

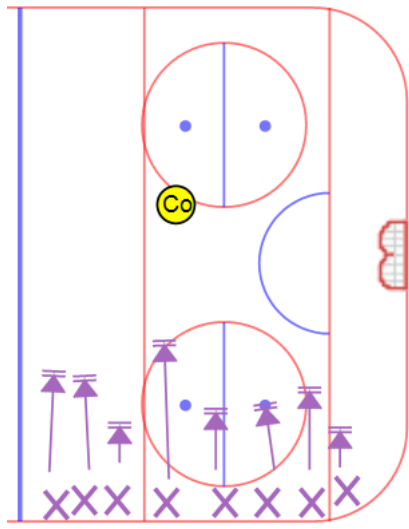
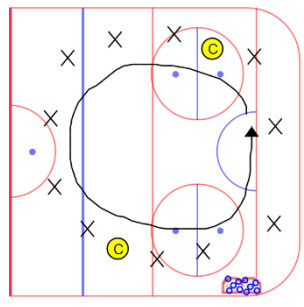
Coaches attending: _____ athletes **this plan assumes no goalie**Equipment: _____ Full-ice or **Half-ice** [+ team sharing with]

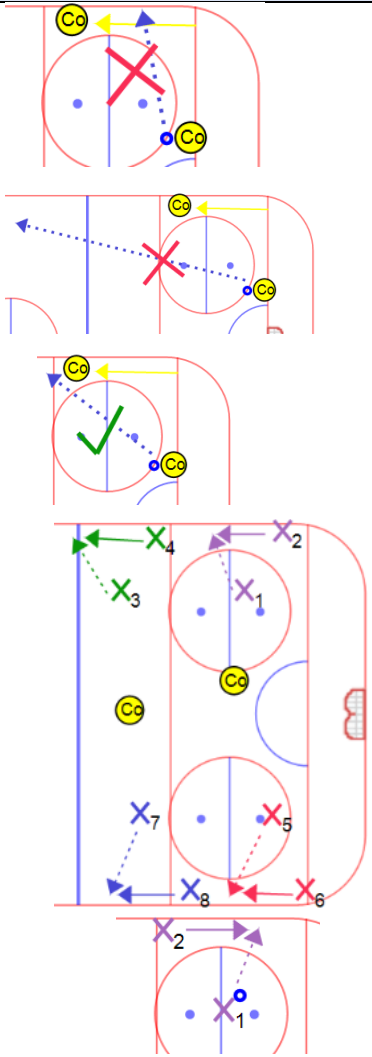
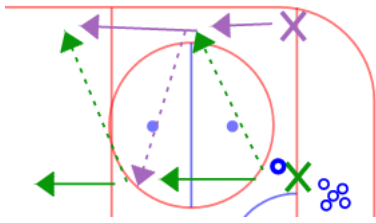
Practice Objectives: non-goalies

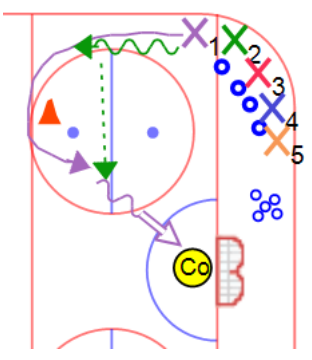
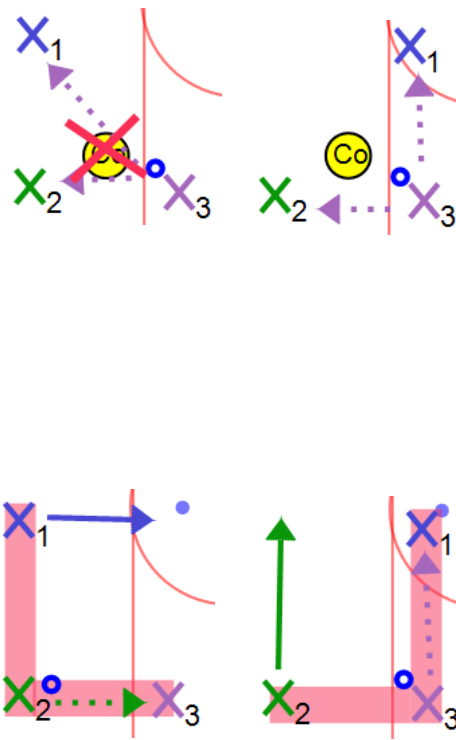
1. Lead passing
2. Communicating/calling names

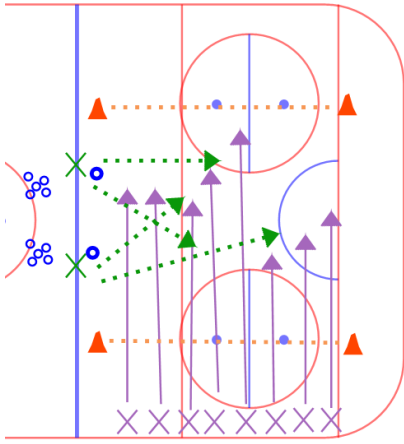
Don't forget to add hydration breaks!

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 Red light/ green light	<p>Have athletes line up on a starting line, either the side boards or the goal line.</p> <p>A coach will stand at the opposite end (or in the middle and moving backwards with the group).</p> <p>The coach will call:</p> <ul style="list-style-type: none"> • green light = skate forwards • red light = stop • yellow light = glide (prepare to stop properly) • be creative! Add colours with actions like hop or lie down and get up, belly slide, etc. <p>Use age and stage appropriate “consequences” for those who are still moving after red light. Wait for everyone to complete the skill, nobody needs to go back to the beginning.</p>	
Practice Part/Timing	Description/Teaching Points	Diagram
Warm-up 7:10-7:20 Animal Stretching	<p>A coach or junior coach will lead athletes in dynamic stretching. Follow the leader!</p> <p>Spreading out and moving in a circle or oval shape, athletes should mimic what the coach is doing.</p> <p>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 7:20-7:30</p> <p>Lead passing instruction and skill practice</p>	<p>Explain what a 'lead pass' is with 3 demonstrations. Ask athletes to pick which pass is the best.</p> <p>Using two coaches in the corner, place athletes on the other side of the net so they can observe.</p> <p>Pass 1: Pass goes behind the coach who is skating. Ask athletes if that was a good pass, and why or why not. They will likely say it has to be in front of the skater.</p> <p>Pass 2: Pass the ring way too far in front of the coach. Ask athletes again, saying "but you said it had to be in front of them".</p> <p>Pass 3: stick to stick, maybe a bit more in front of the coach who is skating.</p> <p>Put athletes in pairs and have them spread out around the ice. Practice with one partner standing on the boards and the other away (see diagram). Taking just a few strides, X2 skates along the boards and receives a lead pass from X1. X2 returns the ring to X1 and then X2 skates back in the other direction towards where they started, receiving another lead pass from X1. Do 5 each direction then switch X1 and X2.</p> <p>Remind athletes to call their partner's name when making and receiving a pass. The passer should aim where their partner is going, pointing their stick where they're aiming.</p>	
Practice Part/Timing	Description/Teaching Points	Diagram
<p>Main Part 7:30-7:35</p> <p>Moving partner passing</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>Encourage them to call their partner's name when making and receiving a pass.</p>	

Practice Part/Timing	Description/Teaching Points	Diagram
Main Part 7:35-7:45 Mini-horseshoe	<p>This is a continuous passing/shooting drill. The pace can be slowed down as much as needed.</p> <p>X1 comes out of the corner without a ring and skates around the pylon.</p> <p>X2 takes a few strides then makes a lead pass to X1.</p> <p>X2 continues around the pylon and X3 takes a few strides, making a lead pass to X2.</p> <p>This continues until the last skater in line, where a coach can give them a pass.</p> <p>Do a few repetitions out of each side.</p> <ul style="list-style-type: none"> Encourage athletes to use teammates' names when making and receiving passes. Start to introduce the concept of timing Make sure athletes take at least two hard strides before making a pass. 	
Practice Part/Timing	Description/Teaching Points	Diagram
Main Part 7:45-7:52 L-support	<p>Learn about support passing! An interactive passing drill.</p> <p>When talking about “getting open” for a pass, frame it as supporting the ring-carrier.</p> <p>Demonstrate this with a coach in the middle to represent a defender.</p> <p>It’s much easier for one defender to block two passes when the pass options are NOT in the L shape.</p> <p>By supporting the ring-carrier in an L format where the ring-carrier is in the middle of the L, it’s much harder to defend against.</p> <p>Divide athletes in groups of 3 and spread out.</p> <p>Athletes don’t have to be very far apart, a couple of stick lengths. Practice setting up in an L shape and making a pass. Stop and talk about which player needs to move to make sure the ring is in the corner/middle of the L. Then make another pass, stop and adjust again.</p> <p>Gradually speed up so there’s less time in between for setup.</p> <p>This is a basic but important ringette tactic to help teammates know where to expect each other to be.</p>	

Practice Part/Timing	Description/Teaching Points	Diagram
Cool-Down 7:52-8:00 Asteroids (a.k.a. Star Wars or hit the skate)	<p>Athletes start along the boards between the ringette line and goal line (or blue line if there's a lot of kids). One or two coaches will start on the blue line with rings.</p> <p>On the whistle, athletes will skate from boards to boards while coaches try to pass a ring and hit their skates. The 'hit zone' is a designated area and should not go all the way to the boards. <u>Athletes need to have time to slow down and stop before the boards.</u></p> <p>Suggest using pylons if going cross-ice, and if going the other way, pick two lines on the ice to use.</p> <p>If the athlete is hit in the skate, then for the next round they join the coaches in practicing their passing and aiming.</p> <p>Coaches should use good judgment in determining how hard to pass.</p> <p>When athletes are passing, remind them about good technique, weight transfer for power, and to aim where the player is going, not where they were.</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 lead 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.****