

**Ringette BC**

**FUNdamentals 2 Practice Plan Template**

Green Phase (Week 12-24)

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| **Day of the Week** | **Month, Day, Year** | **60 Minutes** | **Location** |
| **Coaches/Helpers:** | **3-4** |
| **Important Notes:** | **Skating development (sculling and c-cuts, stopping, gliding) and technical development (ring handling, lead passing, shooting)** |

**Green Phase Emphasis**

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| **Skating Development** | **Technical Development** | **TGfU** | **Modified Comp** |

**Skating Development** 17 minutes 35%

**Technical Development** 17 minutes 35%

**Teaching Games for Understanding** 8 minutes 15%

**Modified Competition**  8 minutes 15%

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| **0:00XM - 0:00XM** | **3 Minutes** | **Free Play** |

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| **WARM-UP - 1v1 FOLLOW THE LEADER** |
| **0:00XM - 0:00XM** | **5 Minutes** |
| **Coaches** | 1-2 |
| **Equipment** | None |
| **Description** | 1. Athletes work with partners of similar skating skill. In pairs, the athletes skatter in the space available.
2. When the coach blows the whistle player 1 skates around the space demonstrating skating and fun skills while their partner mimics everything they do (make sure it is safe).
3. When the coach blows their whistle again, the follower becomes the leader.

HINT: End with one coach as the leader and stand in a stationary space. Practice stands, falls, 360s, crawling; bum scooting, etc. Call out animal names and get the kids to act them out. During this time the other coaches set-up their stations.  |
| **Key Teaching Points** | * Spatial awareness is important for safety. Avoid other pairs and leave space between you and your partner.
* This is a medium to high intensity activity
* What skill(s) is your partner really good at? What was the most fun skill to try? This helps players recognise the efforts of their peers and reinforces the names of the skills developing their sport vocabulary.
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| **Adaptations** | **Easier** | The coach can use their whistle to randomly signal a change in who it is. The children can work in groups of 3 or 4 if they are having trouble spacing out. |

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| **SKATING STATIONS** |
| **0:00XM - 0:00XM** | **20 Minutes** (including water and transitions) |

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| **STATION 1: LANES** |
| **0:00XM - 0:00XM** | **10 Minutes** | **Category** |
| **Coaches** | 2 (One at line and one correcting) |
| **Equipment** | Cones or rings to be used as markers; felt markers for drawing on the ice |
| **Description** | *Ringette Line to Boards* *Lanes 1 & 3 are same direction* *And Lanes 2 & 4 are in the other direction.* *After lane 4 children skate long the end boards to lane 1 and start again.* | Divide children into even groups and have each start at a different lane. The children progress through the lanes in a continuous circuit so that the athletes skate nearly continuously. Lane 1: Forward Sculling Lane 2: Backward Sculling Lane 3: Backward Right C-cuts (one foot sculling) Lane 4: Backward Left C-cuts (one foot sculling) |
| **Key Teaching Points** | * Reinforce the movement pattern “push-glide-pull”.
* Encourage athletes to start sculling from a stand still and avoid using momentum.
	+ This ensures athletes develop stride power on both the push and pull components of the sculling or c-cuts.
	+ Ensure athletes stay in ready position. Discourage “bobbing” up and down. Energy should be directed into the force of the stride not into air.
* For c-cuts: one leg is for standing and balancing the other is for pushing (power generation).
	+ Look for players who have equal weight distribution (both skates will be on the inside edge). Correct this by having them move their balance leg hip and shoulder outward to align with the knee and toe. This will move the balance leg skate onto a neutral edge.
	+ Encourage a glide phase between c-cuts. Developing equal power in left and right c-cuts is very important
* This drill develops both symmetrical and asymmetrical coordination of the lower body. Helping athletes understand feet can do the same job or different jobs is a key component of physical literacy development
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| **Adaptations** | **Easier** | * Sculls: Smaller sculling is easier; have athletes skate without a stick and have their arms mimic the sculls, often athletes have higher hand coordination vs foot.
* Replace backward c-cuts with forward and backward sculling to build leg strength.
* Skate without sticks.
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| **Harder** | * Sculls: Larger and slower sculling with an extended glide phase requires more strength and balance; stronger skaters should be able to isolate all the steps in a skill.
	+ Many athletes compensate with momentum when they have a weak step in the skill sequence. This puts them at risk for loss of stability in high speed situations and decreases the power of the stride.
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| **STATION 2: CIRCUIT** |
| **0:00XM - 0:00XM** | **10 Minutes** | **Category** |
| **Coaches** | 1-2 |
| **Equipment** | Cones |
| **Description** | *Draw/insert diagram here* | Repeat each pattern 3 times before moving to the next one. Leave two minutes for each pattern. The coach should go first and demonstrate the pattern. The kids will pick-up the drill without explanations. Pattern 1: Two foot snow plow at each cone and v starts; Return: Power-pushes (left foot leading switch halfway right foot leading).Pattern 2: One foot snow plow at each cone (alt left & right) and t-push. Return: Lateral crossovers (left food leading switch half way to right foot leading).Pattern 3: Two foot turns around cones; Return: One foot forward scooter pushes (t-push strokes) left only then right only (alternate reps).Pattern 4: One foot inside edges at each cone exit into two foot glide (ready position); Return: One foot forward scooter pushes (t-push strokes) left only then right only (alternate reps). |
| **Key Teaching Points** | * All zig-zag cone skills: Enter and exit each turn/stop from a glide (ready) position. For turns put more weight on the inside foot and lead your body around the cone with your nose.
* All return skills: Encourage deep bend (hip, knee, ankle); discourage bobbing by encouraging stride recovery in the ready position; focus on upper body posture (still; chest up; belly button up); try holding stick at chest with both hands palm up as a correction.
* Scooter pushes: From ready position; extend left leg using a t-push; hold leg fully extended then retract leg and two foot glide before next stroke. This is a balance drill (repeat with right leg the next rep).
* Power-pushes: Stand side-ways in ready position. The lead leg is on the inside edge. The other leg pushes (extends) advancing the lead leg which scrapes forward. The athlete’s legs are in a straddle position; the pushing leg is now lifted back to the shoulder-width; repeat pushes. When ready encourage athletes to keep their eyes on the boards not their feet. Lateral awareness is key for defensive and goaltending development.
* Lateral Crossovers: “Squat-cross-step”. Begin in read position (low stance): Step over lead foot and hold this position; then the read footsteps back to the lead and the athlete checks if they are still squatting in the ready position. This is a balance drill; this drill also develops lateral awareness.
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| **Adaptations** | **Easier** | * Athletes who look at their feet while skating have low body awareness and should go slow and steady.
* Make their goal to say the movement pattern steps out loud.
* Only require them to do ½ the return length then skate to the other other line.
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| **Harder** | * Exaggerate the return activities.
* Ensure the upper body positioning is excellent.
* Require longer glide phases.
* Encourage lower center of gravity which extends stride output and increases balance.
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| **TECHNICAL STATIONS** |
| **0:00XM - 0:00XM** | **21 Minutes** (including water and transitions) |

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| **STATION 1: RING HANDLING** |
| **0:00XM - 0:00XM** | **7 Minutes** | **Category** |
| **Coaches** | 1-2 coaches – one for each set of cones |
| **Equipment** | Cones; 2 rings per child; net to shoot on; felt pens to draw crease |
| **Description** | *Draw/insert diagram here* | Cones organized in a wide zig zag (3 per side) spaced at least 1 meter wide apart and two meters long apart. A net is set-up at the end with a hand-drawn crease. Each athlete has a ring. The remaining rings are piled near the net. The athlete's weave through the cones demonstrating forehand and backhand ring carries. The order should be “ring-body-cone”. The ring should be carried near the outside foot. At the end of the zigzag course, the athlete will shoot on the goaltender. Return: Line up 5-8 cones with about 48 cm (2ft) apart in a straight line. The athletes pick up a ring next to the net. The athlete skates parallel to the cones and moves only the ring around the cones. Be sure to have the athlete skate alternate skating to the right and left of the cones to develop both forehand and backhand skills. |
| **Key Teaching Points** | * Check for proper stick grip (narrow edge up, upper hand is overhand and bottom hand is underhand grip).
* Backhand should have the top hand elbow high in the air (open armpit). If the stick is too big the athlete will struggle to keep their balance.
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| **Adaptations** | **Easier** | * Go very slow.
* Decrease the number of cones.
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| **Harder** | * Add speed.
* On zig-zag: A coach can replace a cone and passively check as the player protects the ring.
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| **STATION 2: LEAD PASSING** |
| **0:00XM - 0:00XM** | **7 Minutes** | **Category** |
| **Coaches** | 1 |
| **Equipment** | 2 cones & ring for each pair |
| **Description** | *Draw/insert diagram here* | 1. Athletes are in pairs. Each pair has two cones and a ring. The cones are set-up two or three stick lengths apart.
2. Athlete 1 is positioned with the ring 3 stick lengths away making a triangle with the cones.
3. Athlete 2 skates starts at cone A and skates toward cone B.
4. Athlete 1 passes the ring to Athlete 2.
5. Athlete 2 receives the ring at cone B.
6. The ring is returned to Athlete 1 and Athlete 2 skates towards cone A and receives the ring.
7. Each athlete should receive 10 passes then switch positions.
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| **Key Teaching Points** | * A lead pass is when you pass in front of the skater so they don’t have to wait for the ring. The cones show you where to pass. The passer must choose the speed to pass the ring.
* The receiver should indicate they want the ring by extending their stick ahead of their body and pointing in the direction they want the ring to travel.
* Receivers can skate perpendicular or parallel to the direction the ring is moving. It is easiest to receive the ring if the skater is perpendicular to the pass. The ring generally moves in the direction of the nets (vertically up the ice); skaters should move laterally (horizontally). This allows the receiver to see both the ring and the direction the other teams net. When you skate with your back to the ring you are unable to see what is happening and when you skate facing the ring you can’t see the other teams net.
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| **Adaptations** | **Easier** | * Change the distance of passes.
* Allow the pass to be done stationary (skate to cone then receive the pass) - align the cones near the boards so if passes are missed they are easily contained.
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| **Harder** | * Require reps of backhand and forehand passes.
* Encourage the athletes to communicate verbally.
* Time athletes to see how many passes they can accurately catch in 1 minute.
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| **STATION 3: SHOOTING** |
| **0:00XM - 0:00XM** | **7 Minutes** | **Category** |
| **Coaches** | 1-2 coaches |
| **Equipment** | 4 rings per athlete |
| **Description** | *Draw/insert diagram here* | Step 1: Athletes each have a ring and take 20 forehand and backhand shots against the boards. (Tape “x” on the boards or use fun targets to add a fun element). Use this time to assess and correct shots. Step 2: Athletes work with partners. One shoots and the other stands in front of the boards and uses their stick to point at a target. The shooter gets 4 tries to hit the target then the athletes switch. |
| **Key Teaching Points** | * Check for correct grip.
* Look for preparation (weight and ring away from target); weight-transfer; release and aim. (Have stationary shooters stand side-ways to the target).
* Backhands use the same mechanics as a lever (teeter totter), changing the position of the lower hand will change the trajectory of the shot.
	+ The top hand arm should have the elbow extended in the air so the arm-pit is open. The forehand is the bottom hand on the stick. The backhand is the top hand on the stick. The bottom third of the stick is the playing end. It is for carrying the ring and checking only. Ringhandlers cannot put their hand there to shoot.
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| **Adaptations** | **Easier** | * Repeat the steps for the skill out loud; focus on self-correction.
* Ask questions: Did you remember all the steps? Try changing how far apart your hands are? Can you use your legs to add power? Can you leave the ring and keep your stick tip below your belly button?
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| **Harder** | * Set a time limit and see how many shots were taken accurately; teachable moment – many shots vs accurate shots.
* Shoot between legs to score.
* Have the non-shooter practice goaltending / blocking shots. This will require some deking from the shooter.
* Have the non-shooter hold a cone and get the shooter to hit it.
* Try a forehand flip shoot! It’s taken with the ring placed at the center of the body and uses the lever action of the backhand to lift the ring.
* Increase the distance between the shooter and the target.
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| **GROUP ACTIVITY – SCRIMMAGE** |
| **0:00XM - 0:00XM** | **8 Minutes** | **Category** |
| **Coaches** | 2-4 Coaches |
| **Equipment** | Nets (or cones); felts to draw creases |
| **Description** | *Draw/insert diagram here* | Divide the ice vertically into two gamepads so each team has the goal line and centre line in their designated area. Set-up nets (cones) and draw creases. Pad A is for the most skilled players and Pad B is for the least skilled players. Divide the children into two teams per pad. One team per wears pinnies or divides by jersey colour. This allows all the athletes to play at the same time and for kids to play at their skill level. Variations: * Adapt the rules to ensure that all children carry the ring.
* Consider a three second ring carrying rule (“2- 2-1 Pass!”).
* Consider requiring all children on the team to score once before anyone can score a second goal on their team to promote teamwork, inclusion and confidence).
* Don’t allow players to skate with the ring.
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| **Key Teaching Points** | Reinforce game concepts vocabulary: “attack”; “defend” and “possession” - reinforce man on man (1:1) checking vs everyone pursuing the ring carrier when defending. HINT: stop the game every couple of minutes for a strategy talk/ challenge. One coach will ask a question then each team gathers with their designated coach for 30 seconds to share ideas. For example: “I noticed that everytime we get the ring the other team swarms the ring carrier and we lose possession. What could our team do to change this?” Then play resumes. It’s important to keep the conversations SHORT and the answers should be generated by the athletes. This prepares athletes for team talks in full ice games. |
| **Adaptations** | **Easier** | * Once a team scores they must return to their goalie and give high fives. The retreat allows the other team to start their attack.
* Allow do-overs for errors (ie crease infractions; forgot passing line; etc).
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| **Harder** | * Require breakouts.
* Add more rules (free passes; goalie ring; passing line).
* Enforce more penalties. Stop the play, briefly explain the rule and then start quickly.
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| **0:00XM - 0:00XM** | **3 Minutes** | **Wrap-Up and Team Cheer** |