

Coaches attending: _____

athletes this plan assumes no goalie

Equipment: _____

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

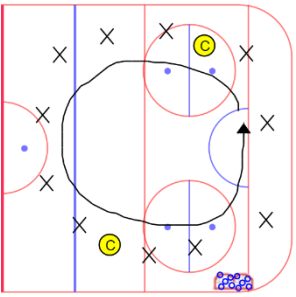
Practice Objectives: non-goalties

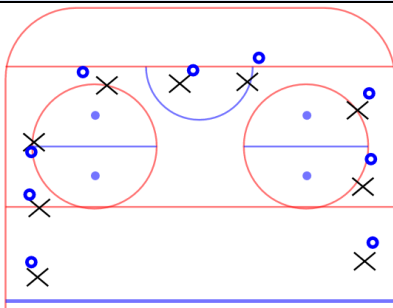



1. Forehand passing
2. Communicating/calling names

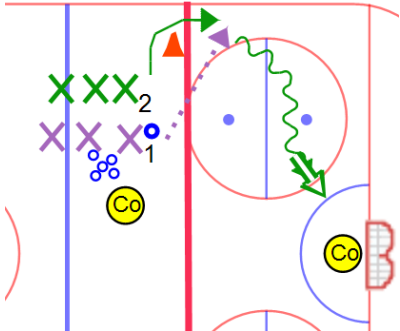
Don't forget to add hydration breaks!

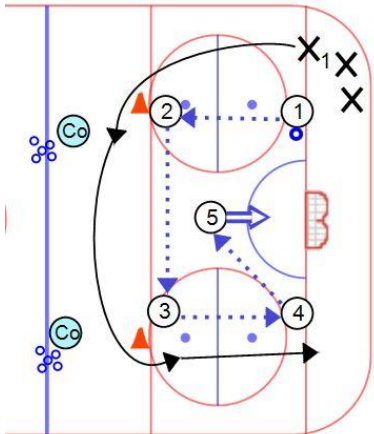
Practice Part/Timing	Description/Teaching Points	Diagram/Location
Introduction 6:55-7:00	Welcome everyone! Remind about a few rules for on the ice (no sliding into the coach huddle, proper listening position, etc.).	Dressing room before practice

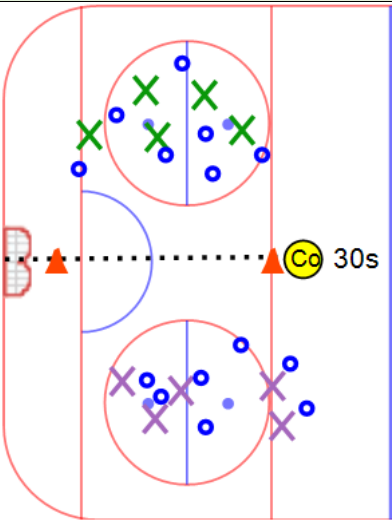
Practice Part/Timing	Description/Teaching Points	Diagram
Warm-up 7:00-7:10 Toilet Tag	Depending on the group size, have 1-3 athletes and/or coaches be 'IT'. Athletes skate in the designated area and if they are tagged by the 'IT' players, they freeze in that spot and crouch down as if they are a toilet. To re-join the game, another skater must come by and 'flush' the toilet by pushing down on their hand. They are now free to skate around again. Encourage athletes to keep their heads up to avoid collisions.	Designate a part of the ice with boundaries. Break into smaller groups as needed. Consider having athletes avoid areas such as the goal crease. They can start to be more aware of where they are on the ice.

Practice Part/Timing	Description/Teaching Points	Diagram
Warm-up 7:10-7:20 Animal Stretching	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.	

Practice Part/Timing	Description/Teaching Points	Diagram
<p>Main Part 7:20-7:30</p> <p>Passing instruction and skill practice</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 bottom 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>	  
Practice Part/Timing	Description/Teaching Points	Diagram
<p>Main Part 7:30-7:35</p> <p>Stationary partner passing</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 7:35-7:45</p> <p>Pass + shot!</p>	<p>Use passing as they would use it in a game!</p> <p>Set up two lines between the ringette line and blue line on one side of the ice. Recommend using a pylon to mark the start of the line so athletes don't encroach. The inside line (purple) will start with the ring. They should take two strides before passing the ring. Green will take a few strides towards the boards, go around the pylon, and receive the pass along the boards.</p> <p>Green will take the ring and drive to the net to take a shot. Remind athletes to stay out of the goal crease.</p> <p>The purple player will now get in the green line and when the green player returns they will get in the purple line.</p> <p>With enough athletes, you could run both sides of the ice at once, alternating.</p> <p>Let athletes get a few repetitions in each line on their side of the ice, then switch to the other side of the ice.</p> <ul style="list-style-type: none"> • Learning to go to the outside lane to receive a pass is a crucial part of ringette offense • Taking two strides before making a pass is a habit to start learning early • Encourage athletes to call for the pass and call the player's name when making the pass 	

Practice Part/Timing	Description/Teaching Points	Diagram
<p>Main Part 7:45-7:52</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 first 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>	

Practice Part/Timing	Description/Teaching Points	Diagram
Cool-Down 7:52-8:00 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.****