a weekend.
- Off-season development:
 - Players participate in spring/summer sports to help with cardio training, balance and hand/eye coordination (e.g. lacrosse, soccer, aerobic base training and strength training)
 - Attend a ringette camp in the summer
 - Participate in pre-season camp for warm-up





MONITORING

- General health and fitness
- Ongoing skill and technique development, as needed

WHAT CAN PARENTS DO?

- Older players may be self-sufficient and independent
- Family is still important in providing support to the athlete and coaches, and enjoying watching their family member play

COACHING (TYPE OF COACH)

Type of coach will depend on the performance level of the players

OTHER AREAS OF PLAYER SUPPORT

- Active and healthy lifestyle
- Adherence to principles of fair play and True Sport
- Access to ringette skills, drills, systems, plays
- Know the rules of the game – rules training or officials training



RESOURCE LIST

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Whitehead, M (2001) The concept of physical literacy. European Journal of Physical Education (6), pp 12-138

GCG LTAD framework, 2007

WSWC LTAD Framework, 2007

CS4L document, 2006

SOC LTAD framework document

Ringette Canada Strategic Plan 2007-2013



GLOSSARY OF TERMS

ADAPTATION

refers to a response to a stimulus or a series of stimuli that induces functional and/or morphological changes in the organism. Naturally, the level or degree of adaptation is dependent upon the genetic endowment of an individual. However, the general trends or patterns of adaptation are identified by physiological research, and guidelines are clearly delineated of the various adaptation processes, such as adaptation to muscular endurance or maximum strength.

CHILD-CENTRED

focusing on the needs, learning styles and individuality of the child

CHILDHOOD

ordinarily spans the end of infancy — the first birthday — to the onset of puberty and is characterized by relatively steady progress in growth and maturation and rapid progress in neuromuscular or motor development. It is often divided into early childhood, which includes preschool children aged 1 to 5 years, and late childhood, which includes elementary school-age children, aged 6 through to the onset of puberty.

CHRONOLOGICAL AGE

refers to “the number of years and days elapsed since birth.” Growth, development, and maturation operate in a time framework; that is, the child’s chronological age. Children of the same chronological age can differ by several years in their level of biological maturation. The integrated nature of growth and maturation is achieved by the interaction of genes, hormones, nutrients, and the physical and psychosocial environments in which the individual lives. This complex interaction regulates the child’s growth, neuromuscular maturation, sexual maturation, and general physical metamorphosis during the first 2 decades of life.

COMP DAY

A day in which one or more games are played against another team.

DEVELOPMENT

refers to the passage to, or percentage of maturity of various traits including social, emotional, intellectual, physical and motor qualities.

DIRECTIONALITY

Movement qualities relating to direction in space as per Laban principles of movement i.e. up/down; forward, backward, and sideways

GROWTH AND MATURATION

The terms “growth” and “maturation” are often used together and sometimes synonymously. However, each refers to specific biological activities. Growth refers to “observable, step-by-

step, measurable changes in body size such as height, weight, and percentage of body fat.” Maturation refers to “qualitative system changes, both structural and functional in nature, in the organism’s progress toward maturity; for example, the change of cartilage to bone in the skeleton.”

LATERALITY

a component of body awareness by which a person perceives and develops 2 distinct sides capable of independent movement

OSGOOD SCHLATTER DISEASE

is a common cause of knee pain in young, growing athletes. It is characterized by swelling, tenderness and pain just below the knee and over the shin bone (tibia).

PEAK HEIGHT VELOCITY (PHV)

is the maximum rate of growth in stature during growth spurt. The age of maximum velocity of growth is called the age at PHV.

PEAK STRENGTH VELOCITY (PSV)

is the maximum rate of increase in strength during growth spurt. The age of maximum rate of increase in strength is called the age at PSV.

PEAK WEIGHT VELOCITY (PWV)

is the maximum rate of increase in weight during growth spurt. The age of maximum rate of increase in weight is called the age at PWV.

PERIODIZATION

refers to the structuring of short and long term training, competition and recovery periods to provide optimum performances at a given date.

- Single peak = one preparatory and one competition period within the year
- Double peak = two preparatory and two competition periods within the year
- Multiple peak = competing all year round while maintaining physical and technical skills

PHYSICAL LITERACY

refers to the mastering of fundamental motor skills and fundamental sport skills. “A physically literate person moves with poise, economy and confidence in a wide variety of physically challenging situations, is perceptive in reading all aspects of the physical environment, anticipates movement needs or possibilities and responds appropriately with intelligence and imagination” (Margaret Whitehead, 2001)

PUBERTY

the phase of growth that begins with onset of hormonal changes in the reproductive system and ends with sexual maturity.

READINESS

refers to the child's level of growth, maturity, and development that enables him/her to perform tasks and meet demands through training and competition. Readiness and optimal periods of trainability during growth and development of young athletes are also referred to as the correct time for the programming of certain stimuli to achieve optimum adaptation with regard to motor skills, muscular and/or aerobic power.

SKELETAL AGE

refers to the maturity of the skeleton determined by the degree of ossification of the bone structure. It is a measure of age that takes into consideration how far given bones have progressed toward maturity, not in size, but with respect to shape and position to one another.

TRAINABILITY

refers to the genetic endowment of athletes as they respond individually to specific stimuli and adapt to it accordingly. Malina and Bouchard (1991) defined trainability as "the responsiveness of developing individuals at different stages of growth and maturation to the training stimulus."

TRAINING AND PERFORMANCE FACTORS

refer to the knowledge and experience base of an athlete and includes warm-up and cool-down procedures, stretching, nutrition, hydration, rest, recovery, restoration, regeneration, mental preparation, and taper and peak. The more knowledgeable athletes are about these training and performance factors, the more they can enhance their training and performance levels.



PROTOCOL FOR HEIGHT MEASUREMENTS

FROM: TALENT IDENTIFICATION FOR BRITISH DIVING

STANDING HEIGHT (CM)

- The athlete stands erect in bare feet with heels, buttocks and shoulders pressed against the stadiometre
- Heels together with arms hanging freely by the side (palms facing thighs)
- The tester applies gentle upward traction to the skull behind the ears
- The athlete is instructed to look straight ahead, take a deep breath and stand as tall as possible
- Draw down the measuring bar to the athlete's head and record standing height to the nearest 0.1 cm

SITTING HEIGHT (CM)

- Athlete sits on the base of the stadiometre with knees slightly bent, hands rested on knees.
- The buttocks and shoulders rest lightly against the stadiometre, which is positioned vertically behind the athlete. Ensure there is no gap between buttocks and the stadiometre
- The tester applies gentle upwards traction to the skull behind the ears to ensure the trunk is fully stretched.
- Draw down the measuring bar to the athlete's head and record sitting height to the nearest 0.1 cm

ARM SPAN (CM)

- Mount a tape measure on the wall about shoulder height of the athletes being measured. Ensure the starting point of the tape measure is fixed to a corner of a wall. This is where the athlete's fingers must be fixed.
- The athlete stands erect with the stomach and toes facing the wall, feet together and head turned to the right
- The arms are extended laterally at shoulder level (horizontal) with palms facing forward. Fingers are stretched.
- The tip of the middle finger is aligned with the beginning of the tape measure (corner of wall) and arms are outstretched along the tape measure
- Use a rule held vertically to the tape measure to record total arm span to the nearest 0.1 cm



LTAD STEERING COMMITTEE

LTAD STEERING COMMITTEE

CARRIE-LEE CHARD

Carrie has been involved with BC Ringette since 2000. As well as playing in the Masters Division, Carrie enjoys coaching all levels of local Ringette. Carrie is a Learning Facilitator for BC Ringette as well as Special Olympics Floor Hockey. Carrie has been a coach for Special Olympics since 1992 in many different sports as well as Dry Land Training. She has coached at an international level with Special Olympics and continues to be committed to integrating Special Olympics with main stream sports when possible. Carrie is a Level 2 certified coach. She continues to strive to keep her coaching philosophy of - helping all athletes reach beyond their potential, and as a team, play fair to win - alive in every athlete.

JOHN FRANCIS

Currently under contract to help plan and manage the 2009 Canada Games, John retired after successful careers in government and private industry, and a stint as manager of the 2004 Special Olympics Canada Winter Games, during which he gained valuable knowledge respecting the needs of persons with disabilities. Over a 40 year period, he has been involved in many sport and recreational activities, enjoying roles in the coaching, officiating and administration elements of many organizations, which resulted in national recognition for his contribution to communities in three provinces. Starting out in Ontario before moving to Prince Edward Island, he has been involved with ringette for close to 25 years in coaching (all levels from Novice to Open, including two Canada Games and six Nationals), officiating (achieving Level 3A), and administration (local and provincial association executive positions as well as coaching and officiating course conductor). In the Ringette community he is now serving as President of the Host Committee for the 2009 Canadian Ringette Championships in Charlottetown and is a Past President of the Coaches Association of Prince Edward Island. John has a BA from McMaster University and an MBA from Dalhousie University.

CAROLYN MOUNTJOY

Carolyn Mountjoy has been involved in Ringette since 1991. She has coached teams at each level from Bunny to Belle and also with teams at the Ontario Winter Games. Carolyn has been a player and a coach at the Adult level. She has been involved on the administrative side of the sport at the local association level, the provincial regional level and also at the provincial level with Ontario Ringette. Carolyn has been involved with hosting local association tournaments and Ontario Ringette Provincials. She is a Learning Facilitator for CSI and CI. Carolyn has a BA from the University of Western Ontario.

LAURA PITT, CHPC

Laura Pitt has been a national and provincial board member, and is the Technical Director for the BC Ringette Association. She has a degree in Human Kinetics (UBC), a diploma in Sport Science (Douglas), and a diploma in Coaching (Douglas). Laura is a Master Learning Facilitator, Coaching Consultant and co-owner of the Target Performance Education Group (TPEG), providing educational workshops for coaches and athlete development. She is a level 3 certified coach and has achieved her Chartered Professional Coach (ChPC) designation with the Coaches of Canada. Laura still plays Ringette in British Columbia.

DONNELL SCHOENHOFEN

Donnell has been involved in Ringette for the past 25 years in a number of capacities including player, official, coach, skill instructor, volunteer board and committee member at local, provincial and national levels, and national office staff. She has been involved as a player and a coach in all levels from 'B' to 'AA', earning two silver and two bronze medals at the Canadian Ringette Championships, and participated at the 2003 Jeux Canada Winter Games as team staff for Saskatchewan. She obtained her Bachelor of Physical Activity Studies degree from the University of Regina and currently is the Master Learning Facilitator and Evaluator in Saskatchewan for the NCCP coaching program. Donnell is the proud mother of three children and has recently returned back to the ice to play in the Master's Division.

CHAIR OF LTAD STEERING COMMITTEE

PHYLLIS SADOWAY

Ringette has been an active Sadoway family affair for the past 27 years. Phyllis received her BPHE from the University of Toronto and has taught Physical Education for more than 30 years in Ontario and Alberta. She got involved in Ringette to spend time with her daughters and their friends. She has coached Ringette in every age division except Masters. As a coach, she has been very fortunate to coach many amazing athletes, from those who just started to those who played at CRC's and Worlds as well as those who won CRC's and Worlds. It was always so exciting for her to be on the bench to support players to achieve goals; such as, play as a team, play creative offense and strong defense, assist or score a first goal, stop attacks, save fantastic shots or score winning goals at Worlds. Phyllis continues to coach; this year, she is very privileged to coach WAM, the Edmonton NRL team. She has enjoyed the game so much she started and coached adult teams as well as helped get a women's league started so that she could have the opportunity to play herself and hopes to play another 20 years. Two of her special playing memories are playing 11 and 9 hours in 2- 24 hour Ringette games to raise money for Cancer Research. Since 1994, Phyllis has been training coaches, at first conducting NCCP Technical Ringette Courses, then as Master Course Conductor and now as Master

Learning Facilitator for our new NCCP Ringette Coaching Workshops. Phyllis has been a member of the Alberta Ringette Board as well as the Ringette Canada Coach Development Committee which she presently chairs. In 2005, she was proud to be awarded the Alberta Centennial Salute for Sport and Recreation as she represented Ringette as one of Alberta's one hundred award recipients.

LTAD PROJECT LEADER

FRANCES LOSIER

Frances brings over 14 years of involvement in the sport of ringette along with an Honors Degree in Sport Administration from Laurentian University. She is currently the Sport Development Director for Ringette Canada, a role she took on after nearly two years as their Technical Director. Over the years Frances laced up her skates for various teams across northern Ontario before joining a team in Ottawa. She has also given back to the sport not only as a coach and official but also as an administrator. Frances served as the Athlete Representative on the Board of Directors of the Ontario Ringette Association. In addition to her Ringette experience, Frances brings the knowledge and experience she gained while working as an Assistant Athletic Director at Athol Murray College of Notre Dame in Wilcox, SK, as a Marketing Assistant to the 2005 Jeux du Canada Games Host Society in Regina, SK as well as Marketing and Game Day Operations with the Sudbury Northern Wolves Jr. A Hockey Club.

LTAD EXPERT GROUP

CHARLES CARDINAL

Charles is a retired university professor from the physical education department at the Université de Montréal. His areas of study are planning and periodization, and methods and principles of training and volleyball. Charles is a former coach and volunteer in amateur sport. His involvement includes Volleyball Canada, CSC Montreal, NCI Montreal, Sports Québec and Volleyball Québec. He is presently consultant to several NSOs and PSOs on LTAD. Charles was awarded the Geoff Gowan award in 2005 for his lifelong contribution to coaching education.

MARY BLUECHARDT

Dr. Mary Bluehardt is a member of the LTAD Expert Committee with a focus on athletes with intellectual disabilities. She has degrees in Physical and Health Education (Lakehead), a Masters of Science in Coaching (Lakehead), and a PhD in Exercise Science (Toronto). Mary is the Director of the School of Human Kinetics and Recreation at Memorial University (Newfoundland and Labrador). She was formerly the Director of Coach Development for Special Olympics Canada where she led the development of their new NCCP. Prior to Special Olympics, Mary was a Professor and Program Head in the Faculties of Kinesiology and Education at the University of Regina. Mary has

been working with people with disabilities since 1976 from the local to international level. She is a Master Learning Facilitator, with International experience with the Commonwealth Sport Development Program in Barbados, Guyana, St. Kitts, and Nevis, and has done development work in China and Thailand. Mary has received numerous awards for her work, including the University of Regina Award of Excellence in Public Service, and YWCA Women of Distinction for Health and Wellness.

TECHNICAL WRITER

CATHY HAINES

Cathy Haines is a sport consultant specializing in LTAD and Coaching Education. She has over 30 years of experience in artistic and rhythmic gymnastics, as an athlete, coach, administrator, parent and volunteer. From 1987-2000, Cathy was the Coaching Development Coordinator at Gymnastics Canada and was responsible for the ongoing design and implementation of the NCCP. Cathy has also been a technical meet director for numerous provincial level RG competitions and received the Gymnastics Ontario Volunteer Recognition Award in 2001. Since 2000, Cathy has been an independent sport consultant based in Ottawa. Cathy has worked as a consultant with the Coaching Association of Canada, and is presently working with a variety of sports on LTAD and on NCCP design and development.

DESIGN & LAYOUT

XACTLY DESIGN & ADVERTISING



Xactly Design and Advertising has been operating for over 6 years as a design and advertising studio located in Ottawa Ontario. Xactly Design & Advertising and Ringette Canada have been working together since summer of 2008. They have worked with Ringette Canada by rebranding specific event logo's, print material, and desktop publishing. Xactly Design and Advertising contributes to the wide growth of the young athletes of today by keeping them visually connected. www.xactlydesign.com