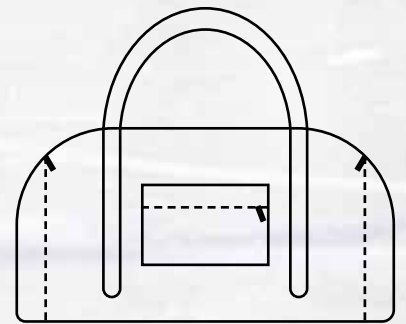


# CHILDREN'S RINGETTE – COACH TOOLKIT



**RINGETTE**  
BRITISH COLUMBIA

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## OVERVIEW

The purpose of this document is to support coaches in the Children's Ringette Program in planning their season, designing practice plans, and understanding their role as a coach in this instrumental age division.

At Ringette BC, we want to ensure that we are providing our Children's Ringette coaches with all of the tools and resources they need to feel confident in their abilities to support their ringette participants in their development.

Within the Children's Ringette program, there are 3 divisions; FUNdamentals 1, FUNdamentals 2, and U10.

Each division is a progression from the previous, that allows for development and participation at a level that is developmentally appropriate to each individual participant. How long each participant stays in a division varies, and each player's participation will differ based on their rate of development, confidence, maturity, and various other factors that would be discussed between parents and coaches.

FUNdamentals 1 and 2 are divisions that provide age and stage appropriate physical activity experiences for young ringette players under the age of 10.

FUNdamentals is focused on creating opportunities that focus on:

- age & stage appropriate activities
- focus on fun and play
- grouping children based on skill & readiness
- maximum participation & engagement
- opportunities to practice learned skills

U10 is the first age division in ringette where athletes play on a full sheet of ice with referees, and are introduced to basic ringette strategy.

U10 is focused on creating opportunities that focus on

- developing sport specific skill
- utilizing Fundamental Movement Skills as the building blocks for ringette specific development
- Introducing basic ringette strategy
- Introducing position specific responsibilities



# CHILDREN'S RINGETTE PROGRAM PLANS

The Children's Ringette Program plans were created to support FUNdamentals and U10 coaches in implementing a developmentally appropriate, purposeful and progressive season. The program plans are meant to act as a guide to support decision making when making practices plans throughout a season. The Program Plans have 6 different phases ranging from Assessment/Evaluation to Regular Competition. During these phases, emphasis is put on a different piece of development, and when followed in succession, ensure that participants have spent an adequate amount of time on each portion of their development.

The following sections will include explanations of each of the Phases in the Program Plans and Activity Categories included in the Practice plan templates, leading into an outline for each of the 3 divisions in Children's Ringette; FUNdamentals 1, FUNdamentals 2, and U10.

## PHASE EXPLANATIONS

<p style="text-align: center;"><b>YELLOW</b> <b>ASSESSMENT/EVALUATION</b></p> <p>In the beginning of the season, this is useful to determine which group may be the best fit for a participant. Later in the season, assessments can help parents and athletes to see where they are improving.</p> <p style="text-align: center;">Notes</p> <p style="text-align: center;">Use the Ringette BC assessment tools.</p> <p>Assessments can be done in one ice time using extra volunteers, or over a few ice times in smaller groups.</p>	<p style="text-align: center;"><b>ORANGE</b> <b>SKATING DEVELOPMENT</b></p> <p>Early on in the season, it is important to focus on developing skating skills. The more confident and comfortable participants are with their skating skills, the more they will be able to practice technical skills with ease later in the season.</p> <p style="text-align: center;">Notes</p> <p>Focus on skills such as balance, falling and standing up, gliding, turning, forward skating</p>	<p style="text-align: center;"><b>GREEN</b> <b>SKATING &amp; TECHNICAL DEVELOPMENT</b></p> <p>Continue to work on skating skills, while beginning to introduce simple technical skills.</p> <p style="text-align: center;">Notes</p> <p>Build on previously learned skating skills (stopping, turning, balance etc.) by introducing more complex skating such as changing direction, backward skating, and edges. Introduce basic technical skills such as passing, forehand on ice shot, or checking.</p>
<p style="text-align: center;"><b>BLUE</b> <b>TECHNICAL DEVELOPMENT</b></p> <p>Once the foundational skating skills, and basic technical skills have been established, you can begin to focus more on those technical skills, while also including some more advanced techniques. Be sure to continue to work on skating skills, though they are no longer the focus of the session</p> <p style="text-align: center;">Notes</p> <p>Introducing activities that require 2 basic skills being used simultaneously, and requiring participants to utilize their learned skills in specific situations. Examples may include dynamic passing (forehand and backhand while in motion), backhand flip shot, dynamic checking, protecting the ring.</p>	<p style="text-align: center;"><b>PINK</b> <b>RULES &amp; GAME PLAY</b></p> <p>Specifically in U10, and in the final weeks of FUN2, this ice time is focused on transitioning to full ice games. The first 20 minutes of ice should be spent going over a particular rule (crease, free pass, 3 in the zone, etc.), followed by a full ice scrimmage for the remainder of the ice time.</p> <p style="text-align: center;">Notes</p> <p>U10 – once a week starting at the end of September, and carrying through October</p> <p>FUN2 – consider having graduating FUN2 participants go to 2-3 U10 practices in February and do Rules and Game Play sessions</p>	<p style="text-align: center;"><b>RED</b> <b>REGULAR COMPETITION</b></p> <p>Game play for the duration of the ice time, in the format designated for that division.</p> <p style="text-align: center;">Notes</p> <p>FUN2 – January/February: once a week</p> <p>U10 – November/December: every other week, January/February: once a week</p>



## ACTIVITY CATEGORIES

When reading the Program Plans and Practice Plan templates, you will notice the following categories of activities.

These categories align with the Phases of the Program plans, allowing for coaches to select activities that will support their participants development in particular areas during different times of the season.

**Assessment/Evaluation** - using Ringette BC assessment tools

**Skating Development** - ranging from balance and basic stride to crossovers, edges and backwards

**Technical Skills** - passing, receiving, shooting, checking, protecting the ring, getting open, goalie skills

**Teaching Games for Understanding** - a method of teaching skills and concepts using fun games and activities. Games have a purpose, and participants are asked questions throughout to help them understand a particular concept, or how to use a certain skills.

**Modified Game Play** - game play with modifications (smaller surface, less participants, coaches on field of play etc.)

**Game Play** - game play following standard rules for the respective division

## TEACHING GAMES FOR UNDERSTANDING

While most of the above skill categories are fairly self explanatory, let's dive into **Teaching Games for Understanding** a bit further.

The purpose of Teaching Games for Understanding (TGfU) is to enable participants to become more skillful and knowledgeable. Rather than simply teaching a skill in isolation, and then expecting participants to be able to implement it during a game, TGfU uses activities and games to help participants learn how to use skills and concepts, before using it in full game play in any given sport. TGfU aims to teach participants skills and concepts, and increase their understanding of those concepts, so they can apply them to any game or sport.

### TGfU Example ⇨ Freeze Tag



**SKILLS TAUGHT:** forward skating strides, acceleration, crossovers and changing direction, balance, agility, awareness and stopping.

After introducing stops and starts at practice, playing a Teaching Game for Understanding such as Freeze tag allows participants to use their skills in an applied setting that is more simple than a full ringette game.

If they were to go straight to a ringette game, there would be a number of other things they would be thinking about (rules, where the ring is, where their parents on in the stands "Hi Mom!")

Considering stopping the participants during the game, and ask them questions like

- "What made it easier to get away from the tagger?"
- "What made it harder to tag someone?"

Then let them play again and try some of the ideas their peers came up with.

This is an opportunity for participants to come to a conclusion on their own, that doing a quick stop and start is a much faster way to change direction than a big turn.

With this knowledge, participants can translate stops and starts into a ringette game when they are trying to get open for a pass, or carrying the ring and trying to get away from the other team.

# Program at a Glance — FUNdamentals 1

Daily physical activity with an emphasis on FUN - Watch ME Start | Age: Under 10 | Game Format: Intra-club games, cross ice

Skill Level: New to ringette or skating, learning basic game structure and still developing basic skills

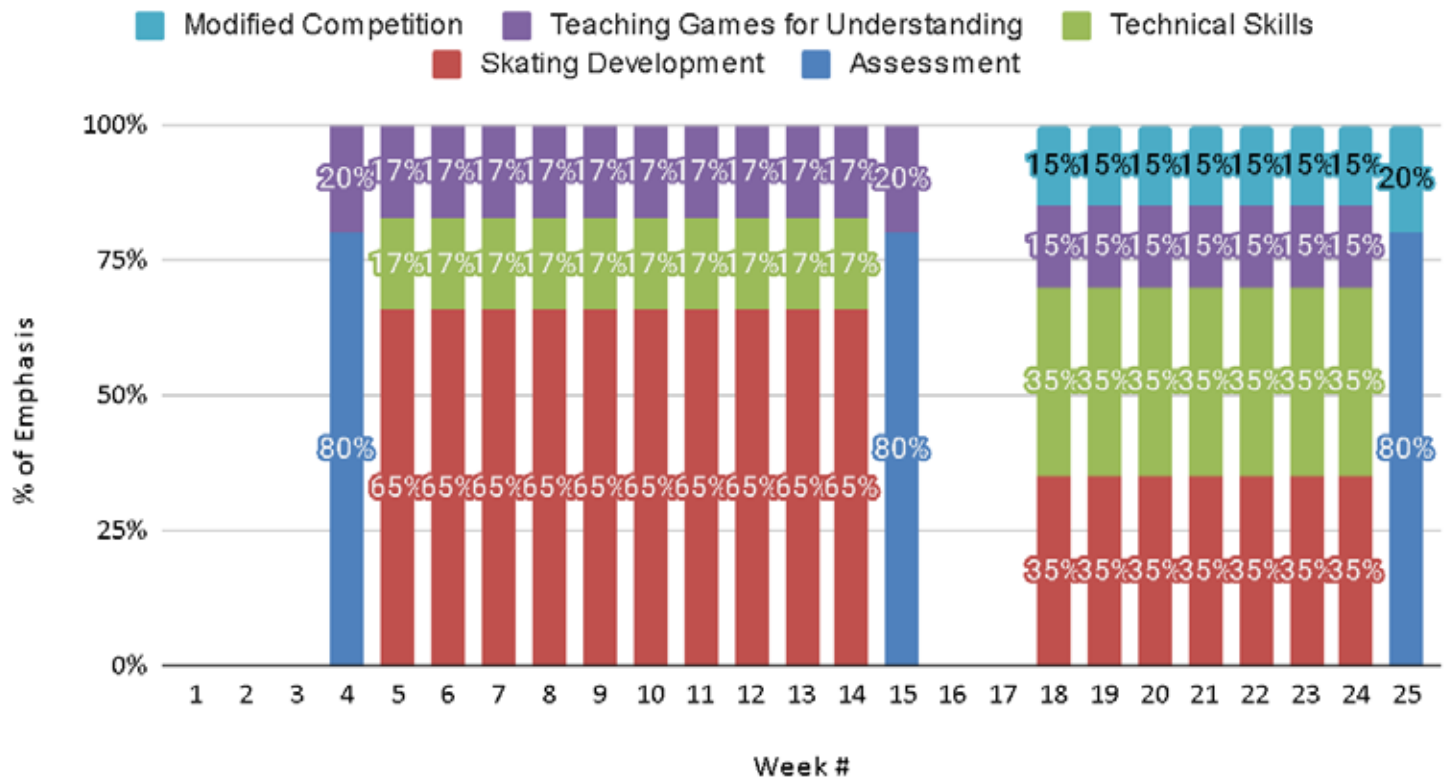
In FUNdamentals 1, coaches should focus on ensuring that during every session, participants

- are active as much as possible
- are engaged and having FUN
- engage and play with their peers
- have the opportunity for free play
- get to touch and carry a ring on their stick
- learn a new skill
- have the opportunity to practice previously learned skills

Early in the season: focus on skating development

Later in the season: introduce modified game play, increase technical skill development

## FUNdamentals 1 Program Plan



## FUNdamentals 1 - Program Plan

Month	Week # (colour = phase)	Assessment		Skating Development		Technical Skills		Teaching Games for Understanding		Modified Competition	
		% Emphasis	Time (minutes)	% Emphasis	Time (minutes)	% Emphasis	Time (minutes)	% Emphasis	Time (minutes)	% Emphasis	Time (minutes)
September	1										
	2										
	3										
	4	80%	40					20%	10		
October	5			65%	32	17%	8	17%	8		
	6			65%	32	17%	8	17%	8		
	7			65%	32	17%	8	17%	8		
	8			65%	32	17%	8	17%	8		
November	9			65%	32	17%	8	17%	8		
	10			65%	32	17%	8	17%	8		
	11			65%	32	17%	8	17%	8		
	12			65%	32	17%	8	17%	8		
December	13			65%	32	17%	8	17%	8		
	14			65%	32	17%	8	17%	8		
	15	80%	40					20%	10		
	16	Winter Break									
January	17	Winter Break									
	18			35%	17	15%	17	15%	7	15%	7
	19			35%	17	15%	17	15%	7	15%	7
	20			35%	17	15%	17	15%	7	15%	7
February	21			35%	17	15%	17	15%	7	15%	7
	22			35%	17	15%	17	15%	7	15%	7
	23			35%	17	15%	17	15%	7	15%	7
	24			35%	17	15%	17	15%	7	15%	7
March	25			35%	17	15%	17	15%	7	15%	7
	26	80%	40							20%	10
	27										
	28										

### Resources Available for FUNdamentals 1

[FUNdamentals 1 Skills Chart](#)

[FUNdamentals Parent Pamphlet](#)

[FUNdamentals 1 Assessment Tool](#)

[Go to Page 14 for Templates](#)

[FUNdamentals 1 Coach Manual](#)

[Activity Template](#)

[Games with Aims](#)

[Practice Plan Examples](#)

## Program at a Glance — FUNdamentals 2

Daily Physical Activity with an emphasis on FUN. The Development of the building blocks for sports skills - I AM Skating! | Age: Under 10

Skill Level: learning to lengthen stride, ready to learn more rules of ringette, and develop some basic skills

Game Format: intra-club and inter club games, half ice

In FUNdamentals 2, coaches should focus on ensuring that during every session, participants

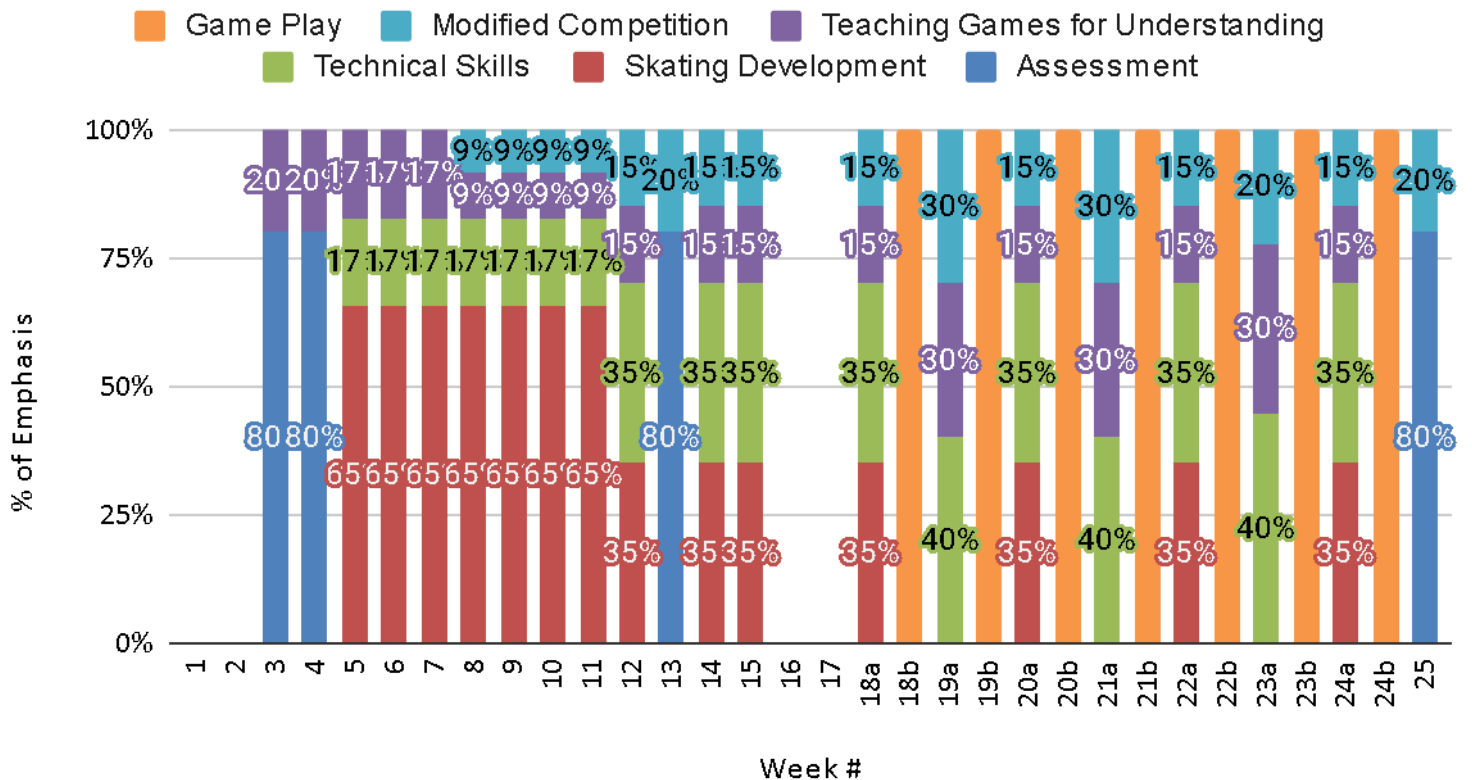
- are active as much as possible
- are engaged and having FUN
- engage and play with their peers
- get to touch and carry a ring on their stick
- learn a new skill
- have the opportunity to practice previously learned skills
- engage in modified game play

Early in the season: focus on skating development

Mid season: increase technical development and modified game play

Later in the season: focus on technical development, introduce regular game play

## FUNdamentals 2 Program Plan





## FUNdamentals 2 - Program Plan

Month	Week # (colour = phase)	Assessment		Skating Development		Technical Skills		Teaching Games for Understanding		Modified Competition		Game Play	
		% Emphasis	Time (minutes)	% Emphasis	Time (minutes)	% Emphasis	Time (minutes)	% Emphasis	Time (minutes)	% Emphasis	Time (minutes)	% Emphasis	Time (minutes)
September	1												
	2												
	3	80%	40					20%	10				
	4	80%	40					20%	10				
October	5			65%	32	17%	8	17%	8				
	6			65%	32	17%	8	17%	8				
	7			65%	32	17%	8	17%	8				
	8			65%	32	17%	8	8.5%	4	8.5%	4		
November	9			65%	32	17%	8	8.5%	4	8.5%	4		
	10			65%	32	17%	8	8.5%	4	8.5%	4		
	11			65%	32	17%	8	8.5%	4	8.5%	4		
	12			35%	17	35%	17	15.0%	7	15.0%	7		
December	13	80%	40							20%	10		
	14			35%	17	35%	17	15%	7	15%	7		
	15			35%	17	35%	17	15%	7	15%	7		
	16	Winter Break											
January	17	Winter Break											
	18a			35%	17	35%	17	15%	7	15%	7		
	18b											100%	60
	19a					40%	20	30%	15	30%	15		
	19b											100%	60
	20a			35%	17	35%	17	15%	7	15%	7		
20b											100%	60	

### Resources Available for FUNdamentals 2

[FUNdamentals Skills Chart](#)

[FUNdamentals Parent Pamphlet](#)

[FUNdamentals Assessment Tool](#)

[Go to Page 14 for Templates](#)

[FUNdamentals 2 Coach Manual](#)

[Activity Template](#)

[Games with Aims](#)

[Practice Plan Examples](#)

## Program at a Glance — U10

Applying Fundamental Movement Skills, the building blocks, to sport specific skills. Ensuring sport and physical activity remains FUN - I AM Playing.

Age: under 10 | Skill Level: Develops basic skating and fundamental movement skills, ready to learn sport specific skills and basic strategy

Game Format: inter-club games, full ice

In U10, coaches should focus on ensuring that during every session, participants

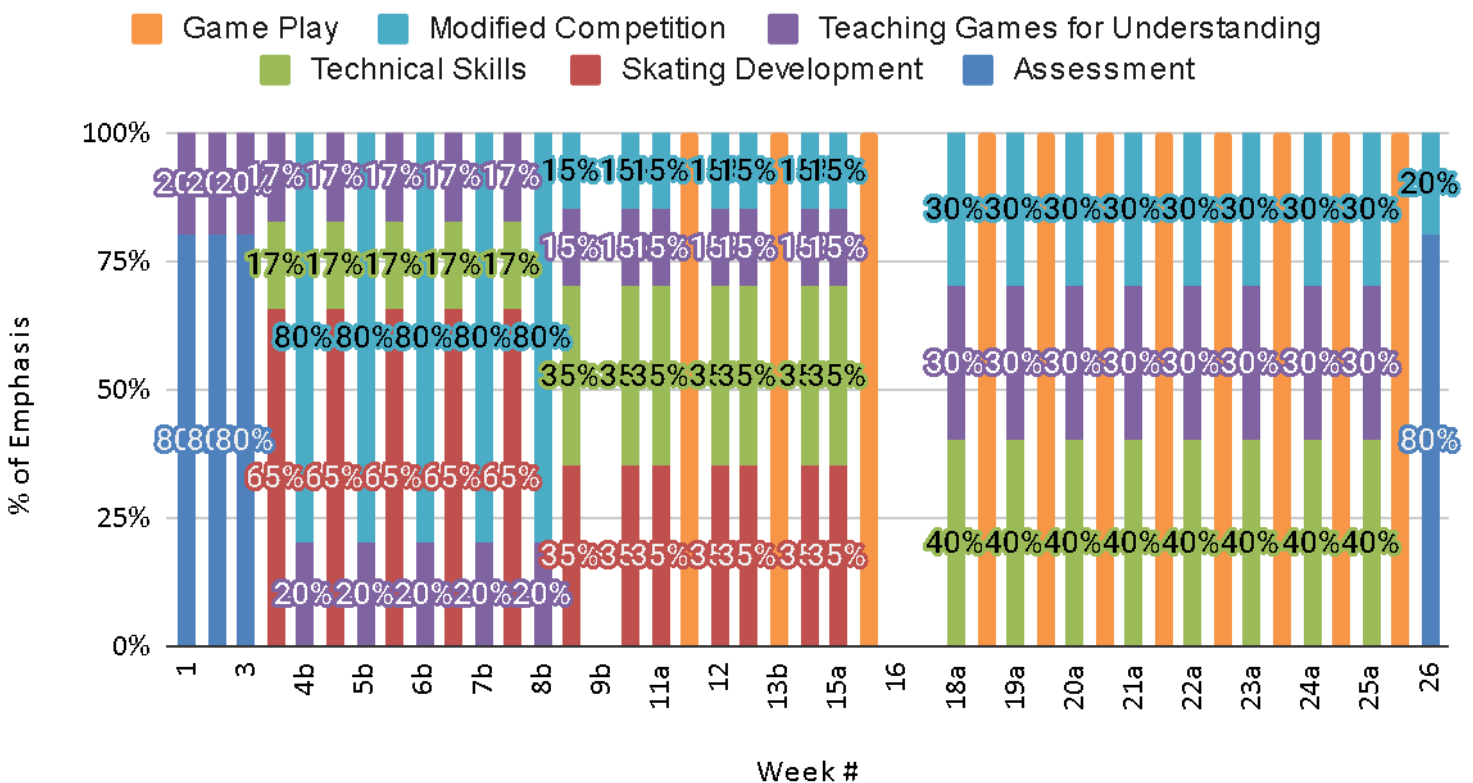
- are active as much as possible
- are engaged and having FUN
- engage and play with their peers
- get to touch and carry a ring on their stick
- learn a new sport specific skill
- have the opportunity to practice previously learned skills
- engage in modified game play
- learn or apply a ringette rule
- learn or apply a learned strategy

Early in the season: focus on skating development and modified game play

Mid season: start regular game play, equal emphasis on skating and technical development

Later in the season: continue regular game play, increase emphasis on technical development

## U10 Program Plan



## U10 Program Plan

Month	Week # (colour = phase)	Assessment		Skating Development		Technical Skills		Teaching Games for Understanding		Modified Competition		Game Play	
		% Emphasis	Time (minutes)	% Emphasis	Time (minutes)	% Emphasis	Time (minutes)	% Emphasis	Time (minutes)	% Emphasis	Time (minutes)	% Emphasis	Time (minutes)
September	1	80%	40					20%	10				
	2	80%	40					20%	10				
	3	80%	40					20%	10				
	4a			65%	32	17%	8	17%	8				
	4b							20%	10	80%	30		
October	5a			65%	32	17%	8	17%	8				
	5b							20%	10	80%	30		
	6a			65%	32	17%	8	17%	8				
	6b							20%	10	80%	30		
	7a			65%	32	17%	8	17%	8				
	7b							20%	10	80%	30		
	8a			65%	32	17%	8	17%	8				
	8b							20%	10	80%	30		
November	9a			35%	17	35%	17	15%	7	15%	7		
	9b											100%	60
	10			35%	17	35%	17	15%	7	15%	7		
	11a			35%	17	35%	17	15%	7	15%	7		
	11b											100%	60
	12			35%	17	35%	17	15%	7	15%	7		
December	13a			35%	17	35%	17	15%	7	15%	7		
	13b											100%	60
	14			35%	17	35%	17	15%	7	15%	7		
	15a			35%	17	35%	17	15%	7	15%	7		
	15b											100%	60

### Resources Available for U10

[U10 Skills Chart](#)

[Go to Page 14 for Templates](#)

[U10 Assessment Tool](#)

[Activity Template](#)

[Games with Aims](#)

[Practice Plan Examples](#)


# PRACTICE PLANNING RESOURCES

## How to Create a Practice Plan

When planning a practice, always start with a goal, or theme for the ice time. This will help you to pick activities, games and skills. All activities, games and drills in a practice should be purposeful, and help me meet the objective of your practice time.

In the section below, you will find two different types of practice plans

- **Continuous** - one activity right after the other, all participants participating in the same activity at the same time
- **Stations** - participants split into 2 or 3 groups, two or three shorter activities planned, all participants rotate through all three stations



### Ringette BC

#### FUNDamentals 1 Practice Plan Template

Orange Phase (Week 5-14)

Day of the Week	Month, Day, Year	0:00XM - 0:00XM	Location
Coaches/Helpers:			
Important Notes:			

#### Orange Phase Emphasis

Skating Development	Technical Dev.	TG/U
Skating Development	Technical Development	Teaching Games for Understanding
32 minutes	9 minutes	9 minutes
65%	17%	17%

0:00XM - 0:00XM	3 Minutes	Free Play
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WARM-UP - FREEZE TAG		
0:00XM - 0:00XM	10 Minutes	Skating Development
Coaches		
Equipment		
Description		
Key Teaching Points		
Adaptations		

*Phase of Season*

*Session Details*

*Coaches and Helpers available*

*Birthdays, Participants who still need assessments, injuries etc.*

*Visual representation of session focus*

*Numerical representation of session focus (% emphasis and time in minutes)*

*Name of Activity*

*Start & End Time - Duration - Category*

*Coaches leading the activity - Duration - Category*

*Equipment Required*

*Description of activity, and diagram if needed*

*What is the objective of the activity? What feedback will you give the participants?*

*Adaptations to use for athletes who need more support to be successful.*

*Adaptations to use for athletes who need more of a challenge.*

## Fun and Games During Practice

You will notice that all of the practice plan templates include 3-5 minutes of Free Play at the beginning. This allows participants to get comfortable on the ice, explore, and connect with their friends before practice starts.

Playing fun games, or activities, is a great way to teach athletes skills and concepts. Fun games and activities are typically more engaging than a drill, and can encourage athletes to try new skills without the pressure of everyone watching them during their turn in a drill. There is time set aside for games in the Teaching Games for Understanding categories in the practice plans, but they can also be used during other sections of practice.

Ringette BC has a document with some suggestions — [Games with Aims](#)

If you plan to do a large group game or activity at the end of practice, try to plan your smaller activities and games to include skills that participants can apply at the end of practice.

### Example

Group Activity at the end: Half Ice Game where we will introduce passing over the passing line

### Activities in lead up

- Friends and Foes - Passing and checking
- Skating and shooting activity with passing over a line to a teammate
- 3 Player weave following drawn paths or cones

These activities could be completed with either practice plan format; continuous with one activity right after the other; stations with all 3 happening simultaneously and rotating groups through stations.





# PRACTICE PLAN TEMPLATES

Below are links to practice plan templates for the various stages of each Program Plan. There are two versions of most templates (continuous or stations), so you can choose what works best for your coaches and participants.

You can also find some examples of completed Practice plans on the [Ringette BC website](#).

## FUNdamentals 1

[FUN 1 Program Plan](#)

Practice Plan Templates

[FUN1 Green - Stations](#)

[FUN1 Green - Continuous](#)

[FUN1 Orange - Stations](#)

[FUN1 Orange - Continuous](#)

## FUNdamentals 2

[FUN2 Program Plan](#)

Practice Plan Templates

[FUN2 Blue - Stations](#)

[FUN2 Blue - Continuous](#)

[FUN2 Green - Stations](#)

[FUN2 Green - Continuous](#)

[FUN2 Orange Part 1 - Stations](#)

[FUN2 Orange Part 1 - Continuous](#)

[FUN2 Orange Part 2- Stations](#)

[FUN2 Orange Part 2 - Continuous](#)

## U10

[U10 Program Plan](#)

Practice Plan Templates

[U10 Blue - Continuous](#)

[U10 Green - Continuous](#)

[U10 Orange- Continuous](#)

[U10 Pink - Continuous](#)

In order to ensure that participants entering U10 are ready to play a full ice game, the U10 Transition plan was created. These 6 ice times have been designed to ensure that participants are equipped with the knowledge and confidence they need to play a full ice game.

The U10 Transition plan can be used in the last few weeks of FUN2, the first few weeks of U10, or both. In addition, coaches may consider having joint FUN2 and U10 practices at the end of a season when implementing the U10 Transition Plan.

To read the full U10 Transition Plan, [click here](#).



## OTHER HELPFUL TIPS AND RESOURCES

### Tips for Group Management

In your first few ice times

1. Learn as many names as you can
2. Learn something about each participant
  - The more connected you are with your athletes, the more likely they are to listen to your instructions
3. Set a routine
  - Set a standard schedule
    - Free Play ⇒ Group Activity ⇒ Stations ⇒ Group Game ⇒ Cheer & Penguin Slides
  - When participants know what to expect, they feel more at ease coming to ringette, and during
  - You can change up the activities that occur within each stage of the practice to keep things interesting and keep participants engaged.
4. Choose your “control signals” early
  - Freeze or Stop
  - Go or Green Light
  - Find a Partner or Pair Up
  - Play games like red light, green light, to teach these signals



Example — Another way to group participants is by teaching them the Fruit Basket Game

- Athletes skate around in space, and the coach says:
  - “6 grapes”
  - “2 bananas”
  - “1 apple”
  - Or other combinations
- The participants then have to find groups of that many, AND find a space away from others
- If your next activity has athletes in groups of 3, the last Fruit Basket Command would be “find 3 bananas”
- Then your groups are already made

## Tips for Group Management Continued...

If you have an athlete that is not listening, being disruptive, or misbehaving:

1. Remember that more often than not, children don't act out for the sake of acting out. The root of their behaviour could be a number of things
  - The athlete is tired or hungry
  - Another participant has done something to bother them
  - They didn't get paired with their friends
  - The activity is too difficult
  - The activity is too easy
2. Have a coach talk to the athlete, calmly and to the side of the activity (away from other athletes)
3. Provide suggestions and alternatives that may re-engage the athlete in a positive manner
  - You, as the coach, provide the options, and the athlete can choose
  - This may even be sitting on the side and watching for a while, or being the "Coach's Helper" for a little while to get them re-engaged.



## Tips for Inclusion

1. Create an environment where it's OK to make mistakes.
  - Praise your athletes for their effort as much as you do for the outcome
2. Have options for participants to choose their “challenge level”
  - ie/: during a shooting activity, have three different cones or lines to stand at so participants can try shooting from different distances
  - think about the “Goldilocks” Principle - when given the choice, most participants will choose the challenge level that allows them success, but still creates a challenge
3. Get to know your participants! This can be both talking to them at, before and after ice times, as well as talking with their parents. The more you know about a participant, the more you can make sure they feel welcome at ringette.
4. Connect with parents early in the season to find out if there is anything you can do to best support their child in being successful
  - Are they a visual learner? (Do they need a demonstration)
  - Is there anything their coach should know about them, or the way they learn, to help them enjoy ringette?
5. Create your own groups and partners — *don't always allow the athletes to choose*
  - Avoids participants getting left out by other participants.
  - It is OK to split athletes based on their skill level. This helps them to further develop their skills as they are more likely to be actively engaged in the activity. However, be sure to have other activities or games where ALL participants are together, so it is not always the better players on one side, and the less skilled players on the other.
6. Depending on the activity, you can try creating partners in three different ways
  - Partnering an older, more skilled athlete with an athlete who is still learning their basic skills so there can be some peer mentoring
    - Best with cooperative exercises
  - Partnering participants of similar skill levels together to increase meaningful participation
    - Best for non-cooperative games (1 player vs. another)
  - Randomly, using activities like Fruit Basket, or colours of sticks, helmets or jerseys
7. If breaking into smaller groups for activities or stations, consider the following
  - Grouping together participants that don't typically go together (so they get to know each other)
  - What type of activities are you doing? Will it be best for participants to be split into groups with participants of similar skills levels.
  - Similarly to the partner groupings above, if there are activities where participants are required to be on opposite teams, or playing against each other, then like-skilled groups are better. If it is a cooperative activity, groups or partners can be mixed.





## ASSESSMENT GUIDE AND TOOLS

Ringette BC has assessment tools available for coaches and associations to use for assessments in Children's Ringette. They can help determine which division is the best fit for each participant. Assessments are designed to be completed in small groups in 5-10 minutes. Each document includes criteria, and an explanation of how to complete the assessment for each skill.

[FUNdamentals 1 Assessment Tool](#)

Progress cards that coaches can use to share the results of assessments and show participants and their families how their child is progressing in FUN1 and FUN2!

[FUNdamentals 2 Assessment Tool](#)

[Children's Ringette Progress Cards](#)

[U10 Assessment Tool](#)

