

Coaches attending: _____

athletes **this plan assumes no goalie**

Equipment: _____

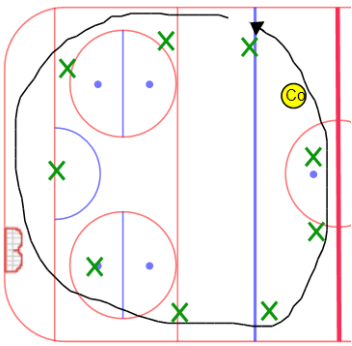
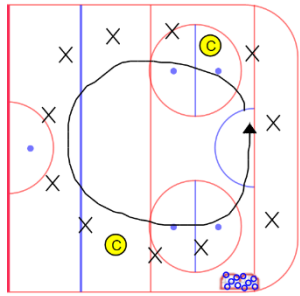
Full-ice or **Half-ice** [+ team sharing with]

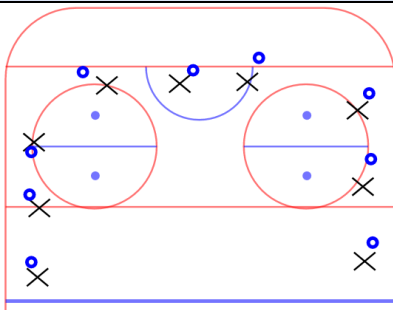

Practice Objectives: non-goalies

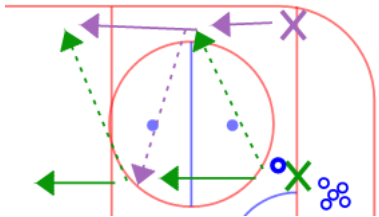
1. Backhand passing
2. Communicating/calling names

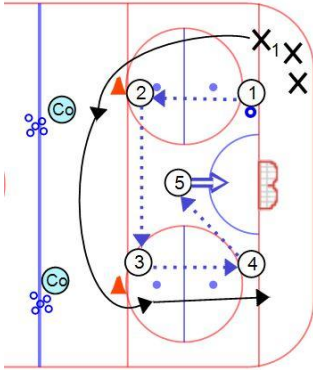
Don't forget to add hydration breaks!

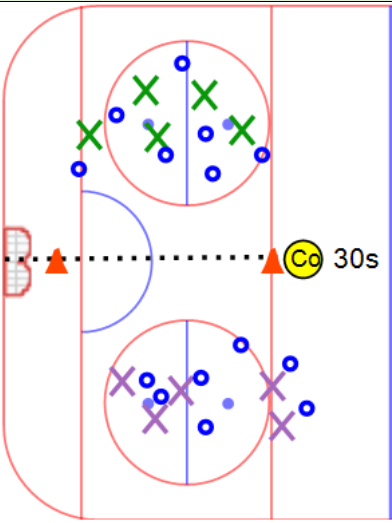
Practice Part/Timing	Description/Teaching Points	Diagram/Location
Introduction 6:55-7:00	<p>Welcome everyone! Remind about a few rules for on the ice (no sliding into the coach huddle, proper listening position, etc.).</p> <p>This practice is almost identical to the forehand passing practice plan which will help athletes feel more comfortable about learning something new.</p>	<p>Dressing room before practice</p> <p>Repetition with small changes/progressions will help build confidence.</p>

Practice Part/Timing	Description/Teaching Points	Diagram
<p>Warm-up 7:00-7:10</p> <p>Follow the leader</p>	<p>A coach will lead athletes through some balance drills. The coach might be in the middle or skating with athletes. Most actions should be done while athletes are skating in a straight line.</p> <ul style="list-style-type: none"> • Balance on one leg (then switch legs) • Hop over lines • Drop to knees or stomach and get up quickly • Push stick on the ice <p>Change directions halfway through and repeat or add new actions!</p>	
Practice Part/Timing	Description/Teaching Points	Diagram
<p>Warm-up 7:10-7:15</p> <p>Animal Stretching</p>	<p>A coach or junior coach will lead athletes in dynamic stretching. Spreading out and moving in a circle or oval shape, athletes should mimic what the coach is doing. Animals: flamingo (on one leg), frog (two-foot hops), bird (move arms/fly), giraffe (stretch tall), etc.</p>	

Practice Part/Timing	Description/Teaching Points	Diagram
<p>Main Part 7:15-7:25</p> <p>Passing instruction and skill practice Backhand!</p>	<p>Demonstrate proper passing technique:</p> <ul style="list-style-type: none"> Stick grip with hands a forearm's length apart Face the boards then turn 90 deg toward the TOP hand on the stick Draw the ring back in a straight line, weight on your leg furthest from the boards Transfer weight to the front leg while drawing the ring forwards in a straight line, releasing it near the front foot Point the end of the stick at your target (the boards directly in line with yourself). Catch the ring when it bounces back. If the ring doesn't come right back to them, then they should work on their aim and alignment. <p>Athletes will spread out along the boards with a ring and practice passing to themselves. Remind about making a straight line with their backswing and follow through, keeping their stick down on follow through, and turning their bodies.</p> <p>If athletes are progressing well, have them take another step back to work on power and aim. They can put the ring on a line on the ice to see if their trajectory is straight.</p>	 <p>Note: younger athletes tend to be quite stiff in their upper body when doing backhand passes especially. Remind them to relax their upper body.</p> <p>*Athletes will often struggle with hand position because their sticks are too long. Educate guardians on proper stick length and make sure they understand that a really long stick will impede athlete development.</p>
Practice Part/Timing	Description/Teaching Points	Diagram
<p>Main Part 7:25-7:30</p> <p>Stationary partner passing Backhand!</p>	<p>Set up rings on the blue line or ringette line and put athletes into pairs. Have one partner line up with the ring on the blue line and the other across from them on the ringette line.</p> <p>Remind them about turning their bodies and tracing a straight line with their sticks.</p> <p>Place coaches behind each group, moving around to watch and collect wayward rings.</p> <p>When receiving the ring, athletes should be in their ready position and watching the middle of the ring as it comes towards them.</p> <p>Encourage athletes to call for the pass!</p>	

Practice Part/Timing	Description/Teaching Points	Diagram
<p>Main Part 7:30-7:40</p> <p>Partner passing - moving</p>	<p>Talk to athletes about when to use a backhand pass: always keep the ring in front when making a pass. They should assume that a defender is chasing them and if they bring the ring behind them they'll get checked.</p> <p>Create two lines in the corner, one by the net with rings and the other in the corner. Athletes will skate down the ice passing back and forth using good lead passes. They can finish at half ice and then come back on the other side of the ice.</p> <p>Help athletes understand whether they'll be using backhand or forehand before they go.</p> <p>Athletes should switch lines (green and purple) either each time or do a few in one line then switch.</p> <p>Encourage them to call their partner's name when making and receiving a pass.</p>	

Practice Part/Timing	Description/Teaching Points	Diagram
<p>Main Part 7:40-7:50</p> <p>Baseball!</p>	<p>It's a race! Who's faster, passers or skaters?</p> <p>Set up four pylons for four bases, where numbers 1, 2, 3, and 4 are in the diagram. (base 5 is optional and more advanced – add it later!).</p> <p>Place one athlete on each base. The rest of the athletes will line up in one corner.</p> <p>The ring starts at 1st base and will be passed to 2, then 3, then 4.</p> <p>Coach will whistle or call to start. The skater and passer will start at the same time. The skater needs to skate around the bases and cross the goal line beside base 4 before the ring gets there. The passers are trying to get the ring to 4th base before the skater.</p> <p>Athletes will rotate from base 1-2, 2-3, 3-4, and 4 will go into the line.</p> <p>Remind athletes to turn their bodies, transfer weight, and point their stick at the person they're passing to.</p> <p>Have athletes follow their pass so they're ready in the next position quickly. Following their pass is also an excellent ringette habit.</p> <p>If either the skaters or passers are winning easily, add difficulty by having the skaters go backwards, only use one foot to t-push or scooter-push, add the 5th base in the middle, move the bases closer together.</p> <p>Be mindful of safety and consider moving further away from the boards. The net is not required, so any space on the ice could be used.</p> <p>If there are too many athletes, make two baseball diamonds (squares?)</p>	 <p>Use backhand passes only!</p> <p>Combine it with lessons about backwards skating and have the skaters go backwards too.</p>

Practice Part/Timing	Description/Teaching Points	Diagram
Cool-Down 7:50-8:00 Clean your room!	<p>A coach divides athletes into two groups. Using pylons or a bingo dabber, create a halfway line between the two “rooms”.</p> <p>Each team will have the same number of rings in their ‘room’ (side of the ice) at the start. When the coach starts the 30 second timer (whistle), athletes will try to clean their room by passing the rings to the other team’s room on the other side of the ice. As the other team’s rings come into their room, they will go get those and pass them out as quickly as possible. When the 30 seconds are over (whistle), the team with the cleanest room (fewest rings on their side) wins!</p> <p>Remind athletes to keep their head up to avoid collisions with teammates.</p> <p>Coaches can circulate to keep rings from exiting the game area or move them further away from the boards for athlete safety.</p> <p>As coaches pick up rings and equipment, have athletes do a slow lap or two around the ice</p>	

Practice Part/Timing	Description/Teaching Points	Diagram/Location
Conclusion 8:00-8:05	<p>Tell athletes they did a great job and worked really hard. Ask what they enjoyed most. Remind them about the key points of making a good pass (or ask them to tell you).</p> <p>Thank athletes for doing a good job and remind everyone about the next team event (practice, game, etc.).</p>	Dressing room after practice

****Remember that the timing of the sections and activities is approximate. The reality of managing young children on the ice is that you have to be adaptable. Don't be afraid to continue doing a drill/game if the athletes are still engaged and having fun, or haven't quite mastered it and need to keep working on it. Don't be afraid to move on from something they're not executing well or aren't focused on.****