

**Park Ringette Coach's Season Guide and Workbook**  
**Spark Passion. Foster Potential. Build Community.**



The following is a **workbook** for our ringette coaches, and the many “To Dos” and “ringette events” arranged in separate time chunks throughout the season. Not all of this will apply to you, it is dependent on the level and age division. Not all of these items are the sole responsibility of the head coach. Use your coaching staff, team manager, and other volunteers - empower them in helping the team’s success.

**WRITE IN IT. DRAW IN IT. REFERENCE IT THROUGHOUT THE SEASON.**

The intent of this document is simply to provide you a guide and the things to consider as the season progresses, it is for your personal use and development. It is an organized collection of information from BGL, Ringette Alberta, Ringette Canada, NCCP, and Park Ringette.

We hope it helps, have a great season!

Park Ringette Director of Coach Development  
[coach@sherwoodparkringette.ca](mailto:coach@sherwoodparkringette.ca)

<https://parkringette.com/>

REVISION: June 2026

THIS BOOKLET BELONGS TO: \_\_\_\_\_

SEASON / TEAM: \_\_\_\_\_

“ My biggest lesson is to never underestimate the impact you can have, especially for women in sport. Sometimes we can feel discouraged, and think nothing is happening, but this is not the case. Every single day you can make a difference for one person. ”

*Guylaine Demers  
Professor (Université Laval),  
CAAWS board member*




Are you ready to **make a lasting impact on young athletes' lives** while indulging your love for the game? Coaching ringette offers a unique opportunity to **inspire growth, teamwork, and sportsmanship**.

Whether you're an experienced player or a dedicated fan, coaching allows you to share your expertise and **foster a lifelong passion for the sport** plus you will be joining a community of mentors who are shaping the next generation of ringette stars.

Coaching isn't just about developing players on the ice—it's about **instilling life skills, confidence, and a sense of achievement that extend far beyond the rink**.

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  - [Coaching Personal Goals & Self-Reflection Worksheet](#) – Page 41
  
- Throughout the document: references, ideas, suggestions for first letter to the team, practice planning, game day management, goaltenders, sport nutrition, goal setting and a lot of other useful information.

<b>Pre-season (July-August)</b>	<b>My Notes</b>
<input type="checkbox"/> <b>Complete the Coach Application form</b>	
<input type="checkbox"/> Have been contacted from Division director regarding application and coaching position	
<input type="checkbox"/> May be called upon regarding player evaluation support and input	
<input type="checkbox"/> <b>Confirm your CRC and VSC is valid within the past 3 years.</b> If not, request this soon at the police station. Park Ringette has a request letter to use	
<input type="checkbox"/> <b>Check your coach certification expiry date, complete any PD points as required</b>	
 <b>Coaches' week - free eLearning courses!</b>	



## Open and Observable Environments: Rule of Two

# RULE OF 2

### WHAT IS IT?

RULE OF TWO states that there will always be two screened and safety-trained adults with a participant, especially a minor athlete, when in a potentially vulnerable situation.

### WHAT ARE OPEN AND OBSERVABLE ENVIRONMENTS?

Open and observable spaces involve making meaningful and concerted efforts to avoid situations where a person of authority: coach, official, staff member, etc., might be alone with an athlete and/or vulnerable individual.



Not closed or concealed from others



No closed doors or secluded locations



Others should be aware the interaction is taking place



Others can see, observe or take note of the interaction

### INTERACTIONS



#### ELIMINATE

one-to-one electronic messaging and ensure that all communications are sent to the group and/or include parents (for minors) or other certified coaches and/or staff members.



#### CONSIDER

the gender of the participant when selecting the screened people for the closed meeting.

#### ENSURE

a minor participant rides in a vehicle with two screened adults present.



<https://thelocker.coach.ca/onlinelearning#URT-E>

## Online Chats & Texting

- The “Rule of Two” also applies to electronic and online messaging.
- Use discretion when creating or joining a team text / online chat. Ensure all messages include a parent or coach.
- **DO NOT have one-to-one messaging** emails, texts, online chats, etc with an individual player.



11759 Groat Road Edmonton AB T5M 3K6  
www.ringettealberta.com

## Ringette Alberta Association

### Coaches Pledge

## Code of Conduct for Coaches

I will serve as a positive role model for the players on and off the ice. I will remember that players need a coach they can respect.

I will be reasonable when scheduling games and practice time remembering that young athletes have other interests and obligations.

I will take the appropriate time to prepare practices that are meaningful, organized and challenging for player development.

I will always show a winning attitude and respect for my players, parents, officials and opponents.

I will teach respect for the rules, officials, opponents and team-mates.

I will teach that winning is just one consideration and not the most important aspect of the game. Sportsmanship, skill development, team play, player confidence and self-esteem are essential to a positive environment.

I will maintain an open line of communication with my players, parents and Ringette Alberta.

I will respectfully ask questions of an official, I will not use rude gestures or profanity.

I will not ridicule, yell or publicly embarrass my players for making mistakes or for performing poorly. I will remember that children play to have fun and must be encouraged to have confidence in themselves.

I will explain team goals to all of the players and parents.

I will obtain proper training and continue to upgrade my coaching skills.

I agree and understand that not abiding by these basic rules may restrict me from attending future games and practices. Ringette Alberta has the right to remove a member of the coaching team for not following these basic rules.

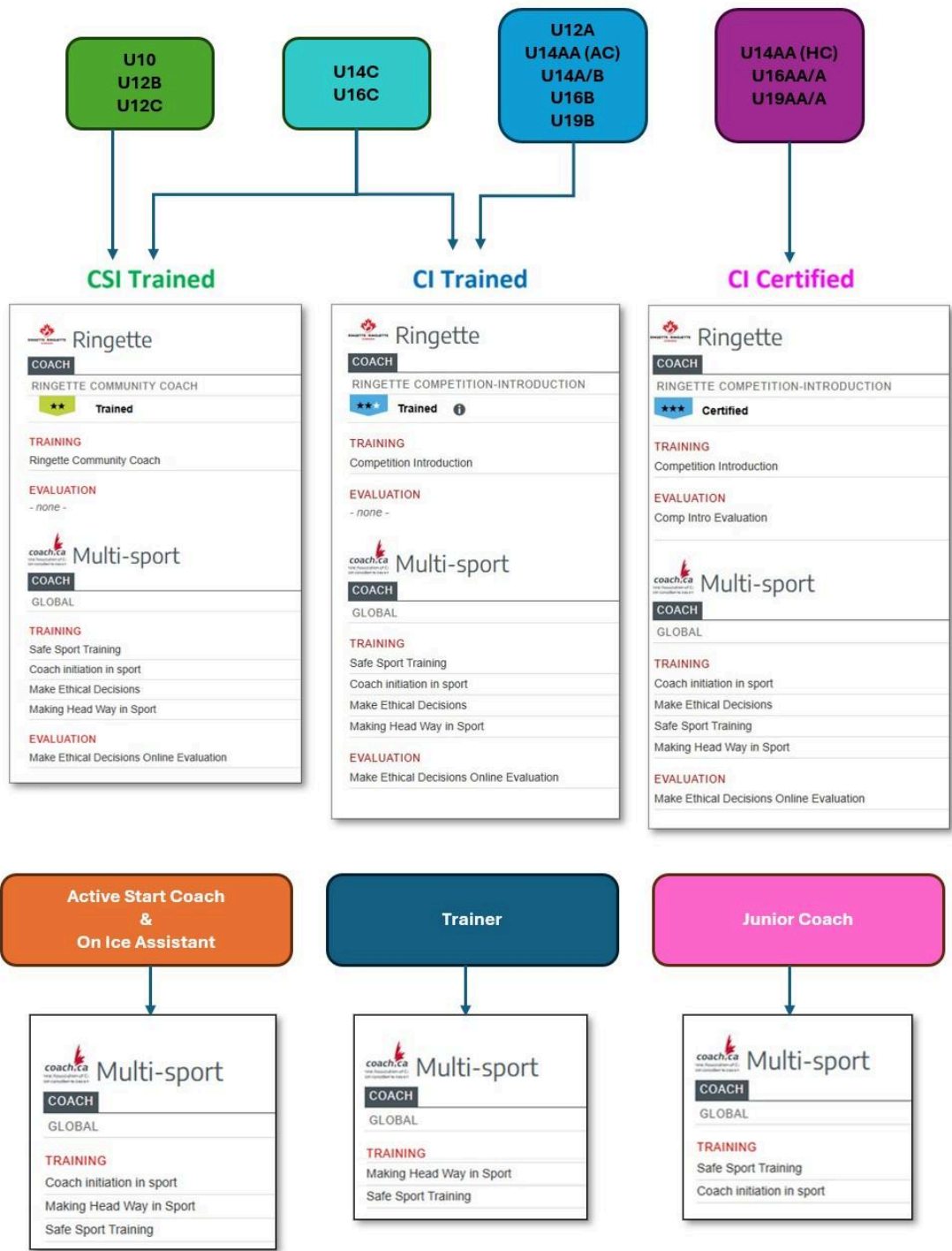
**Print Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signature:** \_\_\_\_\_



# NCCP Minimum Requirements for Ringette Coaches



You will need **two** coaching accounts, one from NCCP (multi-sport courses) and a second from Ringette Canada



Team Formation (September)	My Notes
<input type="checkbox"/> After evaluations, the team selection committee will finalize the rosters, head coaches will be invited to attend the last part of this meeting to review rosters, and identify any concern or conflict with the team make-up	
<input type="checkbox"/> <b>Register in RAMP on the Park Ringette website as a coach</b>	
<input type="checkbox"/> List of players is sent to you, and upcoming ice schedule. <b>Send a welcome message</b> to the families on the team. <ul style="list-style-type: none"> <li>• Suggestions to include in your email in the next section of this document on <b>PAGE 10</b></li> </ul>	
<input type="checkbox"/> <b>Player / Parent kick off meeting</b> - schedule and host <ul style="list-style-type: none"> <li>• Here's another reference from RAB: <a href="#">Season Kickoff Meeting Template</a></li> </ul> <input type="checkbox"/> <b>Call out for Team Volunteers</b> <a href="https://www.parkringette.com/content/managers">https://www.parkringette.com/content/managers</a>	
<input type="checkbox"/> <b>Set up your coaching staff, and have them register.</b> Send your selections of coaching staff to the Director of Coach Development. <ul style="list-style-type: none"> <li>• Do you have a <b>female on the coaching staff?</b> What about adult female in the dressing room? Do you need a designated trainer? Someone with First Aid? Who's helping the goaltender?</li> <li>• Bench staff roles, and min/max limits</li> <li>• <i>Help them get coach certifications before the <b>December 15 deadline</b></i></li> </ul>	
<input type="checkbox"/> <b>Trainers</b> , need to fill out this form on RAB <a href="https://ringettealberta.com/content/coach-amp-team-staff-requirements">https://ringettealberta.com/content/coach-amp-team-staff-requirements</a> Additional information on <b>PAGE 16</b>	
<input type="checkbox"/> Arena <b>Emergency Action Plans</b> and AED locations - copies on Park Ringette website, under the Manger info section	



<input type="checkbox"/> Get access to Hockeyshare account from Park Ringette Director of Coach Development	
<input type="checkbox"/> <b>Get rings and jerseys, first aid kit, pinnies from the equipment manager</b> , a date will be communicated <ul style="list-style-type: none"> <li>● Find two good rings and set them aside as your “game rings”</li> <li>● Some of these new rings split when shot hard against the boards (U16/U19), find some “Made in Taiwan” rings if you can</li> <li>● Ask for some of the little orange Turbo rings if you need</li> </ul>	
<input type="checkbox"/> Is your team getting name bars added to the jerseys? Does everyone have name bars?	
<input type="checkbox"/> <b>Your first practice!</b> <a href="#">PAGE 17-20 &amp; 36-38</a> <ul style="list-style-type: none"> <li>● Create your first practice plan. Drills in Hockeyshare, or contact the Director of Coach Development for help</li> <li>● Team name selection with the players</li> <li>● Change room policy and rules</li> </ul>	
<input type="checkbox"/> Player emergency information sheet - send to families to fill out. Form on the Park Ringette website Manager tab, or make a Google form.	
<input type="checkbox"/> Assess the needs of development for the team and individual players <ul style="list-style-type: none"> <li>● Consider creating a yearly training plan (YTP). Use the template from the CI training course.</li> </ul>	
<input type="checkbox"/> Create Team Snap, RAMP or Team Linkt account (get the manager to do this) <ul style="list-style-type: none"> <li>● Would recommend organizing the chats for separate topics like tournaments, minor officials rotations, fundraising, hotel booking links, etc.. May need a separate chat for parents only, that does not include the players.</li> <li>● Add files to app for the parents, minor officials, etc - Director of Coach Development has some files to share <b>📁 for Parents</b></li> </ul>	



<input type="checkbox"/> Set up group chat if using app separate from TeamSnap (or TeamLinkt, Ramp, etc)	
<input type="checkbox"/> <b>Affiliate players.</b> <a href="#">Know the rules.</a> Know what players on your team are affiliating on other teams, and what affiliates you have available, <ul style="list-style-type: none"> <li>• There are special rules for goaltenders</li> </ul>	
<input type="checkbox"/> Send note out to players about AWG player applications should be posted in September (for U16 players not in AA)	
<input type="checkbox"/> <b>Park Ringette coaches meeting to attend</b>	
<input type="checkbox"/> Join the Park Ringette coaches Whatsapp group chat	
<input type="checkbox"/> What are your Fundraising needs & plans?	
<input type="checkbox"/> If you want to schedule any exhibition games, you must inform BGL. They will schedule and provide officials. Two weeks' notice is preferred.	
<input type="checkbox"/> There may be tournament application deadlines that occur before you have a team manager or tournament coordinator set up - will you apply to these? <ul style="list-style-type: none"> <li>• Tournaments may have special rules, check each tournament package</li> </ul>	
<input type="checkbox"/> <b>NCCP Coach Development</b> <ul style="list-style-type: none"> <li>• Mark yourself in NCCP my locker as active coaching for PD points</li> </ul>	
<input type="checkbox"/>	

*“I want people to be inspired that I've always strived for excellence and I've always gone beyond what anybody ever thought I could do, what I thought I myself could do. And I've allowed myself to be inspired, kept my eyes open and my senses open to inspiration around me.”*

– Clara Hughes



You'll spend more time planning, organizing, and communicating than you will actually coaching.

**Embrace it!**

Some parents will challenge you, some players will test you,  
**you'll have to stay composed - no exceptions**

You won't have all the answers, and your team will know it  
**be honest, and never stop learning**

Results won't come as fast as you want  
**patience will be your best friend, even if it's tough**

You'll doubt yourself more than you'd like - just remember:  
**confidence is built in the trenches, not on day one**



## OUTLINE FOR INITIAL MESSAGE TO THE PARENTS AT THE START OF THE SEASON

1. Introduction of yourself
2. Coaching philosophy and team goals
  - a. Goaltender rotations
  - b. Player position movement
  - c. Practice and game arrival time expectations
  - d. Player number requests
  - e. Team name selection process, logo design, team wear
  - f. Team captain selections process
  - g. Tournaments, how many, current applications out
  - h. Power skating attendance
  - i. Off ice training/team events / plan
  - j. Budget and fundraising
  - k. Other
3. Player and Parent expectations
  - a. [Park Ringette Parent Handbook](#)
  - b. [Code of Conduct](#) (remind players/families: this is not just a “check the box” exercise)
  - c. True Sport - link on Park Ringette website
  - d. Equipment checks, new rules about shoulder pads, gloves, and sticks
  - e. Personal phones rule
  - f. Team wear, practice jerseys
  - g. Dress code for dry land and game day
  - h. Parents in the dressing room? Who’s tying skate laces
  - i. Spectator liaison
  - j. Social media accounts
  - k. Game live stream set up
  - l. Team group chat inclusivity (as appropriate for age group)
4. Communication Expectations
  - a. Set communication boundaries, if you want to, such as not monitoring chats during your working hours
  - b. 24 hour rule
  - c. Mid season feedback
  - d. Year end feedback
  - e. Team Manager
5. Call for Volunteers
  - a. Manager, treasurer, tournament coordinator, etc...see parent handbook
  - b. Minor officials rotations. For families new to ringette, provide information resources (shot clock, referee signals, score sheet, etc.)
  - c. Will there be a jersey parent, or players responsible (need garment bags)
6. Upcoming practice times if known
7. Timelines of session starts, provincials, finals (BGL, Westerns, Nationals)
8. Set the date and location for the parent meeting

Another reference, from RAB: [Season Kickoff Meeting Template](#)  
<https://ringettealberta.com/content/coaching-resources>



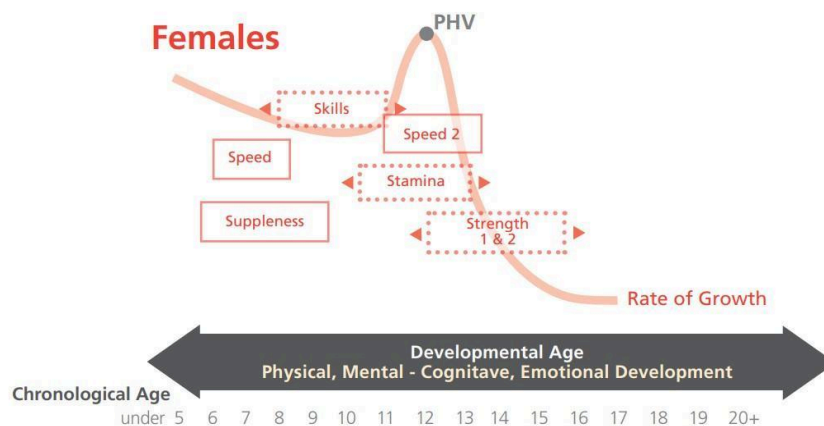
## Coaching the Female Athlete

The following are things to remember while coaching a female athlete:

- Coaches often find success when emphasizing a fun and positive environment
- Motivating factors for male and female participation tend to be different so it is important to take the time to understand the difference in competitive behaviour between girls and boys



- Enjoyment of a sport is often enhanced through a personal, democratic relationship with her coach.
- Usually more self-conscious and will internalize more than boys.
- It is important to develop a training & learning environment that creates a climate of acceptance and social connection
- Team unity and identity are vital – (team shirts, slogans, traditions, cheers, team craft gatherings, team volunteer opportunities).
- Prevent cliques from forming, do not create divisions around age, experience, titles.
- Create external sources of fun: pre-season activities, team meals, movie nights, bowling, or overnight trips.



Stamina and strength are based on the moving scales of developmental age, the beginning of the growth spurt, and peak height velocity (PHV in girls occurs at about 12 years of age, compared to boys at age 14).

Speed, skill, and suppleness are based on chronological age. The sequence of developmental events may normally occur two or even more years earlier or later than average.

See [LTAD](#) and CSI / CI workbook for more information.

**My Notes, My Goals, My Inspirations...**

Empty rounded rectangular box for notes or goals.

Empty rounded rectangular box for notes or goals.

Empty rounded rectangular box for notes or goals.

Empty rounded rectangular box for notes or goals.

***“Don’t wait until you’ve reached your goal to be proud of yourself.  
Be proud of every step you take toward reaching that goal.”***

**– Simone Biles**



Session 1 (October - November)	My Notes
<input type="checkbox"/> Get to know your players, figure out positions, rotations. Will you/someone be tracking this?	
<input type="checkbox"/> <b>Your first game! Notes on Page 24</b> <ul style="list-style-type: none"> <li>● Arrival time is communicated</li> <li>● Responsibilities and expectations to communicate attendance/absences</li> <li>● Is there a pre-game warm up</li> <li>● When is the pre-game coach talk (after warm up before equipment is on, or after.</li> <li>● Music in the dressing room, appropriate music</li> <li>● Are you going to post lineups</li> <li>● Announce starting lineups?</li> <li>● Who's running which gate?</li> <li>● Post game talk. What's the message?</li> <li>● Are you doing player(s) of the game?</li> </ul>	
<input type="checkbox"/> Consider individual meetings with players (and parent/guardian) <b>Remember, RULE OF TWO!</b> <ul style="list-style-type: none"> <li>● process and results goals, feedback, etc.</li> </ul>	
<input type="checkbox"/> Check in with your manager, getting <b>RAMP updated with rosters and all coaching staff</b>	
<input type="checkbox"/> Tournament applications - request your blackouts. Platinum Ring is automatically blacked out. <b>Attendance is MANDATORY for Park Ringette teams</b>	
<input type="checkbox"/> Platinum Ring Tournament <ul style="list-style-type: none"> <li>● Create an agenda, book restaurants or other team activities</li> </ul>	
<input type="checkbox"/> <b>Complete ALL required certifications &amp; PD points, deadline is December 15th</b>	
<input type="checkbox"/> Player development sessions. <ul style="list-style-type: none"> <li>● Are your goaltenders attending? Or are there goalie sessions set up, and will you or an assistant attend?</li> <li>● Are your assistant coaches attending?</li> <li>● <i>Take notes and incorporate into your practices!</i></li> </ul>	



<input type="checkbox"/> Extra ice requests? Check the Park Ringette webpage	
<input type="checkbox"/> <b>Jr coach assignments.</b> Connect with them and their families, email communication includes their families - Rule of 2 applies <b>REFER TO JR COACH HANDBOOK</b>	
<input type="checkbox"/> <b>Check BGL and RAB for critical dates.</b> <ul style="list-style-type: none"> <li>• Game schedule release dates</li> <li>• Repooling request around early November</li> <li>• Blackout requests for tournaments</li> <li>• <a href="https://ringettealberta.com/content/critical-dates">https://ringettealberta.com/content/critical-dates</a></li> <li>• <a href="https://www.blackgoldleague.com/content/critical-dates---season-timeline">https://www.blackgoldleague.com/content/critical-dates---season-timeline</a></li> </ul>	
<input type="checkbox"/> Team captains assigned. Set up a meeting with them (and their parents) regarding expectations	
<input type="checkbox"/> <b>Team photos</b> scheduled. <i>What's the coaching staff wearing?</i>	
<input type="checkbox"/> Park Ringette day	
<input type="checkbox"/> Watch for player and coach development sessions	
<input type="checkbox"/> <b>Declare the team's Commit to Attend Provincials; December 15 DEADLINE</b>	
<input type="checkbox"/> Team building activities to plan	
<input type="checkbox"/> Reach out for any support needs	
<input type="checkbox"/>	

***“The biggest challenge is to get them to believe in what we’re doing. They have to understand that it’s OK to have good days and bad days.”***  
**– Coach Dawn Staley**



## On-Ice Assistants

Ringette Alberta has expanded the allowable tasks for on-ice helpers

What's new that has been added for on-ice assistants?

- demonstrating skills/drills
- shooting on the goalies
- counts towards the five team staff allowed on the bench for games

BUT they are NOT COACHES and cannot act as such.

They must always be supervised by a coach.

### **Message from Ringette Alberta (September 2025)**

We are relying on coaching directors/associations/head coaches to ensure that team staff are registered for and acting in their assigned roles. We feel that we owe it to our athletes to provide qualified coaches to teach them the skills and strategy of ringette, however we also want to provide some flexibility since coaches can't be expected to be there every single time and that sometimes leaves groups without adequate supervision or help.

Ringette Canada will not allow anyone registered as a coach or assistant coach on the bench for games if they have NOT completed the requirements for that level (by Dec 15th). We know that it's hard to recruit coaches and then if someone can't attend, you're left with a U10 team with 2 coaches and you would like someone else to help on the bench during games to organize what I assume is frequently chaotic. We've expanded the on-ice assistant role to help your teams.

This role **MUST NOT BE USED AS A LOOPHOLE** to avoid taking the Ringette coaching course and/or Make Ethical Decisions. If evidence points towards groups taking advantage of this, then the role may be redefined for future seasons.

Below you can see an updated chart that outlines what activities or responsibilities can be placed on each role.

Task	Coach/ Asst. Coach	On-ice asst/ Helper	Junior Coach
Planning practice	Yes	NO	Learn
Leading a drill in practice	Yes	NO	Learn
Determining game strategy and tactics	Yes	NO	Learn
Giving sport-specific feedback to athletes (skill or strategy)	Yes	NO	Learn
Making a lineup	Yes	NO	Learn
On-ice during games (AS, U10 Step 1 and Step 2)	Yes	NO	Yes
Gold standard Rule of 2 eligible	Yes	NO	NO
Opening a bench gate	Yes	Yes	Yes
General cheering/support for athletes	Yes	Yes	Yes
Helping with equipment issues on the bench	Yes	Yes	Yes
On the ice at practice	Yes	Yes	Yes
Guiding athletes through drills	Yes	Yes	Yes
Moving rings/pylons for drills	Yes	Yes	Yes
Demonstrating skills/drills	Yes	Yes	Yes
Shooting on the goalies	Yes	Yes	Yes
Counts towards the 5 team staff allowed on the bench for games	Yes	Yes	NO
Must always be supervised by a head or assistant coach	N/A	YES	YES



## Trainers

Each Team Staff is able to have unlimited trainers on their TRF, but only one on the bench at any given game. This individual must be 18 or older and counts towards the maximum of 5 staff members permitted on the bench at once. To be a trainer, Standard First Aid or higher is required.

Alternatives include:

- i. Medical Doctor/Student
- ii. Fireman
- iii. Registered Nurse (send licence)
- iv. Ambulance Training
- v. Athletic Therapy
- vi. Sport Physio Designation or Sport First Responder
- vii. Equivalency for any certified standard first aid course, thirteen (13) hours or more in duration (eg. St. John Ambulance or Red Cross Standard First Aid programs), which includes the following content:
  - Principal of First Aid and Safety
  - Artificial Respiration
  - Wounds and Bleeding
  - Shock, Unconsciousness and Fainting
  - Fractures
  - Head and Spinal Injuries
  - Joint Injuries
  - Medical Conditions (Diabetes, Asthma, etc.)

Trainers must complete the Safe Sport module and Making Head Way.

Female trainers do not fulfill the female coach requirement. On the bench only except to provide medical assistance as needed on ice.

A copy of the first aid training, professional registration, or other certification paperwork must be submitted via a google form before the trainer will be approved.

**CLARIFICATIONS ON ALL CERTIFICATIONS REQUIREMENTS CAN BE FOUND HERE:**

<https://parkringette.com/content/certification>



## How to plan a practice!

Ask yourself, then answer these questions: What (who) are you working with and what do you want to work on?

### 1. Logistics

- a. Time
- b. Duration
- c. Location
- d. Full ice/half ice
  - i. Who are you sharing with? Same division, different.
- e. How many athletes expected
  - i. Assigning them to groups/pinny colours?
- f. How many coaches/junior coaches coming – what are their roles, are they running a station? Do they know what's expected of them?
- g. How many goalies?
- h. Equipment – rings, pylons, pinnies, 1<sup>st</sup> aid, binder (emergency info) etc.

### 2. Practice sections:

- a. Introduction: greet athletes, share practice plan, skills planned etc. Can be done pre-practice when athletes arrive or via email ahead of time, or a combination of both.
- b. Warmup: gradually increase intensity of movement. Includes a general warmup and specific warmup (passing, shooting, making saves). Reserve 15-20 minutes for this. There are lots of games that work for warmups.
- c. Main part: this includes everything in the practice that is not warmup or cooldown. All skill development, strategy and tactic work, and conditioning if applicable. Reserve 30-50 minutes for this.
- d. Cool down: gradually decrease the intensity of movement.
- e. Conclusion: reiterate the focus of the practice, remind athletes about what's next (game, practice, tournament, etc.). Can be done on the ice, bench, or dressing room.

### 3. What to work on? *Always start by thinking about what you want to work on, not just which drills you want to do.*

Try to limit the variety of skills/tactics you work on in a single practice. This varies depending on the level, but working on too many different skills is challenging to athletes and doesn't give them enough time to take it in. There are things it's impossible to separate (checking vs. ring protection) but you can choose which part to emphasize and provide feedback on. Pick one from each category (categories are incomplete – see Athlete Development Matrix).

- a. Skating: forward, backward, crossovers, stops, pivots
- b. Ring skill: passing, receiving, checking, ring protection, shooting
- c. Strategy: breakout, free pass, offensive zone play, defensive triangle, forechecking, special situations.
- d. Goaltending: positioning, ring distribution, crease movement, rebound control, fakes



4. **Selecting drills and progressions.** Starting from the skills/tactics you want to work on, and, catering to the mid-level ability of your team, find or adapt a drill to practice that skill/tactic. Make sure the drill has progressions so it will grow with athletes.
  - a. If applicable, allow athletes an opportunity to practice just the skill/tactic without outside pressure/opponents. This doesn't need to be game-like and athletes should be given the chance to do multiple reps in a short period of time. Examples:
    - i. If your skill is a 2-foot stop, don't have them practice by skating all the way to the other end of the ice and stop once. Have them set on a zigzag pattern and stopping every line, or use pylons.
    - ii. When learning to pass, have athletes pass to themselves against the boards. They still learn about proper technique and aim (the ring should come back to them) but without waiting for a partner to catch a pass and return it. Athletes may get 3-4 times more passes done than in pairs.
  - b. Find or adapt more than one drill that allows athletes to practice the same skill/tactic in a way that mimics how the skill/tactic is used in a game. Some skills/tactics lend themselves better to this than others, but it's imperative to make sure that you avoid drill setups that go against ringette tactics/strategies. If you're not sure what that might look like, ask Ringette Alberta!
  - c. Make the skill/tactic fun by playing a game that incorporates the skill. Many forms of tag or relay races can use basic ringette skills.

#### General Considerations

1. Safety has to be the first consideration always. Make sure any races don't end too close to the boards, keep athletes in lanes that avoid collisions, have lines start in safe spaces.
2. **Don't forget about your goalies!** Make sure they are included in team huddles, have a coach assigned to them, and know what's expected during each segment of practice. If you're not sure how to approach goalie coaching, contact your association coaching director or Ringette Alberta.
3. Athletes often compare themselves to teammates. Who's the fastest? Who's the strongest? Try to create drills/progressions/games that offer athletes a chance to compete against themselves, or that require teamwork.
  - a. How far did they glide this time? Make a mark on the ice/leave a ring there. See if they can go that far or further the next repetition!
4. Plenty of relay races, ring races, variations of tag, and other activities can be modified to practice certain skills.
5. Use stations! This allows athletes to practice skills in smaller groups where they may feel less pressure to do well quickly, therefore taking their time to actually learn a skill. Athletes can also be separated into similar small groupings where they are closer in ability. Make sure there are enough coaches to run each station and that they are prepared.



## Practice Plan considerations

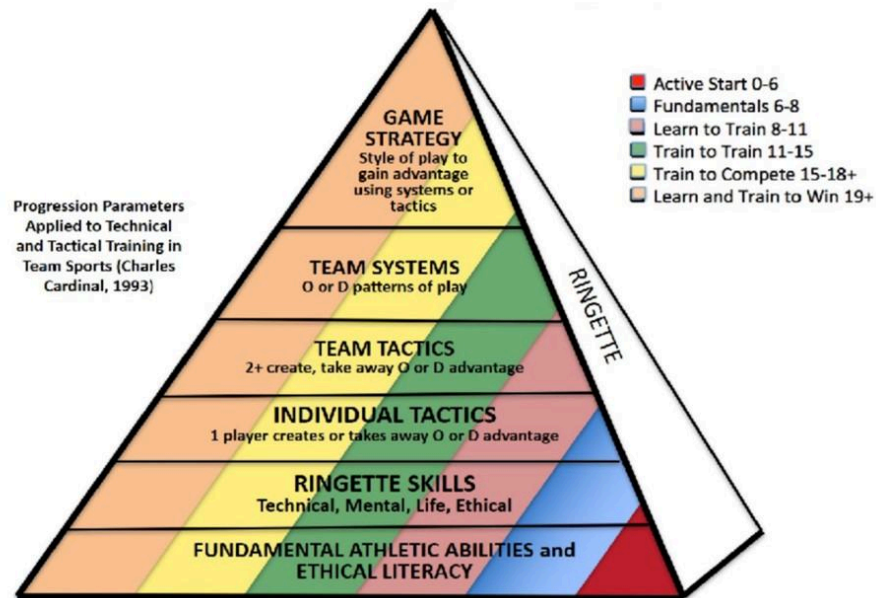
When developing your practice plans please consider the following:

- Each practice should include basic Ringette skills: Skating, Ring stabs, checking, passing and shooting
- Set expectations on the ice: when the whistle blows—gather with the coach, listen, hustle from drill to drill etc.
- Repeat, Repeat, Repeat (You don't have to have a new practice every time, revisit with new eyes and new skills)
- Remind yourself that success can be different for each player. Be sure to set each player up for success throughout the practice. Help girls to recognize their personal success and growth.
- Keep practices fun and high energy. Start and End each practice with a favorite drill/activity/game.
- Stations are an effective way to use the ice and coaches and create lower coach/player ratios. Stations are smaller groups of skaters in a small section of the ice working on a specific skill or drill. Then all players rotate through the stations
- In U14 and under, practice players in both Offensive and Defensive positions/drills. Playing all positions will help to develop stronger more well-rounded players

**[ PRACTICE TEMPLATE ON PAGE 36 ]**



## **Ringette Canada Athlete Development Matrix: Skills, Tactics and Strategy Teaching Progressions**



## Dryland

Some coaches choose to plan an occasional dryland event. This may include: gym time, an outdoor practice, yoga, etc. Dryland is another great team building opportunity and an extension of athletic skill development.

**Teams with on ice bookings may have a 15-minute warm up /cool down (with coaches supervising) at GARC wellness studios; or on the track at ARC and MP.**



## Off-Ice Warm Up

Purpose: get physically and mentally prepared for the ice time and reduce risk of injuries.

4 components of an off-ice warm up: Aerobic, Balance, Strength, Agility – our movements will incorporate these

\*Static stretching is not included; static stretching is for relaxing/ lengthening muscles and reducing tension, taking away from the speed and power we want during sport and can increase the risk of injury. Static stretching should be used for cool-downs, not pre-game/practice!

1. **Jog** – get heart rate up and muscles warm; NOT meant to be a sprint, go slow.

Depending on warm up space available:

- 2 laps of the track
- 1-2 minutes small loop outside/around the rink
- Hallway or small space between rinks: in 2 lines like for dynamic warm up – start with jog at least 4 times through each

2. **Dynamic** – 2 lines

- Butt kicks \*focus on quick/small steps, should be travelling forward very slowly
- High knees \*same as butt kicks
- Forward skip with backwards arm swing
- Backward skip with forward arm swing
- Carioca \*focus on knee drive up and across -- one facing each way
- Forward lunge – with arms up leaning back for deeper hip flexor stretch or arms up and leaning to the side for a side stretch (whatever each player wants)
- Side lunges
- World's greatest stretch: pull one knee up to chest, step forward with same leg into a deep lunge, plant opposite hand on the ground, twist facing knee
- Sweeps
- Quad stretch
- Hip openers - \*focus on rotation at hip only, hip on same side as planted foot and shoulders should be forward at all times
- Hip closers - \*same as hip openers
- High kicks
- Skater jumps – single file so you don't crash, be in control, should have deep knee bend with each landing. \*\*NOT a race, be steady before making next jump, give player in front of you lots of room
- Squat Jump to Sprint x 3 – full squat jump, sprint with FULL STOP at the end

3. **Power skating off-ice drills**

- 5 regular lunges per leg
- 5 single leg squats each leg – aiming for 90°
- Toss ball to self while in SL squat – 5 times per leg
- With partner: 5 tosses each per leg (you and your partner each have a ball)
- Then 5 tosses each per leg throwing the diagonally across

Another resource: [SHRED injuries Ringette Neuromuscular Training Warm-Up Program](#)



## Junior Coaches, Information for the Coach

It can be hard for Junior Coaches to figure out where they fit into the team. Do they hang out with the players or do they hang out with the coaches? Ideally, the Head Coach should welcome the Junior Coach as part of the coaching team staff.

Each team dynamic and coaching staff will be different and have a different culture and different needs. It is the responsibility of the Head Coach to help the Junior Coach to bridge this gap by introducing them to the team and working with them to establish their roles and responsibilities.

- Set up an **introduction meeting to welcome your Junior Coach** and learn about their ringette experience.
- Work with your Junior Coach to **identify what goals they have** for their role this season.
- **Clearly communicate** how you plan to use them during practices and games.

Whether this is your first time with junior coaches, or have several years of experience, keep the following in mind when working with junior coaches on your team:

- The Head Coach is **responsible** to ensure a safe and effective training environment at all times and is therefore responsible for the actions of the Junior Coach.
- As head and assistant coaches, part of your responsibility is to **mentor** the Junior Coaches.
- Junior Coaches **DO NOT** replace mandatory, fully certified female coaches who must be at least 18 years of age.
- Junior coaches are on your TRF (Team Registration Form) and can be marked on the game sheet. It does not affect the Minimum/Maximums on the bench during games.
- Coaches, including Junior Coaches, **should never be alone with athletes at any time**, including in the dressing room. Junior Coaches should also not be alone with Coaches at any time, this is the responsibility of both the Coach and the Junior Coach.
- Unless agreed to by the majority of parents, travel expenses for Junior Coaches are not the responsibility of the team.
  
- Junior Coaches have a lot of experience relevant not only to ringette but to team-building and are often able to relate much more easily to your athletes than you can.
- They are role models and future coaches.
- Include them in decision-making, and ask for their input and ideas both on and off the ice.
- *Some will take more encouragement than others to speak up*, but they're there because they love ringette and want to share it.
- Please **DO NOT** reduce them to pylon-pushers, they have so much more to offer. Involve them by having them demonstrate drills, assist with running a skill station, or eventually planning and running a drill in each practice. Ask them to assist on the bench during games and provide their insight. Ask them to take part in team-building events and encourage them to provide ideas -- they have been part of many team-building events over the years!
- **Fun Tip:** Take your team to watch the Junior Coach play. Your kids can make posters to cheer on their junior coach! Ask if the team can participate in the dressing room pre-game. This is a great learning opportunity and fun for all.

Though they are often busy and attendance can be impacted by their other commitments, they are young, and learning to balance the demands on their time. They are also often still reliant on parents or other family/friends to get them to team activities.

<https://parkringette.com/content/junior-coaches>



Session 2 (December - January)	My Notes
<input type="checkbox"/> Take your team to <u>watch the Jr.Coaches play!</u> Your kids can make posters to cheer on their junior coach! This is a great learning opportunity and fun for all.	
<input type="checkbox"/> Director of Coach Development may reach out and attend a practice or set up a whiteboard session. <ul style="list-style-type: none"> <li>• Experienced coaches may be called upon to assist with mentorship. Are you interested?</li> </ul>	
<input type="checkbox"/> Is your team organizing a Christmas party or gift exchange? <input type="checkbox"/> Community volunteer team building event?	
<input type="checkbox"/> To help with team communication, recommend sending a mid season message to the families	
<input type="checkbox"/> <b>For some age divisions, Session 2 is the BGL championship</b>	
<input type="checkbox"/> Spring and summer ringette camps typically open up in January, send information to the team	
<input type="checkbox"/> Park Ringette raffle	
<input type="checkbox"/> <b>January 31st Deadline for CI Evaluations</b>	
<input type="checkbox"/> <b>Submit your receipts <u>online</u> for reimbursement for the courses you have completed</b> <a href="http://parkringette.com/content/course-reimbursement">parkringette.com/content/course-reimbursement</a>	
<input type="checkbox"/>	

***“Many times, I had to dig deep and perform.  
All of that adversity helped me and drove me to want to be the best.”***

**– Hayley Wickenheiser**



## Game Day Line up Card example

Prepare for the game, what is the message for the team going to be today?  
 Consider creating a sheet to post in the locker room for the players to see (example below)

This can also help you keep track of player position rotations

Game Number: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_  
 Arena: \_\_\_\_\_ Opponent: \_\_\_\_\_

Time	Activity																														
Coaches Chat 5min Office in dressing room	<b>Team Focus</b>																														
Line Ups	<p><b>1) Pregame discussion</b></p> <p>Strategy:</p> <p>Systems:</p> <p><b>2) Line ups (*starters)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3" style="background-color: #FFD700; text-align: center;"><b>Goaltender</b></td> </tr> <tr> <td style="background-color: #ADD8E6; text-align: center;"><b>CENTERS</b></td> <td style="background-color: #90EE90; text-align: center;"><b>FORWARDS</b></td> <td style="background-color: #D2B48C; text-align: center;"><b>DEFENSE</b></td> </tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </table> <p><b>AWAY</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	<b>Goaltender</b>			<b>CENTERS</b>	<b>FORWARDS</b>	<b>DEFENSE</b>																								
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## Game day Expectations / Team Structure

The following section may help you organize your game day expectations and team structure:

- Set and communicate a time that everyone should be at the rink prior to each game.
- Establish a pre-game routine which may include: a dryland warm-up, player time in the dressing room, pre-game coach chat
- Set a time prior to the game that everyone should be ready and waiting for the coach to address them. Recommendation – the team should have all their gear on sitting together on the dressing room bench 15 minutes prior to game time.
- In U14 and under no positions are declared at the time of evaluations. All players should have the opportunity to play both offense and defense.
- Post-game expectations for players: post game chat with the coaches.
- Post-game chat focus: positivity, team reflection, give the girls opportunity to talk openly as well
- Many teams award something that may belong to the team for “heart and hustle” this type of award has evolved and changed from team to team. There are many ways players can be acknowledged for their positive contributions to the team in practices and in games.

***\* Remember that the kids are always “seeing” you. Remind yourself that your reaction on the bench during games, on the ice during practice, or off the ice, has a huge influence on your athletes. They see how you interact with the officials, other players and other coaches/parents. Athletes are most successful when they are in a positive, calm, respectful setting. If you or your coaches feel your emotions becoming elevated, take a step back to find composure. Always remember that the officials are also learning and will make mistakes.***

## Goaltender Expectations

- Ringette Alberta [24.0 Group Member Goaltender Development Policy](#)
- Ringette Alberta [Goaltender Development - U10 & U12](#)
  - **AS & U10** – ALL players rotate and play as goalie. There are no designated goalies. Ideally, have your player practice first and then go into a game situation
  - **U12** – No player should play more than 1/2 time as goalie. There are a few exceptions to this. Players should still rotate and have a chance at playing goalie. Ideally, have your player practice first and then go into a game situation
  - **U14** – Players can play full time as a goalie. Some teams at this level may still have to rotate goalies.
  - **U16/U19** – Goaltender is a full time position
- For U10 & U12 it is the coaches responsible to encourage all players to take a turn at playing goalie in a positive manner. You might have one or two players that are very scared about being in net. In those cases, have them just practice in nets and see how that goes before asking them to play in a game.
- All teams should assign a goalie coach, this does not mean the person has to have goalie experience. The association will provide additional training to your goalie coaches to ensure they have the necessary tools to be successful coaching the goalies.



# CRT6™



## Concussion Recognition Tool

To Help Identify Concussion in Children, Adolescents and Adults

### What is the Concussion Recognition Tool?

A concussion is a brain injury. The Concussion Recognition Tool 6 (CRT6) is to be used by non-medically trained individuals for the identification and immediate management of suspected concussion. It is not designed to diagnose concussion.

### Recognise and Remove

#### Red Flags: CALL AN AMBULANCE

If **ANY** of the following signs are observed or complaints are reported after an impact to the head or body the athlete should be immediately removed from play/game/activity and transported for urgent medical care by a healthcare professional (HCP):

- Neck pain or tenderness
- Seizure, 'fits', or convulsion
- Loss of vision or double vision
- Loss of consciousness
- Increased confusion or deteriorating conscious state (becoming less responsive, drowsy)
- Weakness or numbness/tingling in more than one arm or leg
- Repeated Vomiting
- Severe or increasing headache
- Increasingly restless, agitated or combative
- Visible deformity of the skull

### Remember

- In all cases, the basic principles of first aid should be followed: assess danger at the scene, check airway, breathing, circulation; look for reduced awareness of surroundings or slowness or difficulty answering questions.
- Do not attempt to move the athlete (other than required for airway support) unless trained to do so.
- Do not remove helmet (if present) or other equipment.
- Assume a possible spinal cord injury in all cases of head injury.
- Athletes with known physical or developmental disabilities should have a lower threshold for removal from play.

#### If there are no Red Flags, identification of possible concussion should proceed as follows:

Concussion should be suspected after an impact to the head or body when the athlete seems different than usual. Such changes include the presence of **any one or more** of the following: visible clues of concussion, signs and symptoms (such as headache or unsteadiness), impaired brain function (e.g. confusion), or unusual behaviour.

This tool may be freely copied in its current form for distribution to individuals, teams, groups, and organizations. Any alteration (including translations and digital re-formatting), re-branding, or sale for commercial gain is not permissible without the expressed written consent of BMJ.

CRT6™

Developed by: The Concussion in Sport Group (CISG)

Supported by:





# CRT6

## Concussion Recognition Tool To Help Identify Concussion in Children, Adolescents and Adults



### 1: Visible Clues of Suspected Concussion

Visible clues that suggest concussion include:

- Loss of consciousness or responsiveness
- Lying motionless on the playing surface
- Falling unprotected to the playing surface
- Disorientation or confusion, staring or limited responsiveness, or an inability to respond appropriately to questions
- Dazed, blank, or vacant look
- Seizure, fits, or convulsions
- Slow to get up after a direct or indirect hit to the head
- Unsteady on feet / balance problems or falling over / poor coordination / wobbly
- Facial injury

### 2: Symptoms of Suspected Concussion

Physical Symptoms	Changes in Emotions
Headache	More emotional
"Pressure in head"	More Irritable
Balance problems	Sadness
Nausea or vomiting	Nervous or anxious
Drowsiness	
Dizziness	Changes in Thinking
Blurred vision	Difficulty concentrating
More sensitive to light	Difficulty remembering
More sensitive to noise	Feeling slowed down
Fatigue or low energy	Feeling like "in a fog"
"Don't feel right"	
Neck Pain	

**Remember**, symptoms may develop over minutes or hours following a head injury.

### 3: Awareness

(Modify each question appropriately for each sport and age of athlete)

Failure to answer any of these questions correctly may suggest a concussion:

- "Where are we today?"
- "What event were you doing?"
- "Who scored last in this game?"
- "What team did you play last week/game?"
- "Did your team win the last game?"

**Any athlete with a suspected concussion should be - IMMEDIATELY REMOVED FROM PRACTICE OR PLAY and should NOT RETURN TO ANY ACTIVITY WITH RISK OF HEAD CONTACT, FALL OR COLLISION, including SPORT ACTIVITY until ASSESSED MEDICALLY, even if the symptoms resolve.**

Athletes with suspected concussion should **NOT**:

- Be left alone initially (at least for the first 3 hours). Worsening of symptoms should lead to immediate medical attention.
- Be sent home by themselves. They need to be with a responsible adult.
- Drink alcohol, use recreational drugs or drugs not prescribed by their HCP
- Drive a motor vehicle until cleared to do so by a healthcare professional



## Mid-Season Self Reflection

### 1) How is the season plan going for your team?

What key elements or goals would you focus on to help guide the team's development?

### 2) Great teams start with a strong coaching group.

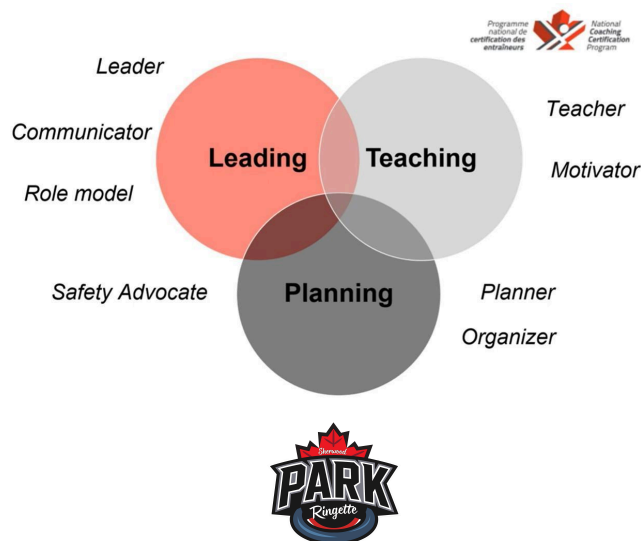
Am I working with the coaching team to create a positive and collaborative environment?

### 3) How's my coaching philosophy when it comes to practices, games, and warm-ups?

Am I also supporting goaltenders in their development?

### 4) Keeping every player engaged and growing is important.

Are the practices keeping all athletes involved? Am I working with the coaching staff to make that happen? The junior coaches too?



**5) Sometimes challenges come up dealing with athletes and parents.**

How have I handled any conflict situations, have any issues become a problem?

**6) Have there been any concerns about potential maltreatment? Rule of 2?**

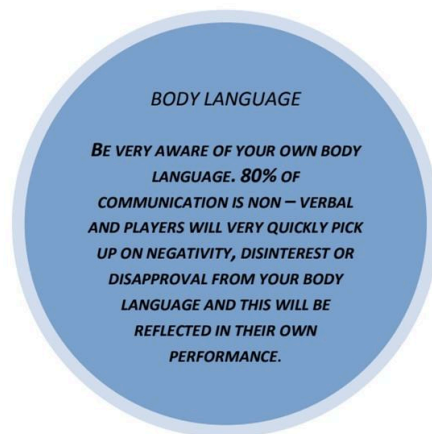
What steps are needed to address the situation appropriately?

**7) Coaching female athletes takes care and understanding.**

What have I done to grow knowledge in this area?

**8) As a coach, we're always learning.**

What coaching areas am I growing in this season? What about additional learning or development opportunities? Do I need help or more support?



## EQUIPMENT Rule Change

The Ringette Canada Board of Directors has approved the following rule changes, **effective September 1, 2025**. Please note the changes in **red**.

### 2.1 Knee, Shin, **Shoulder** and Elbow Pads

All players shall wear knee, shin and elbow pads. A plastic shell, or similar hard shell protection, is required in all knee protectors (goalkeepers excluded). **All players registered in U19 and younger age groups shall wear shoulder pads designed for participation in ice sports.**

### 5.7 Gloves

5.7.b Palmless gloves and gloves that expose the **volar** aspect (underside) of the wrist to the risk of injury are prohibited.

### 5.2 Ringette Sticks

5.2.b The Ringette stick may be made of wood, plastic, aluminum or any similar material. In the case of composite sticks that employ more than one material in their construction, **sticks and tips must be manufactured specifically for Ringette and designed to meet the sport's regulations and performance standards. Modified or repurposed composite sticks from other sports are not permitted. Should one of the replaceable pieces separate during the game if possible it should be returned to the team to determine if it can be safely and legally repaired.**

5.2.c A stick can be painted. However, if it is commercially manufactured, the make and model shall still be visible. Should the make and model not be visible, the stick will be deemed to be illegal.

5.2.d Both ends of the stick shall be free of cracks and splinters. If the surface of the stick is textured, the difference between the lands and grooves shall not exceed 1mm (0.04 in.) Tape may not be added to the playing end of the stick. **Should a stick be deemed broken other than the separation of replaceable pieces, it shall be removed from play for the remainder of the game.**

<https://www.ringette.ca/news/june-2025-equipment-rule-changes/>

The updated Ringette Canada rule book is available online:

<https://www.ringette.ca/about-us/rule-book/>



Session 3 (February - March)	My Notes
<input type="checkbox"/> February 16 is Ringette Alberta's birthday	
<input type="checkbox"/> As applicable for your division, may be BGL championship	
<input type="checkbox"/> For some divisions, this is the qualifier for provincials.	
<input type="checkbox"/> If qualified for provincials, there may be funds for your team from the association	
<input type="checkbox"/> Alberta Winter Games	
<input type="checkbox"/>	

Provincials, Westerns, Nationals (March-April)	My Notes
<input type="checkbox"/> Dates and Locations: <a href="https://ringettealberta.com/content/provincial-championships-commit-to-attend-dates-locations">https://ringettealberta.com/content/provincial-championships-commit-to-attend-dates-locations</a>  <a href="https://wcrc.ca/">https://wcrc.ca/</a>  <a href="https://www.ringette.ca/events/canadian-ringette-championships/">https://www.ringette.ca/events/canadian-ringette-championships/</a>	
<input type="checkbox"/> Create and communicate the schedule to the parents/team.	
<input type="checkbox"/> <b>Good Luck!</b> Send posts to our social media coordinator" <a href="mailto:media@sherwoodparkringette.ca">media@sherwoodparkringette.ca</a>	
<input type="checkbox"/> Think about Year end party ideas	
<input type="checkbox"/> <b>Ringette Alberta Award nominations:</b> <a href="https://ringettealberta.com/content/ringette-alberta-awards">https://ringettealberta.com/content/ringette-alberta-awards</a>	
<input type="checkbox"/>	



## Sport Nutrition

Remember, all foods can fit into an athlete's diet. Share information with your athletes and families. Lead by example.

### Fuel & the Macronutrients

We need adequate calories/energy to fuel sport performance, growth, & build muscle mass.

	Carbohydrates	Protein	Dietary Fat
Purpose	Primary fuel source for Ringette & the brain, & provides quick energy during sport	Builds & repairs muscle, supports our immune system, aids in gaining strength & lean mass	Long-term energy storage, absorption of fat-soluble vitamins, hormone production, & brain health
Sources	Breads, cereals, pasta, potatoes, rice, beans, peas, lentils, fruit, veggies, dairy products, refined sugar	Animal products like meat, dairy, eggs, fish; beans & legumes, tofu & soy products	Oils, nuts, seeds, dairy products, & eggs
Quantity	55-65% of daily energy intake should come from carbs	10-35% of daily energy intake should come from protein	20-35% of daily energy intake should come from dietary fat

### Pre-Game Fueling - 3-2-1 rule of thumb

- **3-hours pre-game** – full, balanced meal with whole grain carbs, protein, fruits/veg, & dietary fats (ex. spaghetti + ground beef + tomato sauce + cheese; whole wheat tortilla + ground beef + beans + cheese + veggies + salsa; chicken breast + mixed greens/veggies + pita + pesto + vinaigrette dressing)
  - The more physical demand, the more carbs we need. Fuel for the work required (ex. tournament weekend, load up on carb-rich meals the day before the tourney)
- **2-hours pre-game** – mini meal with low-fiber carbs, some protein, & low in dietary fats (ex. sandwich + sliced meat; Greek yogurt + berries + granola; canned tuna + crackers + fruit; hummus + crackers; smoothie)
- **1-hour pre-game** – snack that is rich in low-fibre carbs so we can use it immediately as energy (ex. granola bar; fruit sauce; fruit leathers; toast + jam; sports drink with added carb/sugar; juice; pretzels)
  - These snacks would also be great DURING a game to top up energy. Use between periods or prior to over-time, if applicable



## Recovery Nutrition

- Exercise breaks us down, so we need quality nutrition to help with repair & refueling, which means having the right nutrients at the right time
- 2-step recovery nutrition protocol
  - 30-mins after training/game – snack with a 2:1, carb: protein ratio (ex. 2 c chocolate milk; 2 oz beef jerky + 8 crackers; sandwich + 4 slices meat; 2 hard-boiled eggs + fruit)
  - 1-2 hours after training/game – full, balanced meal with quality protein, whole grain carbs, & fruits/veg (ex. 1 potato + 1-2 c veggies + 3-5 oz steak; 1 c rice + 2 c veggies + 1 chicken breast; 1 burger + bun + 1/2 potato + 1 c veggies; 1-2 tortillas + 75 g taco meat + 1/2 c beans + 1 c veggies + cheese + salsa + sour cream)
- COME PREPARED WITH RECOVERY SNACKS

## Hydration & Fluids

- Aim for light-yellow urine (dark yellow indicates dehydration, whereas clear urine indicates overhydration)
- Hydrate all day – 500 mL upon waking, 1.5-2 L throughout the day, 500 mL per hour of training (sipped, not chugged!)
- After training, rehydrate with at least 750 mL over the next 1-2 hours
- High performance fluids for hydration include water, milk, soy milk, 100% fruit juices, sports drinks (as needed)

## Risks of Under-Fueling

- Health side-effects: Increased injuries, frequent illness/sickness, low mood & depression, stress fractures, increased stomach upset (bloating, gas, changes to bowel movements), low energy levels, low iron status, & loss of the menstrual cycle
- Performance side-effects: Decreased muscle growth, decreased endurance, decreased adaptation to training, decreased focus & coordination



Year End (April)	My Notes
<input type="checkbox"/> Last practice. Collect the rings and jerseys/pinnies from players	
<input type="checkbox"/> Name bar removal	
<input type="checkbox"/> Coordinate with your manager a team wrap up event, Are you doing individual player awards?	
<input type="checkbox"/> Year end communication to the families	
<input type="checkbox"/> Year end surveys from Park Ringette and Ringette Alberta	
<input type="checkbox"/> Check in with manager that everything is wrapped up	
<input type="checkbox"/> <b>Return the ring bag, jerseys, equipment</b>	
<input type="checkbox"/> <b>Coach and Manager Appreciation Night!</b>	
<input type="checkbox"/> <b>Are you interested in joining the SPRA board? Reach out today!</b>	
<input type="checkbox"/> <b>AGM</b>	
<input type="checkbox"/> Spring Ringette registration	
<input type="checkbox"/> PEAK Performance Development registration	
<input type="checkbox"/> <b>RAB Challenge/Cup - will you coach?</b>	
<input type="checkbox"/> Other coach development opportunities?	



End of Season	My Notes
<input type="checkbox"/> Self reflect on the season, and the goals that you set (worksheet at end of this document)	
<input type="checkbox"/> Get ready for next season...will your CRC expire, need more PD points, etc.	
<input type="checkbox"/> RAB scholarship applications <a href="https://ringettealberta.com/content/ringette-scholarships">https://ringettealberta.com/content/ringette-scholarships</a>	
<input type="checkbox"/> Do you know of others that would be interested in volunteering with coaching our Park Ringette athletes? Send them a link to the <a href="#">Coach Interest Form</a>	
<input type="checkbox"/> Send feedback of this document to Director of Coach Development for continued enhancement and support to our Park Ringette coaching staff	
<input type="checkbox"/>	

***“It is not the critic who counts; not the [one] who points out how the strong [one] stumbles or where the doer of deeds could have done them better.***

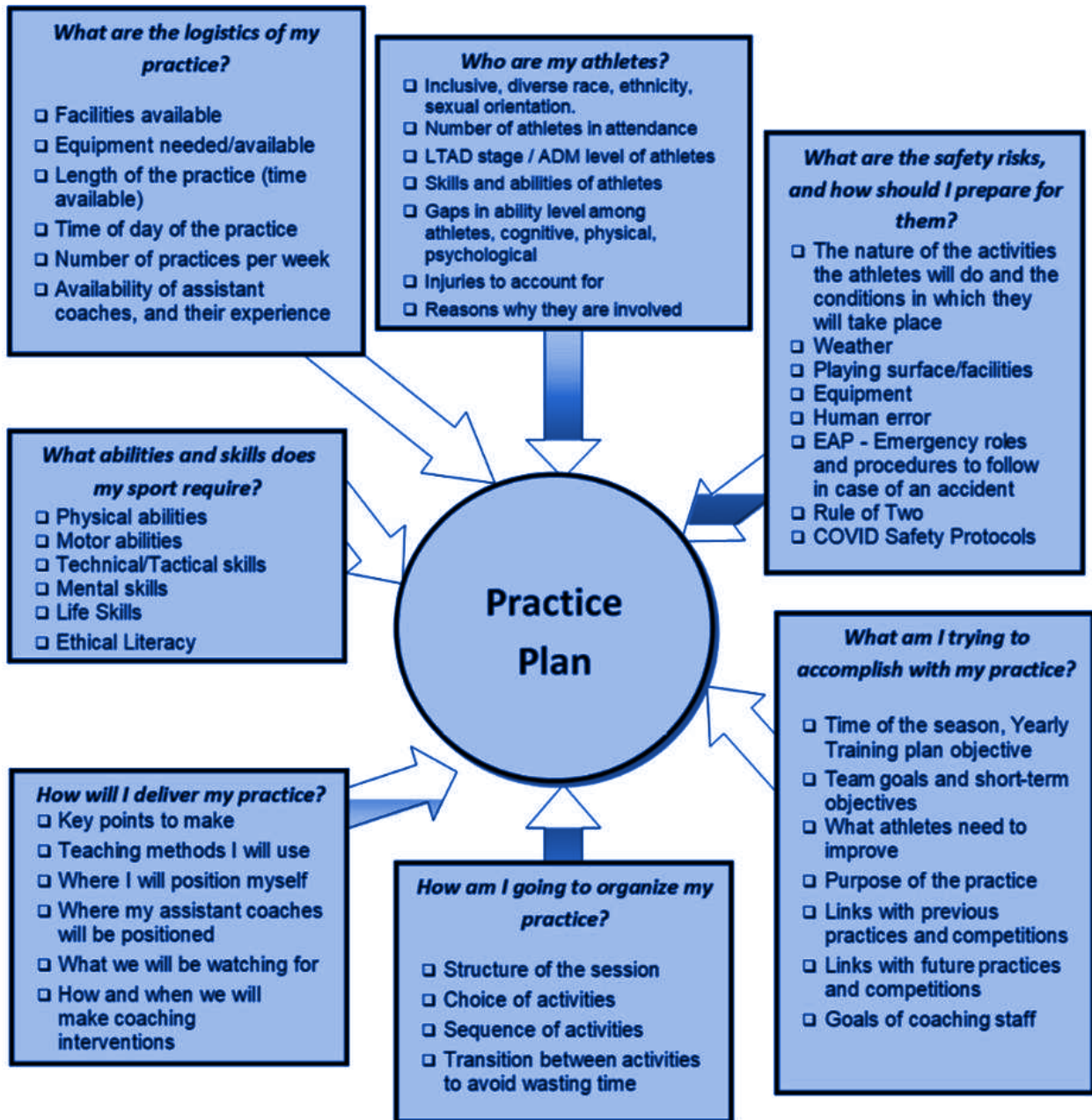
***The credit belongs to the [person] who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, and comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds;***

***who knows the great enthusiasms, the great devotions; who spends [themselves] in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if [they] fail, at least fails while daring greatly,***

***So that [their] place shall never be with those cold and timid souls who know neither victory nor defeat.”***

**- Theodore Roosevelt**





## Ringette Practice Plan

Team/ Level: \_\_\_\_\_ Coaches: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

Date: \_\_\_\_\_ Minutes on Ice: \_\_\_\_\_

Arena: \_\_\_\_\_ Number of Athletes: \_\_\_\_\_

Equipment Needed: \_\_\_\_\_

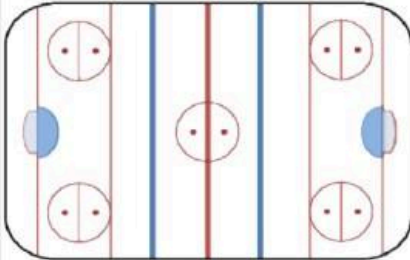
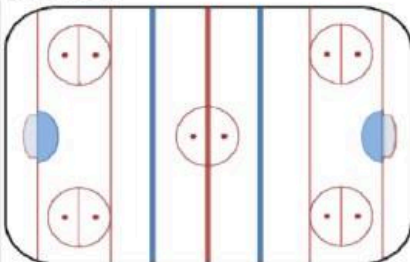
Period: Preparatory Competitive Transition

Phase: General Specific Pre-Comp Regular Comp Main Comp Major Comp Active Rest

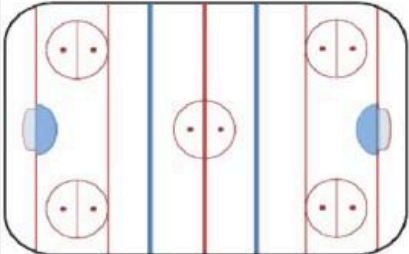
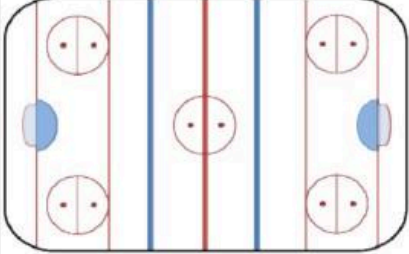
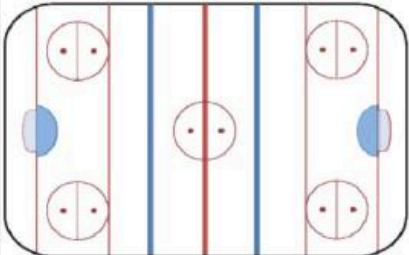
**Practice Objective:** \_\_\_\_\_

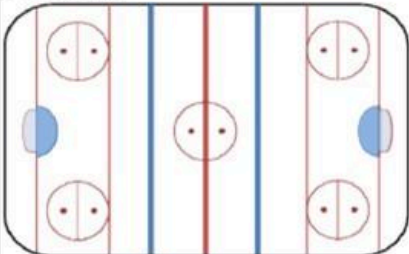
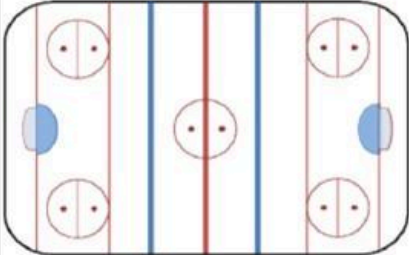
**Goal(s): Team:** \_\_\_\_\_

**Goalkeeper Focus:** \_\_\_\_\_

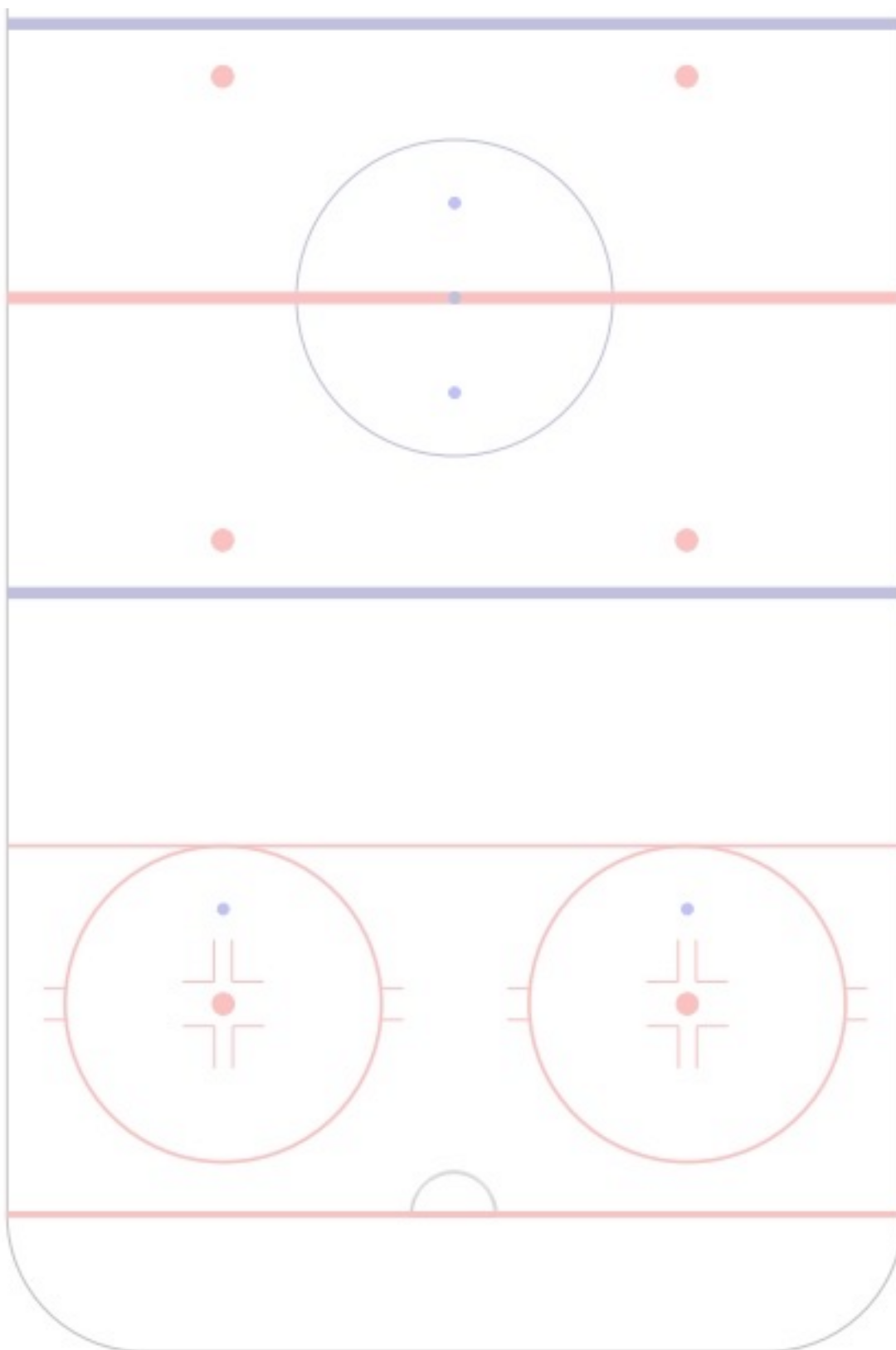
Time	Activity	Diagrams
Off-ice Warm-Up Pre-Practice Duration:	Drill Name: Objective:	Location:
On Ice Warm-Up Total Duration:	Drill Name: Objective: Description:	Duration: 
	Key Skill/ Tactic Teaching Points:	Key Execution Points:
	Drill Name: Objective:	Duration: 
	Description:	KEP:
	KTP:	



<b>Main Part</b>  Total Duration:	Drill Name: Objective:  Description:  KTP:	Duration:   KEP:
	Drill Name: Objective: Description:  KTP:	Duration:   KEP:
	Drill Name: Objective:  Description:  KTP:	Duration:   KEP:

	Drill Name: Objective:  Description:   KTP:	Duration:   KEP:
Cool-Down On-ice Duration:	Drill Name: Objective:  Description:   KTP:	  KEP:
<b>Cool Down</b> Off-ice Post Practice Duration:	Drill Name: Objective:	Location:
<b>Conclusion:</b> Post Practice Message	Practice Summary Next team activity and logistics	
<b>Coach Reflection:</b>	Did your practice meet your objective:	
	List 2 things that went well: 1 2	List 2 things to improve on: 1 2
	Additional comments	

**Notes:**



# OUT OF MY CONTROL



## CONTROL THE CONTROLLABLES >>>>

***You can't control what people say about you and what they think about you. You can't plan for bad luck. You can only work your hardest and do your best and tell the truth. In the end, it's the effort that matters. The rest is beyond your control.***

**- Maria Sharapova**





# My Coaching Personal Goals & Self-Reflection Worksheet

NAME:

Season:

## 1. Self Assessment. How am I doing?

A self-evaluation is a useful tool for personal development. At a minimum, it creates an introspective look into an individual's personal coaching style and motivations. It can target strengths and weaknesses, and may lead to realizations about barriers to effective coaching style.

The following sets of questions can help you articulate your philosophy of coaching as well as the atmosphere of your team and practices.

- How do I want players to interact on the ice?
- What resources should be available to my players?
- What was the most important thing I tried to teach the players this week, month?
- What is the most important thing my players will learn from me this season?
- What did I learn from my players this week?

### **Start by writing out reflections of your coaching identity**

#### My 3 Coaching Strengths

--

#### My 3 Areas for Growth

--





## 2. Goal Planning

Personal goals are set to provide direction, motivation, and a sense of purpose in life. They help individuals focus their efforts, track progress, and ultimately achieve a more fulfilling and meaningful existence. Goals give us something to strive for, which can enhance our well-being and sense of accomplishment.

- **Provide Direction and Focus:**
  - Goals act as a roadmap, guiding our actions and decisions.
  - They help us prioritize our time and energy, preventing us from getting sidetracked or lost.
  - By having a clear vision of what we want to achieve, we can focus our efforts on the most important tasks.
- **Enhance Motivation and Engagement:**
  - Goals can be powerful motivators, driving us to take action and overcome obstacles.
  - Achieving goals, even small ones, can boost our confidence and self-esteem.
  - This sense of accomplishment can lead to increased intrinsic motivation and a desire to set even more ambitious goals.
- **Foster Personal Growth and Development:**
  - Goals provide opportunities for self-improvement and learning.
  - By challenging ourselves to reach new heights, we can expand our skills, knowledge, and abilities.
  - The process of setting and achieving goals can also lead to greater self-awareness and a stronger sense of purpose.
- **Improve Well-being:**
  - Having goals gives us a sense of control and agency over our lives.
  - The act of working towards something we care about can be deeply satisfying and contribute to overall happiness.
  - Goal setting can also help reduce stress and anxiety by providing a sense of direction and purpose.
- **Enhance Self-Confidence:**
  - Reaching goals, no matter how big or small, can significantly boost self-confidence.
  - Each achievement reinforces our belief in our abilities and motivates us to pursue even greater challenges. Assess how well you carry out your roles as a leader, teacher, and organizer.

***“People are goal seeking animals. Their lives only have meaning if they are reaching out and striving for meaningful goals.”***

**- Aristotle**





Setting personal goals is a fundamental aspect of human development and well-being. They provide us with a framework for growth, motivation, and a sense of purpose, ultimately leading to a more fulfilling and meaningful life.

**Short-Term Goals (This Season):**

--

**Long-Term Goals (Next 1–3 Years):**

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### 3. Personal Development Reflection

Every coach should ask themselves the following questions each season.

- Teaching & Coaching Techniques: How can I improve this season?
- Communication: How can I better connect with players, parents, and the association?
- Health & Wellness: How can I improve my fitness, diet, and overall lifestyle?
- Work–Life Balance: Do I give enough quality time to myself and my family?
- Personal Habits: Are there any habits or characteristics I want to change?

Keeping those questions in mind and the goals you made, what can you do to be successful?

#### Steps to Achieve My Goals:

--

#### Barriers to My Success:

--





#### 4. Self-Rating: Coaching Roles

As a Leader, I...	Excellent	Good	Needs Improvement
Establish clear goals			
Use a democratic coaching style			
Act as a role model			
Develop leadership skills in my athletes			
Maintain positive relationships with referees			
Interact effectively with parents			
Help athletes reach their potential			

As a Teacher, I...	Excellent	Good	Needs Improvement
Teach necessary skills			
Use appropriate sequencing and progressions			
Use clear and understandable language			
Recognize athletes' readiness to learn			
Adapt to different learning speeds			
Teach life skills beyond sport			

As an Organizer, I...	Excellent	Good	Needs Improvement
Plan effective practices			
Encourage and Empower the coaching staff			
Engage parents in the program			
Attend to important logistical details			
Communicate schedules and expectations clearly			





## 5. Season Review Checklist

Review this checklist at regular intervals throughout the season.	Yes	Sometimes	Not Yet
I make athletes feel comfortable talking to me.			
I involve athletes in decisions when appropriate.			
I support athletes who are struggling.			
I come well prepared for practice and games.			
My practices build on the previous one.			
I include warm-ups and cool-downs every session.			
I check the facility for safety before every session.			
I promote mutual respect among athletes.			
I reinforce respect for officials and rules.			
I bring energy and enthusiasm to coaching.			

## 6. Coaching for Character Development

Indicate whether each strategy is part of your coaching	Yes	No
I discuss practice plans and time commitments with athletes' families.		
I teach athletes to adhere to the game's rules.		
I gather athlete input on their sport experience.		
I teach respect for officials and opponents.		
I offer constructive and supportive feedback.		
I establish and discuss behavior guidelines.		
I pursue personal growth as a coach.		
I recognize teamwork and effort in addition to performance.		
I ensure fair play and equal participation.		
I model positive, respectful behavior.		

<https://coach.ca/resource/quality-coaching-toolkit-coaching-performance-life-and-sport>





## ***INSPIRATIONS***

***We don't rise to the level of our expectations, we fall to the level of our mastery  
- Archilochus***





## Documents & Resource Links

1. [RAB Coach Handbook](#) (information on ringette coaching certification)
2. [Children's Ringette guide](#)
3. [Ringette Alberta's YouTube channel](#)
4. [RAB Practice Planning Tools](#)
5. [Evaluations Guide](#)
6. [Athlete Development Matrix \(ADM\)](#)
7. [Ask an Official](#)
8. [Coaches Introduction to Officiating Development](#)
9. [Come Try Ringette \(CTR\)](#)
10. [National Ringette League](#)
  
11. [Universal Code of Conduct to Prevent and Address Maltreatment in Sport \(UCCMS\)](#)
12. [Rule of 2/Responsible Coaching Movement](#)
13. [True Sport Principles](#)
14. [Safe Sport reporting via ALIAS](#)
15. [Hype Not Hate](#)
16. [Dare to Care](#)
17. [What should sports coaches know about bullying](#)
  
18. [Nothing Heals Like Sport - A Playbook for Coaches](#)
19. [International Journal of Sports Science & Coaching](#)
20. [Canadian Women & Sport](#)
21. [Canadian Journal for Women in Coaching](#)
22. [12 Coaching Strategies to Support Positive Youth Development](#)
23. [Positive Coaching Alliance](#)
24. [I Coach Kids](#)
25. [Made to Play](#)
26. [Active for Life](#)
27. [I Love to Watch you Play](#)
  
28. [AHS Sports Nutrition for Youth Tools](#)
29. [KidSport Alberta](#)
30. [Alberta Sport](#)
31. [NCCP Quality Coaching Toolkit](#)
32. [NCCP Success Through Positive Sport](#)
33. [NCCP Coaching Association of Canada](#)

***“A good coach can change a game,  
a great coach can change a life”***

***– John Wooden***





*Sherwood Park Ringette Association  
was the first ringette association in the Province of Alberta,  
formed in September of 1975*



*“During the season, your team should be led with exuberance and excitement.  
You should live the journey.  
You should live it right.  
You should live it together.  
You should live it shared.  
You should try to make one another better.  
You should get on one another if somebody’s not doing their part.  
You should hug one another when they are.  
You should be disappointed in a loss and exhilarated in a win.  
It’s all about the journey.”*

**- Coach Mike Krzyzewski**

This document can be accessed on line at the **Park Ringette** website:

<https://sherwoodparkringette.ca/>

Go to **“Coaches & Managers”** → **“Coaching Info”**

