

NCCP

COMPETITION INTRODUCTION

Coach Workbook





National
Coaching
Certification
Program

PARTNERS IN COACH EDUCATION

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.



Coaching Association of Canada
Association canadienne des entraîneurs



The programs of this organization are funded in part by the Government of Canada.



Table of Contents

Acknowledgements.....	4
1 National Coaching Certification Program & Athlete Development Matrix.....	6
1.1 The NCCP 1-3-5-7 definition	7
1.2 NCCP Core Competencies.....	8
1.3 Learning Outcomes.....	10
1.4 Purpose of the Document.....	10
1.5 Module Topics.....	11
1.6 Ringette Canada Athlete Development Matrix	12
2 Planning a Ringette Season	23
2.1 Learning Outcomes.....	23
2.2 Who Are Your Athletes?.....	25
2.3 Developing Your Plan.....	32
2.4 Skills and Abilities in Ringette	37
2.5 Action Card – Now What? Start, Stop and Continue	49
3 Skill Development	50
3.1 Learning Outcomes.....	50
3.2 Stages of Skill Development.....	50
3.3 Teaching a Skill – 5 Steps.....	52
3.4 Designing Drills to Develop a Skill.....	60
3.5 Practice Teaching Skills – Micro-teaching in class	67
4.0 Tactics and Strategy.....	73
4.1 Learning Outcomes.....	73
4.2 Overview of Invasion Games	73
4.3 Coaching for Strategy: Working from Big (<i>the Strategy</i>) to Small (<i>the Skill</i>) .	78
4.4 Applying Tactics and Strategies to Drill Progression	81
4.5 Scenario Analysis – Optional	83
4.6 Performance Analysis Scenario – Error Detection and Correction	86
4.7 Micro-Teaching Tactics and Strategies (on-ice)	89
5. Planning a Practice	93
5.1 Learning Outcomes.....	93
5.2 Questions to Consider Prior to Planning a Practice	94
5.3 Logistics of Your Practices	96

5.4 Structuring a Practice.....	103
5.5 Putting It All Together	108
5.6 Coach Assessment	113
(Self & Peer)	113
6 Coaching in Competitions.....	114
6.1 Learning Outcomes	114
6.2 Success factors of game/bench management in competitions	114
6.3 Game Management	115
6.4 Scouting & Statistics	118
6.5 Action Card – Now What? Start, Stop and Continue	123
7 Wrap up and Evaluation.....	124
7.1 Evaluation Introduction.....	124
7.2 Evaluation Procedure.....	125
7.3 Evaluation Tasks	126
7.4 Evaluation Competency Outcomes.....	128
7.5 Coaching Behaviours Profile.....	131

Acknowledgements

The Ringette Canada Competition-Introduction Program Revision 3 was contributed by the following Master Coach Developers:

Beth Veale

Colin Deans

Corinne Middleton

Marilyne Dion

With additional support from:

Pippa Edwards

RC Sport Coordinator

Shelley Coolidge

RC Sport Director

The Competition-Introduction program was originally designed and developed in 2003 by:

Bernie Cockburn, Beth Veale and Phyllis Sadoway (Ringette Master Learning Facilitators) and Cathy Haines (NCCP Contractor)

With additional support from: Melissa Jones (Technical Director), Anna Mees (CAC Consultant)

Initiated through the efforts of Members of the Athlete Development Committee: Brenda Beaton, Bernie Cockburn, Danielle Hobday, Julie Smith, Tracey Peacock, Megan Todd, and Beth Veale

Revision 1 - 2015

Contributed to by: Chris Belan, Jane Marshall, Chris Noxon, Jennifer Falloon, and Jody Walsh (Ringette Canada Coaching Committee)

With additional support from: Nathalie Müller (RC Technical Director), Laura Watson (CAC Consultant), Kate Kloos (Resource Developer)

Revision 2 - 2021

Contributed to by: Shelley Coolidge and Paul Youldon

With additional support from: Kelsey MacIntosh (RC Technical Director), Kate Kloos (Resource Developer)

The Collection, Use and Disclosure of Personal Information

The Coaching Association of Canada collects your NCCP qualifications and personal information and shares that with all NCCP partners, according to the privacy policy detailed online at www.coach.ca. By participating in the NCCP, you are consenting to your information being gathered and shared as detailed in the privacy policy. If you have any questions or would like to abstain from participating in the NCCP, please contact coach@coach.ca.

2025 © Ringette Canada and Coaching Association of Canada. This document is copyrighted by the Coaching Association of Canada (2025) and its licensors. All rights reserved. Printed in Canada.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the express written permission of Ringette Canada and the Coaching Association of Canada.

The National Coaching Certification Program (NCCP) is funded in part by the Government of Canada.

1 National Coaching Certification Program & Athlete Development Matrix

Welcome to the National Coaching Certification Program (NCCP) Ringette Canada – Competition Introduction course. This module’s goal is to support coaches who wish to learn the skills and techniques needed to coach ringette in introductory competitive settings. The focus of this introductory workshop is to learn to coach the basic skills and tactics of ringette that are required to support the competitive experience.

This module is part of the NCCP, a national training and certification program offered in over 65 sports in Canada. More than a million coaches and sport leaders have taken part in training, education and certification activities offered by the NCCP, since its inception in 1974. The NCCP is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.

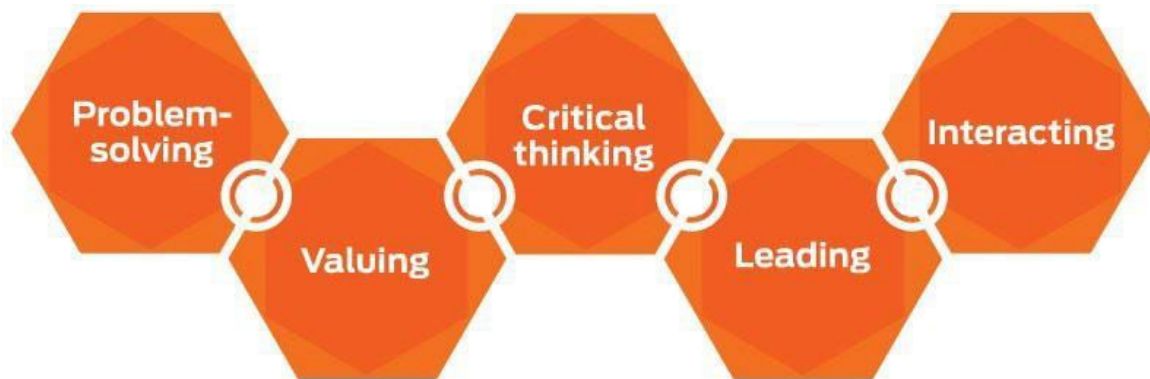
Coaches will receive NCCP credit. They can track their progress in The Locker, the NCCP database that supports the efforts of all coaches involved in coach education in Canada.

1.1 The NCCP 1-3-5-7 definition



1.2 NCCP Core Competencies

As you progress through this module, you'll work on developing 5 core competencies. Those competencies will help you become more effective and have a more meaningful impact on participants' experiences. The competencies are problem-solving, valuing, critical thinking, leading and interacting.



At several points in the module, you'll participate in activities that involve reflecting on and assessing your learning based on these 5 competencies. These are important activities, because you indicate in them how you'll apply and model the 5 core competencies in your participants' training.

Here are some of the ways these competencies come into play in the NCCP Ringette Canada Competition Introduction module:

Problem-solving

- Identify, analyze and resolve challenges in coaching
- We design activities that develop technical skills, athletic abilities, mental skills, life-skills and ethical literacy of our athletes and adapt to meet different learning needs
- Finding a solution to a complex situation
- Developing an initial practice plan and progressively modify it
- Rank participant training priorities
- Develop an Emergency Action Plan

Valuing

- Understand and apply ethical principles to make sound judgements in coaching situations, respecting all those involved.
- Appreciate the hierarchy of values in a moral dilemma

- Appreciate the need to consider potential risk factors when planning practice activities
- Appreciate how a structured and organized season and practice promotes learning
- Ensure that the role of competitions is consistent with long-term participant development

Critical thinking

- Evaluate information, make informed decisions, evaluate options and adapt our coaching strategies to support our athletes, then reflect on the results of our actions.
- Identify specific actions needed to better align a program with the guidelines recommended for long-term athlete development
- Tell participants they'll use all these core competencies in the workshop.
- All coaches in Canada are expected to demonstrate these core competencies on a daily basis.

Leading

- Formulate and share a vision for a program that promotes long-term development of our athletes by making decisions that influence others in a positive way
- Guide and motivate athletes to achieve their potential
- Develop a rationale for challenging the status quo

Interacting

- Communicate effectively and share collaboratively in our interactions with athletes, other coaches, parents, and other stakeholders to develop strategies and plans to have a positive effect on long term development of our athletes
- Work with athletes and other participants to design activities

1.3 Learning Outcomes

The NCCP distinguishes between training and certification. To become certified in this and other coaching contexts, you must be evaluated, and you must provide evidence in the evaluation that you meet certain criteria.

The learning outcomes listed below reflect the evidence and criteria that apply to this module. The learning activities in this module will prepare you to:

- Plan a Ringette Season appropriate to your athlete's developmental stage (ADM)
- Understand and teach Skill Development
- Understand how Skills, Tactics and Strategies are linked
- Plan a Practice – Designing Drills for Practice
- Understand the factors in successful Coaching in Competitions

1.4 Purpose of the Document

This Coach Workbook, in parallel with your Digital Workbook, is your record of what you did and what you learned in the Competition Introduction workshop. The Coach Workbook has been designed to help you work on your own, after the workshop, to improve even more as a coach. We recommend that you save your workbook and consult it regularly to ensure continuous improvement of your coaching skills.

This workbook refers often to Reference Material, a document developed to deepen your knowledge of key coaching topics. You received the Reference Material along with this Coach Workbook when you register for the Competition Introduction workshop.

1.5 Module Topics

Description of Activity	Notes
Day One	
1 Introduction & Athlete Development Matrix	In Class
2 Planning a Ringette Season	In Class
3 Skill Development	In Class <i>*One hour gym or on-ice</i>
Day Two	
4 Tactics and Strategies	In Class <i>*One hour on-ice</i>
5 Planning a Practice	In Class
6 Coaching in Competitions	In Class
7 Course Wrap Up and Evaluation	In Class

1.6 Ringette Canada Athlete Development Matrix

To play ringette well, athletes need a solid foundation of technical and tactical, psychological, physical and life skills preparation. Ringette Canada feels that values-based sport is important, and has pledged to the True Sport Principles, so the Ethical Literacy Matrix has been added as a bonus “section.” By building a familiarity with the Ringette Canada Athlete Development Matrix (ADM), this module covers the fundamentals in the different developmental stages of these components of success in the sport for the different developmental stages:

- Psychological preparation
- Life Skills
- Physical preparation
- Technical and Tactical preparation
- Ethical Literacy

1.6.1 Psychological (Mental) Preparation

The **Psychological Preparation** section of the ADM covers the mental, or psychological skills required to be involved in the sport of ringette. Psychological preparation in the ADM focuses on developing mental skills like focus, confidence, and emotional regulation, which are essential for performance and overall well-being. The psychological skills are developed progressively keeping in mind the general development of a person, but specific to the demands of the programs at each stage of development.

Activity: Athlete Development Matrix Partner

Find a partner who is coaching athletes at the same LTD stage. You will be using the Athlete Development Matrix for this section. Select the LTD stage that the majority of your athletes are at for reference for this section.



Reference
Material

Reference Material for section 1.6.1

[Athlete Development Matrix](#): Psychological Preparation, Learn to Train p. 25; Train to Train p 40

Activity: Psychological Preparation

Refer to the Athlete Development Matrix, select the LTD stage the majority of your athletes are at, and identify the psychological skills appropriate for that stage. Then, follow these steps to complete the table below:

- Read the Psychological Quadrant Goals.
- Continuing to refer to the Athlete Development Matrix (example given is from the Learn to Train stage), choose TWO more Types of Psychological skills to add to your chart.
- Still referring to the Athlete Development Matrix, identify ONE of the skills listed in that category.
- List one or two key activities or actions you could use that would help develop the skill for your athletes. Repeat this process until you have listed one or two key techniques, methods, or activities for the next skill.

LTAD Stage for majority of your Athletes: _____

Type of Psychological Skill (From ADM)	Skill Name	Key Activities
Specific skills	Visualization Strategies	<ul style="list-style-type: none"> Coach uses video of elite athletes to guide athlete to visualize themselves performing at that level Consolidate and develop athlete's visualization and imagery skills using specific drills during practices Use video to provide immediate feedback to the athlete
1.		
2.		

An athlete has just made a mistake. It is really important to create an environment that promotes learning from mistakes. In the space below, suggest 2 or 3 actions you could take or questions you could ask the athlete to help the athlete correct the mistake and not be afraid of making mistakes in the future.

1.6.2 Life Skills Preparation

In this section, we will look at the stages of development appropriate for emotional, social and life skills needed to enable athletes to function effectively as individuals and harmoniously as group members, empowering them to focus on key educational, relationship and sport activities.

Activity: Life Skills Preparation

Refer to the Athlete Development Matrix (ADM), select the LTD stage the majority of your athletes are at, and identify the life skills appropriate for that stage. Then, follow these steps to complete the table below:



Reference
Material

Reference Material for section 1.6.2

[Athlete Development Matrix](#) Life Skills Quadrant *Learn to Train p. 27 Train to Train p 42*

- a) Read the Life Skills Quadrant Goals
- b) Continuing to refer to the ADM for the stage of the majority of your athletes, and referring the first example completed for you, choose **TWO** different Types of Life Skills to add to your chart
- c) Still referring to the ADM, identify **ONE** of the skills listed in each type of Life skill.
- d) List one or two key activities or actions you could use that would help develop the skill for your athletes.

Type of Life Skill (From ADM)	Skill Name	Key Activities
Personal Development	Developing Autonomy	<ul style="list-style-type: none"> • Athlete is able to express which position they enjoy playing the most, but is open to playing other positions • Athlete develops the self-motivation to train on their own (physical training)
1		
2		

1.6.3 Physical Preparation

The **Physical** quadrant of the ADM covers the physical and motor athletic abilities development of an athlete in the sport of ringette. The physical abilities include Strength, Speed, Endurance and the motor abilities include Agility, Balance, Coordination and Flexibility. The information in this quadrant covers the capacities that must be developed at each stage, and that are specific to our sport. Program development should ensure that the activities and drills focus on the capacities described in the physical quadrant.



Reference
Material

Refer to the Athlete Development Matrix (ADM), select the LTD stage the majority of your athletes are at, and identify the Physical Preparation skills appropriate for that stage. Then, follow these steps to complete the table below:

Reference Material for 1.6.3

Athlete Development Matrix: Physical Preparation Learn to Train p. 29 Train to Train p 45

- a) Read the Physical Preparation Quadrant Goals
- b) Continuing to refer to the ADM, and using the first example completed for you, choose **TWO** different Types of Physical skills to add to your chart
- c) Still referring to the ADM, identify **ONE** of the skills listed in that type of Physical skill.
- d) List one or two key activities or actions you could use that would help develop the skill for your athletes.

Type of Physical Skill (From ADM)	Skill Name	Key Activities
Stamina (Endurance)	Aerobic Training	<ul style="list-style-type: none"> • Programs incorporate drills and activities that require athlete to maintain an elevated heart rate • Athlete develops their aerobic capacity through Ringette plus at least two other sports. (e.g. running, swimming, basketball, soccer, etc.) • Rest intervals between bouts of aerobic activity should be increased throughout this stage
1		
2		

Motor abilities are the fundamental movements needed in ALL sports. Agility, balance, and coordination are often called the ABCs of motor abilities. What can you do in your practices to ensure the ABC's are emphasized?

1.6.4 Technical and Tactical Preparation

In this section, we will use the Athlete Development Matrix to learn more about ringette specific skills. Athletes want to feel that they're learning something new and improving their skills. Giving players time to develop their skills and making sure they feel they are progressing in a positive environment is important to their learning.

The **Technical/Tactical/Strategic** quadrant of the ADM covers ringette specific skills. Program development should follow the skill progressions in this quadrant in order to provide an ideal environment for athletes to progress in our sport.

Technical Preparation

Stages of Skill Development

When learning a skill athletes progress through some predictable stages. Some key concepts of the stage development are described on the following page. Each participant can be expected to go through each stage. However, the time and amount of practice necessary to progress from 1 stage to the next can vary greatly from 1 participant to another. It's important to recognize your participants' current stage of skill development as well as the specific needs the participants have at each stage.

1. **Introduce (initiate) (I):** In this first progression, a skill is introduced to the athlete. Training emphasis is on basic stances, positions, getting the idea about what the movements look like. There is no expectation of reaching a specific level of proficiency in the skill.

2. **Develop or Acquire (D/A):** In this progression, the coach controls the learning conditions beginning without opponents and progressing. The athlete is able to demonstrate or coordinate and execute the key components of the skill in correct order, though execution lacks precision even in controlled environments. The individual needs to think about what they are doing during the execution of the skill. It may not occur consistently, nor show a level of technical mastery. Training emphasis is on global execution and general form of movements.
3. **Consolidate (C):** In this progression, the athlete is able to demonstrate the skill at a competent level with proper technique consistently, or with increasing consistency. The skill is executed with high competency in a practice environment and with increasing competency in a competitive environment when the athlete is under pressure, conditions change or demands increase. Training emphasis is on maintaining the form of movements and some performance consistency under a variety of conditions and under stress.
4. **Refine (R):** In this progression, the athlete is able to demonstrate the skill with excellent technique consistently in a competitive environment. Critical reflection and correction is possible by the athlete to make the final minor improvements needed.
5. **Creative Variation (CV):** Athletes create a new way to execute the skill for competitive advantage. Very few athletes even at the National Team level make it to this stage.
6. **Maintain (M):** The athlete is able to maintain the physical or motor skill consistently throughout the season or multiple seasons.

Activity: Technical/Tactical

Refer to the Athlete Development Matrix by LTD stage (ADM), select the LTD stage the majority of your athletes are at, and identify the technical/tactical skills appropriate for that stage. Then, follow these steps to complete the table below:



Reference
Material

Reference Material for section 1.6.4

[Athlete Development Matrix](#): Tech/Tact Quadrant ADM, Learn to Train p. 30 Train to Train p 47 | Ringette Canada Skills Matrix tab in Digital Workbook

- a) Read the Technical/Tactical Quadrant Goals
- b) Continuing to refer to the ADM, where the different technical/tactical skills are labelled. The first example completed for you (using Learn to Train stage)
- c) Still referring to the ADM, identify **TWO** of the skills listed in each of the categories.

- d) List one or two key technical points for each skill – use the Skills Matrix or the Reference Materials in the Skills section to help describe the skill.
- e) Continuing to refer to the Athlete Development Matrix by LTAD Stage, identify the stage the majority of your athletes are at for each of the skills you have chosen:

Type of Technical/Tactical Skill (From ADM)	Skill Name	Description of Skill	I, D, C, R, M
Skating	Forward Backward Stride	Increased Efficiency – Knee of gliding leg well flexed with the kneecap slightly ahead of the toe. Upper body close to a 45-degree to the ice. full extension and full recovery of	C
Individual Ringette Skills			
Team Tactics, Systems and Strategy			
Goaltender Skills, Saves, Movement or Ring Distribution			

Activity: Individual Tactics (1 on 1)

One of the most important skills we can teach our athletes is how to win a 1 on 1 battle, either offensively or defensively.

In your group, watch the 1 on 1 Offensive Tactics and 1 on 1 Defensive tactics videos from the Ringette Canada Skills Matrix. List two or three tactics an athlete could use to:

- a) Play 1 on 1 as an offensive athlete with the ring to get past a defender.

- b) Defend 1 on 1 against the ring carrier trying to get past you. What are some key principles a defensive athlete must keep in mind when defending against a ring carrier moving toward the net?

1.6.5 Ethical Literacy

Ringette Canada believes that the Ethical Literacy skills will provide a safe, healthy and values-based participant and athlete experience. Ringette Canada has committed to the principles of True Sport: Go for it, play fair, stay healthy, keep it fun, respect others, include everyone, and give back.

Activity: Ethical Literacy

Read the section on Ethical Literacy for the LTD stage for the majority of your athletes. With a partner, you will be assigned one of the principles to discuss and describe an example of how you would incorporate that into your program.



Reference
Material

Reference Material for section 1.6.2

[Athlete Development Matrix](#): Ethical Literacy Learn 2 Train p 38, Train 2 Train p 55

[True Sport Framework: Learn to Train](#)

[True Sport Framework: Train to Train](#)

Principle:

Example of Activity:

1.6.6 Athlete Development Matrix “Essentials” Guide

THE “ESSENTIALS” have been written from the athlete’s perspective with most statements beginning with “I can” or “I am”. This format was selected because:

- 1) IT HELPS ATHLETES understand what they need to work toward using progressive and optimal sequencing.
- 2) IT HELPS PARENTS support their child’s athletic journey.
- 3) IT HELPS COACHES design and deliver quality training programs.
- 4) IT HELPS CLUBS develop appropriate coach development opportunities and provide meaningful competition for athletes in each stage.



Reference
Material

See Reference Material for section 1.6.6
Athlete Development Matrix “[Essentials Guide](#)” Learn 2 Train p. 8;
Train to Train p 10

Activity: ADM “Essentials”

Read the section in the guide for the LTAD stage for the majority of your athletes.
How could you use this guide to help improve your athlete’s skills?

2 Planning a Ringette Season

2.1 Learning Outcomes

After finishing this module, you will know how to design a basic sport program that meets the training and competition needs of your athletes. You will be able to:


- Develop a program structure based on opportunities for training and competition
- Establish indicators of athlete development in your program
- Prioritize athletic abilities and skills that should be the focus of your training program.

A sport program is a planned, progressive sequencing of activities. Adapt the nature, number, frequency, duration and content of these activities to the athletes' age and sport experience. The goal of the program over time is to foster athletes' athletic development.

Having a well thought out season plan ensures you have covered all sections of the Athlete Development Matrix and considered a variety of factors that will influence the success of your athletes. Your plan is not set in stone, so you are encouraged to monitor and revise your plan based on how your athletes are progressing.

In this module, we will consider the following questions as we design your Season Plan:

Major questions for setting up a sport program

<p>Who are the athletes?</p> <ul style="list-style-type: none"> • Age • Gender • General athletic background and experience in sport • Performance and skill level • Number of athletes • Do the athletes know each other or not 	<p>What skills and athletic abilities need to be developed in my sport?</p> <ul style="list-style-type: none"> • Physical, Motor • Technical • Tactical/decision-making • Mental • Life skills • Ethical Literacy 	<p>What should my program seek to achieve for athletes' long-term development?</p> <ul style="list-style-type: none"> • Aspects to prioritize in the program to promote the athletes' long-term development • Particular needs of the athletes at this stage of their development, considering their age and sport background
<p>What are the training priorities for my program's different periods?</p> <ul style="list-style-type: none"> • Training and performance objectives • Time available to achieve these objectives • Athletic abilities to emphasize at program's beginning, middle and end • Time needed to achieve specific training effects • Time that can be devoted to other types of activities • Problems or limitations that may influence what can be done 	<p>What training methods should be used during different periods of the program?</p> <ul style="list-style-type: none"> • Type of activities and drills • Training methods and protocols (amount of work and intensity) • Practice conditions • Type of practice 	<p>What are the events, dates and locations I must consider in my program?</p> <ul style="list-style-type: none"> • Registration • Reservations (facilities, transportation, accommodation) • Purchase of equipment • Beginning and end of the program, breaks • Practice sessions (schedule, place, frequency) • Selection of participants • Preparatory competitions, regular competition, major competitions, tournaments, playoffs, championships, (schedule, location) • Information sessions • Fundraising • Social events
<p>What should participants exhibit by the end of the program?</p> <ul style="list-style-type: none"> • Behaviours • Habits • Values 		

2.2 Who Are Your Athletes?

This section explores the long-term development model to help you begin to describe the athletes you coach to help you design a program around their needs.

2.2.1 Long Term Development (LTD)

The first step in understanding your participants consists of gathering information on your athletes' age and physical maturity.

The following key elements should be considered to meet participants' individual needs and ensure fun and skill development for everyone. You should ensure that the activities you plan throughout a season are developmentally appropriate to your athletes.

With what you know about the athletes on your team, choose either "yes" or "no" to indicate whether you think their differences are important considerations that will impact your planning and how it might impact your planning.

Activity: Differences in your Athletes

Record essential information about your athletes below.

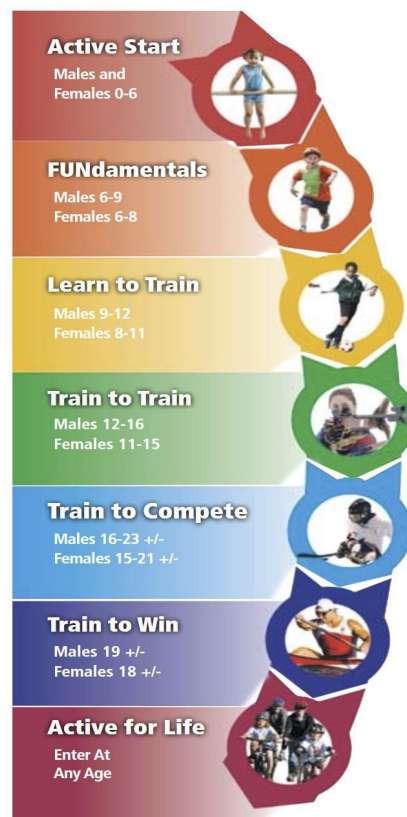
<i>Differences</i>	<i>Consideration (Yes/No)</i>	<i>How might it impact your planning?</i>
<i>Height</i>		
<i>Age/ maturity of athletes</i>		
<i>Skills and abilities of athletes</i>		
<i>Gaps in ability level among athletes</i>		
<i>Reasons why your athletes are involved</i>		
<i>Commitment to Program</i>		
<i>Social/emotional needs</i>		
<i>Cultural Differences</i>		
<i>Other</i>		

2.2.2 Developmental Stage

Critical stages of physical development occur in a predictable sequence. However, the age at which a stage starts, and that stage's duration are not predictable. At a given age, there can be much developmental variability among athletes.

Activity: LTD Stage of your Athletes

Review the following charts (from Sport for Life Long Term Development 3.0) to determine the LTD stage of most of your participants.



FUNdamentals

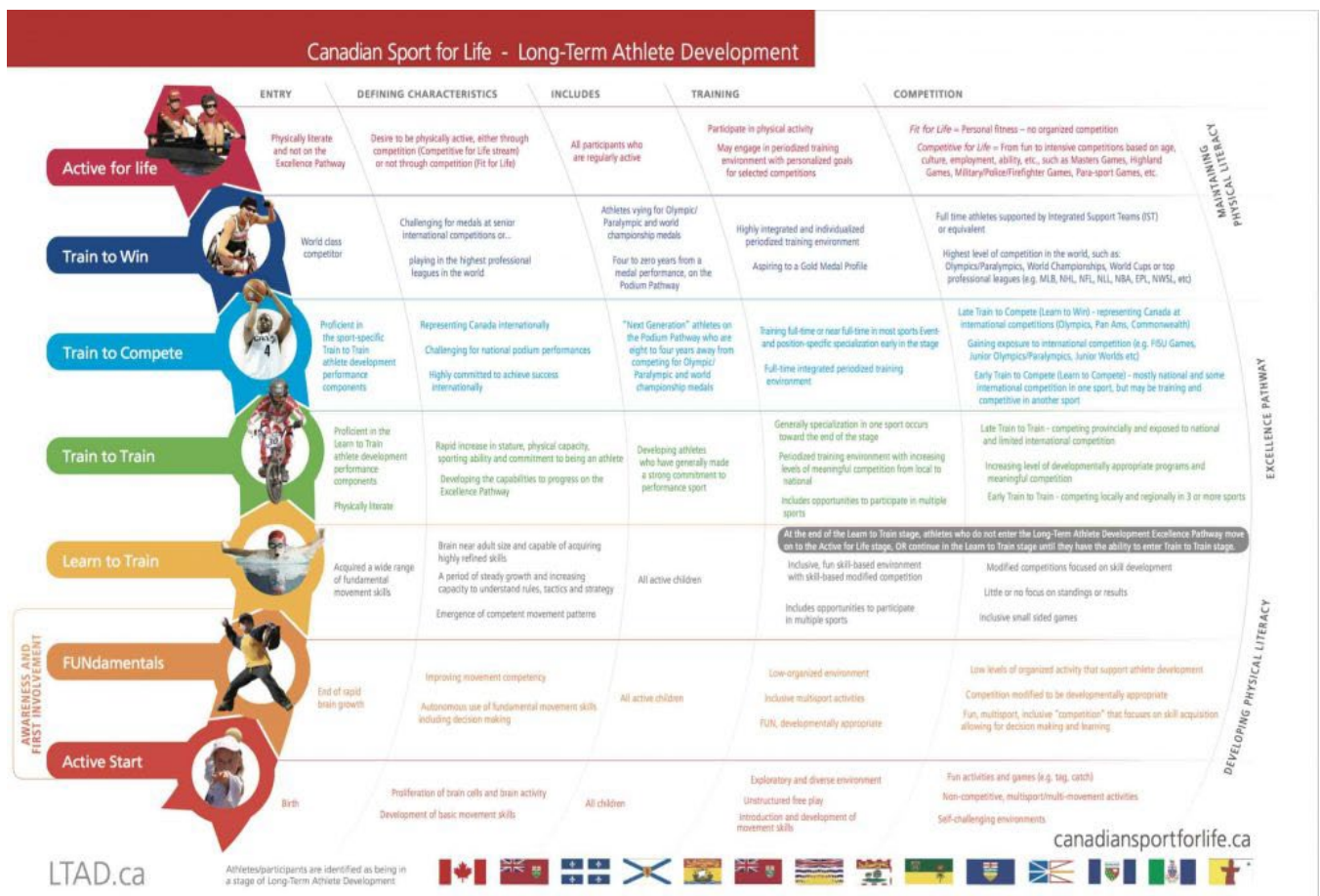
- Overall movement skills development
- Integrated mental, cognitive and emotional development
- ABCs of athleticism: agility, balance, coordination and speed in multiple environments (indoor, outdoor, snow/ice, in/on water, and in the air)
- Develop strength through use of own body weight exercises
- Introduce simple rules of fair play and ethics of sport
- Well-structured programs without periodization
- Daily physical activity, still emphasizing fun
- Introduction to a variety of sport skills

Learn to Train

- Overall sport skills development
- Major skill learning stage: all basic sport skills should be learned before entering puberty or the Train to Train stage
- Integrated mental, cognitive and emotional development
- Develop strength through use of own body weight, adding medicine ball and Swiss ball
- Identification and development of talents
- Single or double periodization
- Modified competitions focused on skill development
- Opportunities to participate in multiple sports

Train to Train

- Sport-specific skill development
- Major fitness development stage: aerobic, speed and strength.
- The onset of the growth spurt, peak height velocity (PHV) (the fastest rate of growth after growth decelerates) and the onset of menarche are the biological markers
- Integrated mental, cognitive and emotional development
- Introduce free weights for strength training
- Frequent musculoskeletal evaluations during growth spurt
- Talent selection and development
- Sport specialization toward the end of the stage; no event or position specialization yet
- Single or double periodization
- Sport-specific training six-nine times per week including complementary sports





Reference
Material

Optional – for further information, you can read the [Ringette Canada LTD](#) pages 20 – 40. AND Reference Material on Long Term Development 3.0 [Sport 4 Life LTD](#) 3.0 pages 24 – 30 pages

In the chart below, fill in the number of participants in each age group and gender identity on your team:

Age group	Gender Identity			Developmental Stage
	Male	Female	Another	
Children: <i>8 to 9 years</i>				
Pre-puberty: <i>10 to 11 years</i>				
Puberty, stage 1: <i>12 to 15 years</i>				
Puberty, stage 2: <i>15 to 18 years</i>				
Total				

Note: “Another” examples may include trans or transgender person; two-spirit; nonbinary, agender or gender-neutral person, etc.

Add the Athlete Development Stage of the majority of the athletes of your team on the start page of your Digital Book.



Activity: Including Athletes

Based on the information in this section, what actions can you take so that all athletes in your programs feel welcome, accepted, and valued. Provide examples from your coaching experiences to illustrate your response.

2.2.3 Entry Point of your Athletes

Athletes start a program with different levels of readiness based on their participation in other activities. It is important to know what the other sports are involved in to keep them safe (not over trained) and ensure they have fun. What is the entry point of most of the athletes in your program? Athletes' entry points affect training objectives for the start, middle, and end of sports programs.



Reference
Material

At sportforlife.ca, several resources are available to help you ensure that you're providing developmentally appropriate programming. We will review Ringette Canada's Athlete Development Matrix (ADM), which outlines what skills and abilities to develop at a given age.

Activity: Athletes Entry Point

Take a few minutes to think about the entry point of most of the participants in your program. From the options below, check all that apply.

Athletes entry points.....		
Before my program (2 to 4 months)	During my program	After my program (1 to 2 months)
<input type="checkbox"/> Don't do any particular type of training <input type="checkbox"/> Don't do any organized sport, but do a little bit of physical conditioning on an irregular basis <input type="checkbox"/> Don't do any particular type of training <input type="checkbox"/> Don't do any organized sport, but do a little bit of physical conditioning on an irregular basis <input type="checkbox"/> Don't do any organized sport, but do physical conditioning on a regular basis <input type="checkbox"/> Train and compete in another sport <input type="checkbox"/> Train and compete in a similar sport <input type="checkbox"/> Train and compete in the same sport <input type="checkbox"/> Are involved in other activities (example: dance, theatre, others)	<input type="checkbox"/> Don't participate in another organized sport, but do a little bit of physical conditioning on an irregular basis <input type="checkbox"/> Train and compete in another sport <input type="checkbox"/> Train and compete in a similar sport <input type="checkbox"/> Are involved in other activities (example: dance, theatre, others)	<input type="checkbox"/> Don't do any particular type of training <input type="checkbox"/> Don't do any organized sport, but do a little bit of physical conditioning on an irregular basis <input type="checkbox"/> Train and compete in another sport <input type="checkbox"/> Train and compete in a similar sport <input type="checkbox"/> Are involved in other activities (example: dance, theatre, others)

Activity: Accommodating for Other Sports

If your participants are doing other sports or physical activities at the same time as your program, what steps can you take to accommodate them?

2.3 Developing Your Plan

Refer to the YTP Example in the Digital Workbook to see a completed version to support you in your steps in filling out the plan.

2.3.1 Dates and Competitions

2.3.1.1 Calendar Dates

To complete this section, use the Workbook Planning Calendar Worksheet *or your Digital Workbook*. If you are using your Digital Yearly Training Plan Calendar, this section of your calendar *will automatically populate* the rest of the dates once you have filled out basic information on the 'Starting Page' tab.

If you are using a paper copy. Enter the information from 0 on the start and end dates for your program; fill in the top line of the Planning Calendar Worksheet by putting the date of the Mondays in the program

Your worksheet should now look like this example (see YTP example in Digital Workbook):

Coach: Bonnie Ringer (NCCP #: 123123); Team: Anytown, Canada; Age: U14; Caliber: A; ADM Stage: Trainee								
Month	Sep	Sep	Sep	Sep	Sep	Oct	Oct	Oct
Day: Mon	2	9	16	23	30	7	14	21
Week #	1	2	3	4	5	6	7	8

Next, input the key 'dates' and 'breaks' (e.g. Winter break, End of Season, etc.) at the top of the page in your yearly plan.

2.3.1.2 What Events Are in Your Program?

Now indicate the **important events** in your program in the Planning Calendar Worksheet or on your Digital 'Yearly Training Plan' Worksheet, start by selecting the row corresponding to one type of event. Put the number of events for that activity in every week for which this type of event is scheduled.

Competitions:

- Championships – end of season tournament or set of games with a deciding champion.
- Tournaments – set of games over the course of a weekend
- League Games – regularly scheduled games
- Exhibition Games – non-regularly scheduled games with officials

Training:

- Practices – organized on-ice activities
- Off-ice training – dryland training, physical training program activities

For the other team events in the Planning Calendar Worksheet, create your own codes to identify other events, e.g. PM for parent meeting, FR for fund-raiser or T for tryout camp, TB for teambuilder, TM for Team meeting.

1. Competitions										
Regional Championships							Championships CRC			
Provincials										
Play-offs										
Reg. Comp						1	2	1	2	
Tournaments						3				
Weekly Totals	0	0	0	0	0	4	2	1	2	
2. Practice Events										
Practice/PowerSkating/Ex Game			3	3	3	2	1	2	2	
Off-ice Training										
Team Events	T	T	PM/TM/TB	TB		TB	PM	TB	TB	
Weekly Totals	0	0	3	3	3	2	1	2	2	

2.3.2 Program Set Up

Periodization: is the division of the training year or dividing of the training time into periods to meet training objectives. A period is a division of a seasonal plan that has a training theme. The 3 periods of a season program are Preparation, Competition and Transition.

Preparation Period: Focused on: skill development, conditioning, team development and introduction of tactics.

Competition Period: Focused on skill consolidation, conditioning, team maintenance, tactics consolidation and game strategy.

Transition Period: Focused on review, recovery and a break between seasons – followed by “Off-Season.”



Reference
Material

Read through the Reference Material Section 2.3.2

Link “[Objectives of periods and phases of seasonal sport programs](#)” chart 5.4 on page 61 to get a better understanding of the objectives of each of the periods.

Optional: The Periods can be subdivided into phases in the YTP as well; however it is optional as to whether you include them in your YTP. If there is time, refer to the phases information in the reference material above.

Activity: Program Set up

Review how the periods are shown in the YTP Example. Are there any reasons the length of your periods might be different? Why or why not?

Mark these Periods on your planning calendar. Use the row marked **Period**.

Optional: add the phase on the next row.

Period	Preparator	Preparatory	Preparatory	Preparator	Preparatory	Preparatory	Preparator	Preparatory	Preparatory	Preparator
Phase (Optional)	Gen	Gen	Gen	Gen	Gen	Gen	Gen	Gen	Spe	Spe

2.3.3 Program Analysis and Reflection

In this section, you will calculate the number of competition and training days and then compare it to the appropriate training standards. You will then address any of the areas that are not within the appropriate range.

2.3.3.1 Calculations

Using the information in your planning calendar, calculate different indicators for your program. These indicators include the number of competition days, the number of practice days, and the percentage of the training program devoted to

competition.

Using your Digital workbook auto calculates the information.



Reference
Material

For coaches using the digital workbook auto calculates the information.

If using paper copy, please refer to the reference material in 2.3.3 to calculate the number of competition days in your program.

1. **Number of Competition Days**
Count all types of competition (preparatory, regular, championships, etc.) in each of the Preparatory, Competition and Transition Periods, but do not include competition exercises such as intersquad drills that might take place or be simulated during training.
2. **Number of Practice (Training) Days**
Count the number of Practice (Training) Days in each of the Preparatory, Competition and Transition Periods.
3. **Training to Competition ratio - percentages**
Calculate total number of Competition Days and then total number of Training Days Devoted to Practice. Convert the numbers into percentages.
If using paper copy, follow the directions in the reference material in section 2.3.3

2.3.3.2 Analysis

In the YTP Analysis chart below OR below your Digital Workbook YTP worksheet tab, enter your data into the YTP Figures Column below for your YTP Plan. Compare your data for each Key Element in Your Program to the appropriate ADM Stage ratios, listed in the table.

Activity: YTP Analysis

Your YTP Data (Automatically calculated)		Appropriate Training Standards			Potential Solutions	
Key Elements		L2T (8-11)	T2T (11-15)	T2C (15-18+)	R a t i n g	On the basis of analysis in column D provide rational and potential solutions to address ratings that are not appropriate .
Length of Preparatory Period		7 to 15	7 to 14	7 to 14		
Length of Competition Period		7 to 20	7 to 20	7 to 20		
Length of Transition Period		2 to 4	3 to 6	3 to 6		
# of Days Devoted to Training		40 to 120	105 - 240	105 - 240		
# of Days Devoted to Competition		6 - 20	6 - 20	6 - 20		
% of Days Devoted to Training		65 - 75 %	55-65 %	40 - 50 %		
% of Days Devoted to Competition		25 - 35%	35 - 45 %	50 - 60 %		

Activity: Reflecting on Your Program: Issues and Solutions

Compare your data to the "Appropriate Training Data" for your athletes' LTD stage. Rate your information as "Too High, Appropriate, or Insufficient."



Reference
Material

Review the [Common Issues and Possible Solutions](#) Reference Material for section 2.3.3.2 - (chart 7 p. 90) to determine what solutions you might try to correct any issues with your program.

For any ratings that are not appropriate, describe any reasons why it may not be appropriate and suggest solutions as to how you could make the YTP element more appropriate by adding the solution to the last column on the YTP Analysis Chart.

2.4 Skills and Abilities in Ringette

This section focuses on the skills and athletic abilities required in ringette. There are five categories in our Athlete Development Matrix (ADM): Athletic (Physical) Abilities, Psychological (Mental Skills, Life Skills, Technical and Tactical Skills and Ethical Literacy.



Reference
Material

For a detailed description of each of the skills and Abilities see section the [Ringette Canada Athlete Development Matrix](#) Learn to Train *Train to Train p 24; Train to Train p 39*

2.4.1 Training Plan Orientation

Considering Ringette Canada's ADM, and the age of your athletes: what should you emphasize most? What will you prioritize when you implement your program given the athletes you coach?

Use the information in the Digital Workbook or Chart below to guide your selection of the drop-down statement for General, Technical/Tactical, Physical, Psychological, Life Skills, and Ethical Literacy skills that most closely reflects the focus of your training plan.

For each category, **rank the statements in order** of what statement best describes your program's orientation. 1= best describes my program's orientation, 4 = least describes my program's orientation.

**Hint - you need to highlight the cell to the right of the title to see the arrow at the end to press for the drop-down menu.*

Activity: Training Plan/Program Orientation

General	Technical/Tactical/Strategic
() Have athletes experience new activities	() Promote the acquisition and development of basic technical skills
() Improve athletes' general abilities and their mastery of the activity	() Improve basic technical skills already acquired
() Identify athletes with the potential to perform at a higher level	() Encourage the acquisition and development of new technical skills that are complex or more advanced
() Have athletes specialize in a particular discipline or playing position	() Improve athletes' ability to apply particular game plans or competitive strategies
Psychological (Mental) Skills	Life Skills
() Provide athletes with S.M.A.R.T. team goals and encourage them to focus on these during practice or competition.	() Include athletes in communication about schedules, player conduct, and strategies to resolve conflict.
() Support athletes in self setting S.M.A.R.T individual and team goals and introduce post-performance revisiting of processes to encourage reflection, monitoring, and correcting.	() Begin shift towards athlete independence with team schedule, school commitments, personal conduct, and healthy choices.
() Encourage athlete goal-setting, and introduce coping strategies, as well as positive self and team talk relative to process goals.	() Build athlete confidence in her voice - asking about her perceived strengths, goals, observations, concerns, and ideas for solutions, and providing opportunities
() Support development of athlete decision making relative to game strategies and goals through use of questions during competition scenarios.	() Encourage athlete accountability with team, academic and personal commitments, and personal healthy choices
Physical Capacities	Combination
() Improve athletes' general physical condition	() Give athletes the opportunity to gain experience by taking part in competitions
() Improve athletes' sport-specific physical condition	() Encourage the achievement of particular standards of performance
() Prepare athletes to achieve particular levels of performance in	() Participate in competitions to win; win a championship

sport-specific physical tests	
-------------------------------	--

Ethical Literacy	
() Promote fun through competition.	() Improve player awareness of fair play and healthy benefits of sport.
() Support development of ethical competitive attitudes that includes self, teammates, coaches, opponents and officials.	() Build competitive attitudes through promotion of True Sport Principles that extend to the larger community.

2.4.2 What Are Your Training Objectives?


Reference
Material

Training Objectives: Athletic Abilities

Refer to your *Reference Material Section 2.4.2* titled the "[Importance of Physical and Motor Abilities by Sport Family](#)" (Team) table and definitions in the Planning a Practice Reference Material p. 9.

1. What are the Athletic Abilities Important in Ringette?

Each group will be assigned 1-3 of the Abilities or Skills to review.

Using the table below or the Athletic Abilities Training Objectives tab in your Digital Workbook:

- Confirm the definitions of the physical and motor abilities.
- Rank Athletic Abilities and Skills relative to their importance to your ringette program.
- Input an action or skill in Ringette that would require that skill or ability.

Activity: Importance of Physical abilities (athletic abilities)

Ability Or Skill	This means being able to...	Importance in ringette	This is demonstrated in ringette by...
Speed: Segment speed	Sequence the body movements in order to have a distal segment of the body (example: hand/arm, leg/foot) move at high speed.	<input type="checkbox"/> Very High <input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Not Important <input type="checkbox"/> N/A	

Speed: Whole-body speed	Perform quick movements or cover a given distance in the shortest possible time <i>(example: all-out efforts lasting up to 8 seconds)</i> .	<input type="checkbox"/> Very High <input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Not Important <input type="checkbox"/> N/A	
Speed: Multi-directional speed	Make quick changes in direction.	<input type="checkbox"/> Very High <input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Not Important <input type="checkbox"/> N/A	
Stamina: Aerobic capacity (endurance)	Sustain a dynamic effort over an extended period of time <i>(example: efforts lasting several minutes or even hours)</i> .	<input type="checkbox"/> Very High <input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Not Important <input type="checkbox"/> N/A	
Stamina: Aerobic power	Perform high-intensity, dynamic efforts that are predominantly aerobic <i>(example: 2 to 10 minutes)</i> .	<input type="checkbox"/> Very High <input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Not Important <input type="checkbox"/> N/A	
Stamina: Speed endurance	Sustain efforts at near-maximum speed for as long as possible <i>(example: very intense efforts lasting 10 to 60 seconds)</i> .	<input type="checkbox"/> Very High <input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Not Important <input type="checkbox"/> N/A	
Strength: Core Stability	Provide a base for moving other body parts by stretching and controlling the muscles around the abdomen and back.	<input type="checkbox"/> Very High <input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Not Important <input type="checkbox"/> N/A	
Strength: Strength endurance	Repeatedly perform muscle contractions at intensities below maximum strength <i>(15 to 30 repetitions or more)</i> .	<input type="checkbox"/> Very High <input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Not Important <input type="checkbox"/> N/A	

Strength: Hypertrophy	Gain muscle size (<i>cross-sectional area</i>).	<input type="checkbox"/> Very High <input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Not Important <input type="checkbox"/> N/A	
Strength: Maximum strength	Make a muscle or muscle group generate the highest level of tension during a maximum contraction, regardless of the contraction's duration.	<input type="checkbox"/> Very High <input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Not Important <input type="checkbox"/> N/A	
Strength: Power	Perform a muscle contraction or overcome a resistance as fast as possible (normally very brief efforts of 1 to 2 seconds).	<input type="checkbox"/> Very High <input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Not Important <input type="checkbox"/> N/A	
Flexibility/ Suppleness	Perform movements of large amplitude at a joint, without sustaining an injury.	<input type="checkbox"/> Very High <input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Not Important <input type="checkbox"/> N/A	

* Aerobic stamina is a broad term that is sufficient for most sports. In endurance sports, however, the more specific terms **aerobic power** and **aerobic capacity** are used.

2. What Athletic Abilities CAN be trained?

Depending on their age and stage, participants may not be ready to train certain athletic abilities. Review the chart on guidelines for the training of athletic abilities and athletes' age below to see if the athletic abilities should be trained at the developmental stage of most of your athletes.

Guidelines for the training of athletic abilities and athletes' age

Physical Capacity		Physical training should be based on the stage of development of athletes - independent of their age																			
Section	Detail	First 6 years of life Active Start					6 to 8 Girls and 6 to 9 Boys FUNDamentals			Growth spurt - 3-4 years Learn to Train		Period of adolescent growth Train to Train		GMPathway - 8 to -4 Train to Compete		GMPathway - 4 to 0 years Train to Win		A4L			
Stamina/Endurance	Aerobic Capacity																				
	Aerobic Power																				
Strength	Maximum Strength																				
	Strength Endurance																				
	Core strength																				
	Power																				
Speed	Segment speed																				
	Whole body speed																				
	Multi-directional speed																				
Suppleness/Flexibility	Range of motion																				
			Developed through play					Introduced			Developed			Consolidated			Refined			Maintained	

Adapted from Sport for Life

Given your athletes' ADM stage, confirm and adjust as necessary abilities that **can be trained**. Put an X in the "yes" or "no" in the second column for abilities that **should not be trained**. Complete this step even for abilities rated Very High, High or Moderate importance in ringette.

Activity: Training Objectives for Athletic Abilities and Skills

For the Athletic Abilities rated Very High, High or Moderate importance in Ringette and that CAN be trained, review the training objective (Develop/Improve, Maintain, or Not an Objective) for the different parts of the season (beginning, mid, end). It has been completed at the Learn to Train stage. If your athletes are at a different stage, use the chart above to determine any differences.

1. Training objective: Athletic, physical, and motor abilities

Objective	Comments
Develop/Improve	Try to raise the level of the athletic ability.
Maintain	When a given athletic ability is considered to be sufficiently developed, maintain it at that level and prevent it from declining.

Athletic abilities and skills with very high, high, or moderate importance in your sport	Is this developmentally appropriate to be trained?		Training objectives: Start of program (example: beginning weeks of the season) Learn to Train	Training objectives: Middle of program (example: mid-season) Learn to Train	Training objectives: End of program (example: last couple of weeks) Learn to Train
Segment speed	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Develop	Maintain	Maintain
Whole-body speed	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Develop	Maintain	Maintain
Multi-directional speed	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Develop	Maintain	Maintain
Aerobic capacity (endurance)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Develop	Maintain	Maintain
Aerobic power*	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Not an obj	Not an obj	Not an obj (T2T Develop)
Speed endurance	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Not an obj	Develop	Develop
Core stability	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Develop	Maintain	Maintain
Strength endurance	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Develop	Develop	Develop
Hypertrophy	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Not an obj	Not an obj	Not an obj
Maximum strength	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Not an obj	Not an obj	Not an obj
Power	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Not an obj	Develop	Maintain
Flexibility / suppleness	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Develop	Develop	Maintain

Compare this information to the Example YTP in the Digital workbook. What are the differences you might have for your program?

Add Training Objective and Emphasis for Specific Athletic Abilities to your YTP

Training Objectives can be shown using the 'Initials' as indicated in the Legend Skill Development Key. Training Emphasis is shown by using the colours indicated below.

Training Emphasis	
 	Very High
 	High
 	Moderate
 	Low

Physical Abilities									
Stamina (Endurance) - Aerobic capacity, anaerobic lactic capacity and power	D	D	D	D	D	D	M	M	M
Speed - Multidirectional, Anaerobic lactic capacity and power	D	D	D	D	D	D	D	D	D
- Max strength, strength endurance, core strength,	-	-	-	D	D	D	D	D	D
Suppleness	D	D	D	D	D	D	D	D	D
Motor Abilities									
Agility, Balance and Coordination (ABC's)	D	D	D	D	D	D	D	D	D
Stability	-	-	D	D	D	D	D	D	D

2. Training Objectives: Ringette Skills - Technical/Tactical

Stages of Skill Development

Stage	Letter	Description
Introduce	I	First contact
Develop	D	Correct order patterning movements
Consolidation	C	Correct execution in variable conditions
Refinement	R	Minor improvements
Creative Variation	CV	Creates a new way to execute
Maintenance	M	Keep a same level



Reference
Material

See the Reference Material for Section 2.4.2 – Ringette Skills “Stages of Skill Development” chart for more detailed information on each of the stages.

Reference
Material

[Athlete Development Matrix](#): Tech/Tact Quadrant ADM, Learn to Train p. 30
Train to Train p 47
Ringette Canada Skills Matrix tab in Digital Workbook

Activity: YTP Ringette Technical/ Tactical Skills

Review the Skills Matrix tab in the Digital Workbook and [Athlete Development Matrix](#) for the LTD stage for the majority of your athletes to see what stages of development they should be at. Also, look at the example YTP tab. Determine if there are any areas you feel your athletes would be at a different stage of development.

--

Add your information about the Ringette Technical/Tactical Skills to your YTP.

Optional: You can add rows for the specific skills shown in the Skills Matrix.

Skaters															
Skating Skills	D	D	D	D	D	D	D	D	C	C	C	C	C	C	C
Ringhandling Skills	D	D	D	D	D	D	D	D	C	C	C	C	C	C	C
Passing/Receiving Skills	D	D	D	D	D	D	D	D	C	C	C	C	C	C	C
Shooting Skills	-	D	D	D	D	D	D	D	C	C	C	C	C	C	C
Checking Skills	-	-	D	D	D	D	D	D	D	C	C	C	C	C	C
Individual Offensive /Defensive Tactics - One on one	-	-	D	D	D	D	D	D	D	D	C	C	C	C	C
Team Offence /Defence/ Transition Tactics inc Goalie - Collective action of two or more players using technical skills and / or individual tactics to create or take away an advantage of an opponent	-	-	-	-	-	D	D	D	D	D	D	D	D	D	D
Team Offence /Defence/ Transition Systems inc Goalie	-	-	-	-	-	-	-	-	-	-	-	-	-	-	D
Game Strategies inc Goalie - How you will use higher thinking, your skills and tactics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Situations inc Goalie	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Goaltending															
General Goaltending Skills	D	D	D	D	D	D	D	D	C	C	C	C	C	C	C
Saves	D	D	D	D	D	D	D	D	C	C	C	C	C	C	C
Movement	-	-	D	D	D	D	D	D	D	D	C	C	C	C	C



Reference
Material

3. Training Objectives: Psychological (Mental) Skills

[Athlete Development Matrix](#): Psychological Preparation, Learn to Train p. 25; Train to Train p 40

Activity: Psychological Skills in YTP

Review the Ringette Canada [Athlete Development Matrix](#) for the LTD stage for the majority of your athletes to see what mental skills they should be focussed on. Compare the information to the Example YTP in the Digital Workbook. Determine if there are any areas you feel your athletes would be at a different stage.

Add the Athletes Psychological Skills training objectives to your YTP.

Psychological (Mental) Skills									
(Visualization/Positive Self Talk)	D	D	D	D	D	D	D	D	C
Motivation	-	-	-	-	-	D	D	D	D
Goal Setting	D	D	D	D	D	D	D	D	C
Anxiety Management	-	-	-	-	-	-	-	-	D
Development (Decision making)	-	-	-	-	-	D	D	D	D


Reference
Material

4. Training Objectives: Life Skills

[Athlete Development Matrix](#) Life Skills Quadrant Learn to Train p. 27 Train to Train p 42

Review the ADM for the LTAD stage for the majority of your athletes to see what Life Skills they should be focussed on. List activities you could incorporate into your YTP to develop those life skills and add them to the plan. See the YTP Example on the Digital Workbook for suggestions.

Life Skill	Activity
Personal Development	
Moral Development	
Relationships	
Career	
Media	
Nutrition/Hydration	
Other	

Add the activities to the YTP in the Life Skills section.

Life Skills									
Life Skills: Personal Development, Moral Development, Relationships, Career, Media, Nutrition/Hydration			Referee session	Social media discussion				Team building - player profiles	

5. Training Objectives: Ethical Literacy



Reference
Material

[Athlete Development Matrix:](#) Ethical Literacy Learn 2 Train p 38, Train 2 Train p 55

[True Sport Framework: Learn to Train](#)

[True Sport Framework: Train to Train](#)

Activity: Ethical Literacy in YTP

Review the ADM for the LTD stage for the majority of your athletes to see what Ethical Literacy they should be focussed on. List activities you could incorporate into your YTP to develop the different True Sport Principles and add them to the plan. See the YTP Example on the Digital Workbook for suggestions.

True Sport Principle	Activity
Keep It Fun	
Go For It	
Play Fair	
Respect Others	
Stay Healthy	
Include Everyone	
Give Back	

Add the Activities to your YTP in the Ethical Literacy section.



2.5 Action Card – Now What? Start, Stop and Continue

What are some things you will start incorporating into your season planning?

What do you think you will do differently, after taking this module?

What has been affirmed for you that you will continue doing in the future?

What are some areas of season planning that you would like to learn more about?

3 Skill Development

3.1 Learning Outcomes

In this module, you will learn how to teach a specific ringette skill. You start by planning how to teach the skill and progress to choosing or creating drills that incorporate the skill. You will learn to:

- Describe and teach skating, ring skills and goalie skills appropriate for your athletes developmental stage
- Develop drills that will enhance your athletes' skill use in game play
- Incorporate the development of athletic abilities and psychological (mental) skills into your drills
- Identify errors and how to provide the athlete with appropriate correction
- Problem solve skills needed within game scenarios

3.2 Stages of Skill Development

In the first module we discussed that athletes progress through some predictable stages when learning a skill, depending on their age, growth and development. Each athlete can be expected to go through each stage. However, the time and amount of practice necessary to progress from one stage to the next can vary greatly from one athlete to another. It's important to recognize your athletes' current stage of skill development as well as the specific needs the athletes have at each stage to plan your activities. This will help you in deciding how you will teach the skill.



Reference
Material

You can determine the stage of development the majority of your players should be at by looking at the Ringette Canada Skills Matrix tab in Digital Workbook and the [Athlete Development Matrix: Tech/Tact Quadrant ADM, Learn to Train p. 30](#) Train to Train p 47

Each stage has some key points to look for and what participants need to do. Look at the chart from **Reference Material for section 3.2** [NCCP Planning a Practice Reference Material](#) p. 89 and 90 focused on the Initiate, Acquire and Consolidate stages as these are where the majority of the athletes in the CI context will be.

Activity: Stages of Skill Development

Find a group of 2 or 3 people who are coaching at the same LTD stage of development. You will stay partnered for the rest of this module. Choose a skating, ringette or goaltending skill from the Skills Matrix tab on your Digital Workbook, that you think is important for your team to develop at this point in your season, based on the ADM and your YTP or Season Plan. Each group will pick a different skill.

Skill: _____

Your athletes' abilities may be spread across several stages of skill development (e.g. from Introduction to Consolidation). For this activity, use the Skills Matrix tab and your assessment to identify what stage of development most of your athletes are in. Is there another stage of skill development many athletes are in? If so, which stage is it?



Reference
Material

Resource for 3.2 Ringette Skills Stages of Development

Stages of Skill Development	Reason for Reaching this Conclusion	Teaching considerations based on the Stage
Stage of development most of your athletes are at for this skill: <input type="checkbox"/> Introduce <input type="checkbox"/> Develop or Acquire <input type="checkbox"/> Consolidate <input type="checkbox"/> Refine <input type="checkbox"/> Creative Variation <input type="checkbox"/> Maintain		
Stage of development the second largest group of athletes is at for this skill: <input type="checkbox"/> Introduce <input type="checkbox"/> Develop or Acquire <input type="checkbox"/> Consolidate <input type="checkbox"/> Refine <input type="checkbox"/> Creative Variation <input type="checkbox"/> Maintain		

3.3 Teaching a Skill – 5 Steps

Teaching a skill before drills is crucial for effective learning and skill development. Demonstrating and explaining the skill first allows learners to grasp the concept and proper technique before attempting to execute it repeatedly in a more game-like drill. This approach minimizes confusion, maximizes active learning, and promotes better understanding and retention of the skill. There are many ways to teach a skill, we have chosen to present a five-step process for teaching ringette skills. The five steps in the process are:

- Explain
- Show & Demonstrate
- Watch & Error Detection
- Give feedback & Error Correction
- Watch again



Watch the first part of the video “Teaching Ringette Skills” to see an example of the five-step process of teaching a ringette skill.

Activity: Teaching a Goaltender Skill

After reviewing the 5-step process, the Learning Facilitator will assign you a Goaltender Skill (C-Cut, Positioning, Blocking, Ring Distribution or Skating Mobility) video to watch. Fill in the chart with the 5 step process.

1. Teaching the Skill	Skill:
Explain <ul style="list-style-type: none"> • Name the Skill • Describe the purpose of the skill (ask questions) • 3 key points of the skill (check the reference material if needed) 	
Show <ul style="list-style-type: none"> • Identify who will demonstrate • Where will they demonstrate from 	
Watch <ul style="list-style-type: none"> • How will you organize players to view them performing skill? • What will you be looking for? 	
Give Feedback <ul style="list-style-type: none"> • What is a common error you will look for? • What potential feedback will you provide? 	
Watch Again <ul style="list-style-type: none"> • How will you organize players to perform the whole skill and “watch again?” 	

For the next sections 3.3.1 - 3.5, you will be focused on the 5 step teaching method in more detail for the skill you chose in the last section.

3.3.1 Explain



Check the Skills Matrix tab on the Digital Workbook to see videos, the **Reference Material** for section 3.3.1 on Ringette Development Model for information on the skill you just chose in the last step and use that information to complete the table below – it leads you through the process of how to **EXPLAIN** a skill.

Name the skill:	
Describe the purpose of the Skill (what tactic(s) it might support). Try to elicit athlete input	
List 3 Key Teaching Points (KTP) about how to Perform the Skill at your athletes stage of development: (<i>ex: head up, shoulders back, knees bent</i>)	

Key Teaching Point (KTP)

This is a focused piece of information, skill, or knowledge that is essential for understanding a particular concept or topic. Key Teaching Points should be concise, focused and appropriate for your level of athlete.

Once you have determined your 2-3 key teaching points, you can break down the whole skill into 2-3 parts or components to show separately before putting the whole skill together. Each part would include the next 3 steps:
Show/Demonstrate, Watch (error detection) and Give Feedback (error correction).

Each of these steps is **described first** and then there is space for you to plan the steps for the 2 or 3 parts or components you have broken the skill into.

3.3.2 Show/Demonstrate

For this step, you will plan on who would demonstrate the skill, what views are most effective in showing the skill, and what key teaching points you will focus on depending on where your athlete's development of the skill is.

3.3.3 Watch/Error Detection

How will you position your athletes so they can practice the skill using as much of the available ice as possible, are actively engaged, get as many repetitions as possible, get involved quickly, have a good chance of success, and are safe? Whoever is demonstrating should not be talking to ensure athletes can hear.

Where would you and other coaches position yourselves so you can easily move around to watch individuals and the group, give feedback, and check for safety – both the athletes and yours?

3.3.4 Give Feedback & Error Correction

Feedback: To ensure your feedback is positive and informative is to provide the athlete with feedback that incorporates the different types of feedback:

- Tell the athlete what they are specifically doing well.
- Ask the athlete specifically what he or she could do better next time. Focus on the key point that will make the biggest positive change.



Tip! When giving feedback ask questions to get the athletes to think about the skill. For example, ask “What happened?”; “What did you try to do?”; “How did that work?” “What could you do next time?”

Activity: Giving Feedback

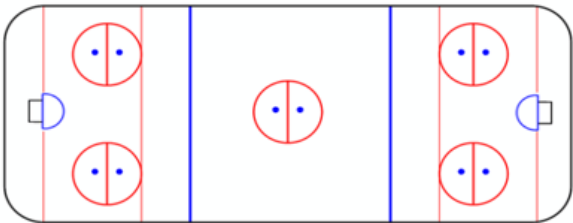
In the chart below, read the given situation and identify 2 - 3 possible skill errors that would cause the situation. Pick ONE of the possible errors to give feedback for. For your chosen skill, choose an error and correction you anticipate you might see in your athletes and describe how you might give feedback for it.

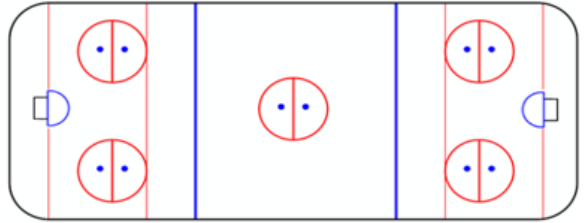
Situation	Possible Skill Errors based on KTP	Corrective Feedback
During a drill that the athlete has to receive a pass in motion, athlete is often out of place to receive the pass resulting in passes being missed.	<p>Example:</p> <ul style="list-style-type: none"> Athlete is not calling for the ring. Want to hear the athlete calling for the ring. Athlete is not indicating where they want to receive the pass. Want to see the stick pointing to where they want to receive the pass. 	<p>"I can hear you loud and clear calling for the ring, Phyllis. Where was the end of your stick when you called for the pass?" (High, in the air) "What do you think you could do to help Beth know where you want the pass?" (Point it lower). "Makes sense, give it a try next time to see how that works."</p>
While running a checking drill in motion, the athlete checks their teammate resulting in a trip or a hook. This would be a penalty in a game.		
The athlete continues to force a wrist shot that often results in a hard shot that rarely elevates off the ice.		
Identify an anticipated error for the skill you will be teaching		

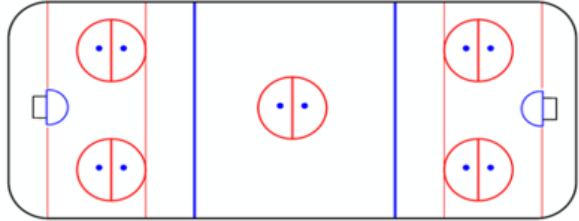
It is essential for coaches to develop a keen eye for proper mechanics, provide accurate feedback, and celebrate progress to foster a positive learning

environment. A common coaching misstep is offering incorrect or premature advice on how to fix mistakes. As a guiding principle, coaches should ensure that an error is consistently repeated before stepping in with corrective instruction, allowing young athletes the opportunity to self-correct and build awareness.

Breaking the skill down into 3 key components or parts based on the key teaching points.

Part 1	Show/Demonstrate	
	Who should demonstrate the skill? <i>Coach, Assistant Coach, Junior Coach, Athlete</i>	
	What view do you want the athletes to see? <i>Front view, Side view from left, Side view from right, Back view (if you want athletes to see more than one view, you will have to demonstrate the skill from different views)</i>	
	Key Teaching Point	
	What verbal cues best describe the Key Point	
	Watch & Error Detection	
	Use the rink diagram to show how you would position athletes Drag these dots to the rink	
	What will you watch for, and what will you consider as you watch this part of the skill	
	Feedback & Error Detection	
	Anticipated errors in this skill	
	Corrective feedback for the errors	

P a r t 2	Show/Demonstrate	
	Who should demonstrate the skill? <i>Coach, Assistant Coach, Junior Coach, Athlete</i>	
	What view do you want the athletes to see? <i>Front view, Side view from left, Side view from right, Back view</i> <i>(if you want athletes to see more than one view, you will have to demonstrate the skill from different views)</i>	
	Key Teaching Point	
	What verbal cues best describe the Key Point	
	Watch & Error Detection	
	Use the rink diagram to show how you would position athletes	
	What will you watch for, and what will you consider as you watch this part of the skill	
	Feedback & Error Detection	
	Anticipated errors in this skill	
	Corrective feedback for the errors	

Part 3	Show/Demonstrate	
	Who should demonstrate the skill? <i>Coach, Assistant Coach, Junior Coach, Athlete</i>	
	What view do you want the athletes to see? <i>Front view, Side view from left, Side view from right, Back view</i> <i>(if you want athletes to see more than one view, you will have to demonstrate the skill from different views)</i>	
	Key Teaching Point	
	What verbal cues best describe the Key Point	
	Watch & Error Detection	
	Use the rink diagram to show how you would position athletes	
	What will you watch for, and what will you consider as you watch this part of the skill	
	Feedback & Error Detection	
	Anticipated errors in this skill	
	Corrective feedback for the errors	

3.3.5 Watch Again

Now that you have broken down the skill into its key components, you will want to put the parts together and watch the athletes complete the skill as a whole.

How will you organize your athletes to ensure you can see them all performing the skill?	
How will you know if athletes are “getting” your feedback?	
If the athlete is NOT getting your feedback, what would you do to change your approach?	

3.4 Designing Drills to Develop a Skill

After teaching the skill, use game-like drills to practice the skill. Effective drill design for skill development involves breaking down complex movements, focusing on technique, and progressively increasing complexity and challenge. Drills should be designed to:

- be progressively game-like to increase the transfer of the skill to actual performance.
- incorporate decision-making situations where the athlete has to make choices to improve cognition
- provide immediate and constructive feedback.
- have variations in distance, time, and targets
- adjust intensity and pace
- integrate other skills/elements (physical, mental)

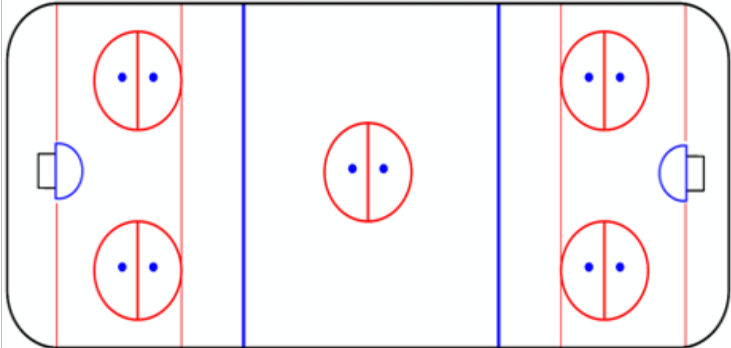
Activity: Designing Drills

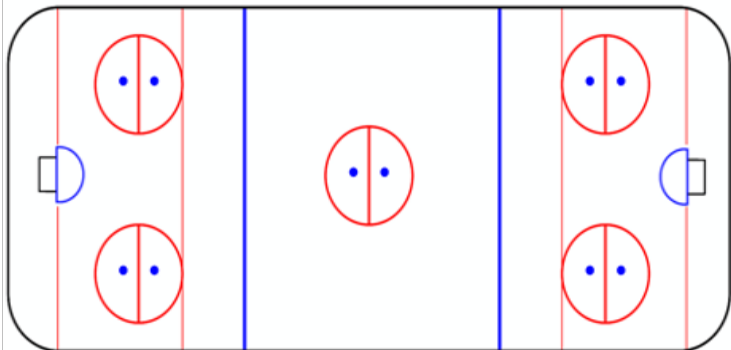
For the skill you have been working on, develop 2-3 drills that progressively are more game-like. Describe the drills in full detail in the tables below. Include diagrams so that another coach would be able to take your drill description and run the drill. The goal is to make your drills concise and clear so that if you were not at practice, your plan would be delivered exactly as you planned.

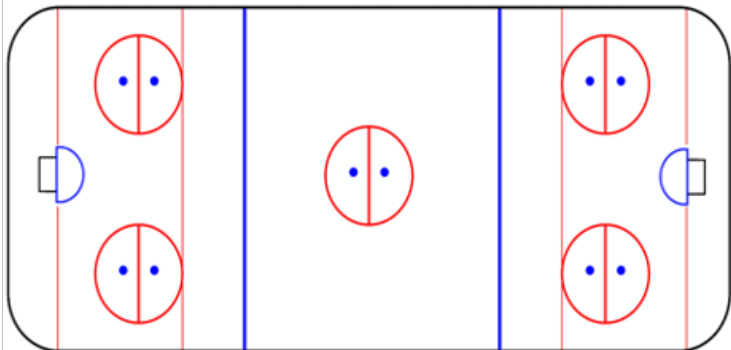
Key Execution Points (KEP's)

The KEP's refer to the Key Execution Points you would use to ensure the drill runs effectively. For example, when does the next athlete leave, switching sides, switching lines, where rings need to be placed, etc.

For an example of a drill that has the description, KTP's, KEP's and diagram, look at the Practice Plan example tab in the Digital Workbook.

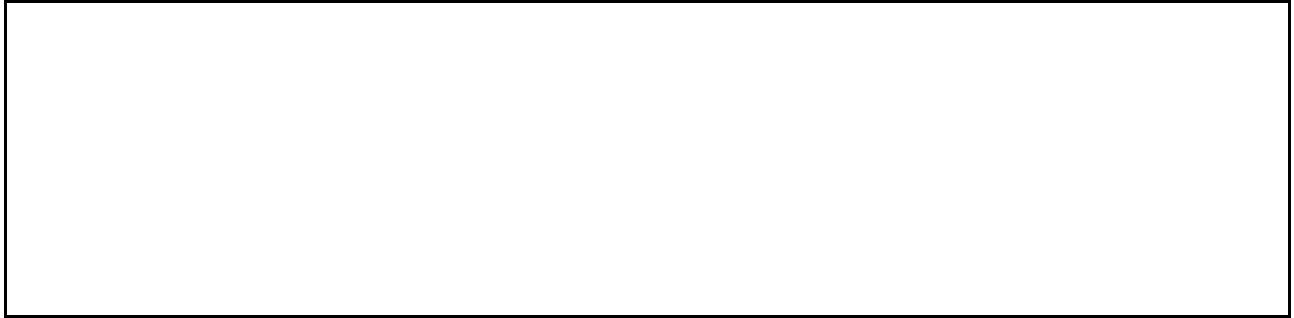
D r i l l 1	Drill Name:	
	Objective:	
	Description:	
	KEP:	
	KTP:	
	Diagram:	

D r i l l 2	Drill Name:	
	Objective:	
	Description:	
	KEP:	
	KTP:	
	Diagram:	

D r i l l 3	Drill Name:	
	Objective:	
	Description:	
	KEP:	
	KTP:	
	Diagram:	

3.4.1 Adapting your Drills

What are some factors to consider in building and adjusting your drills so that you keep athletes challenged and motivated and develop other skills and abilities?



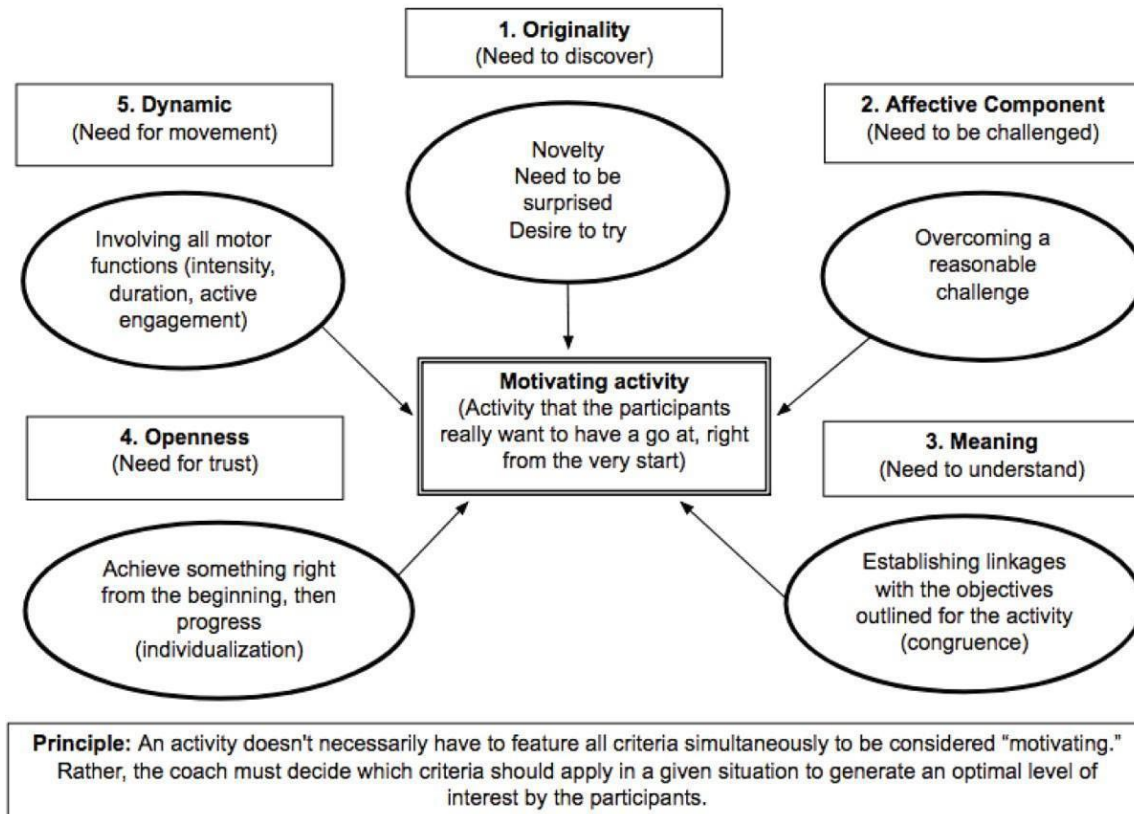
3.4.2 Criteria to Develop Challenging Drills that Motivate Athletes to Learn

The image below highlights how those factors that motivate and challenge our athletes can be linked to their need to:

- Discover
- Be challenged
- Understand
- Trust
- Move

While all of these are important, an activity doesn't necessarily have to meet all of them to be considered motivating. Rather, the coach must decide which are most applicable in a given situation to simulate the optimal degree of interest and engagement. As the coach are you providing this to your athletes?

(Source: Martel, 2003; adapted from Florence, Brunelle, and Carlier, 1998)



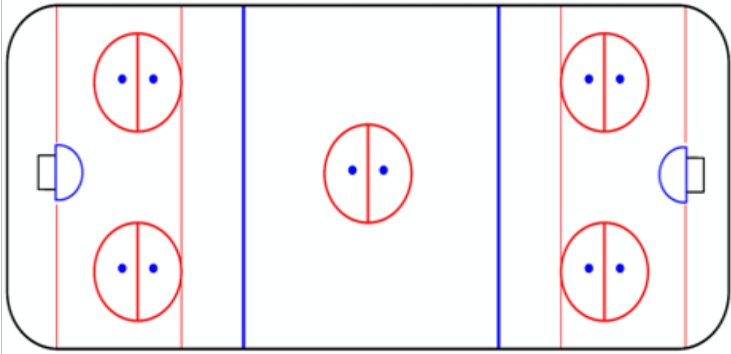
Non-Ringette Like Games and Small Area Games

Using Non-ringette like games (Ringette soccer, ringette baseball, asteroids, etc.) or Small Area Games (SAG's), where the drill or activity is played in a smaller area can address the originality, affective component and dynamic factors to make learning the skill more motivating. Ensure the game is non-elimination so that the athletes who need the most development are included for the complete game.

The benefits can include:

- Improved ability to read, react, and adapt to different situations
- Enhanced ring protection and ring handling under pressure and in tight spaces
- Improved skating ability, edge work, and ability to escape opponents
- Increased touches and decision-making opportunities for players
- More 1 on 1 opportunities and attacking chances
- Increase motivation and challenge

Can you think of a non-ringette like game or Small Area Game or activity that would support the development of your skill?

G a m e / A c t i v i t y	Game Name:	
	Objective:	
	Description:	
	KEP:	
	KTP:	
	Diagram:	

Review your drills and adjust them to include more criteria to motivate and challenge your athletes.

3.4.3 Adding Skills and Abilities

How can you integrate other skills or elements into your drills?

First, ensure that your drill is appropriately adapted to the age of your athletes AND can be easily modified for different skill levels within your group of athletes.

Can your drill be adjusted so that it develops an athletic ability (physical or motor) and/or mental skill as well as your technical skill?

Review the Athlete Development Matrix for the Physical Abilities and Mental Skills, such as **incorporating a decision** to see any alignment with your drill.

This may not always be possible. Some activities that are designed primarily to develop a skill may not lend themselves to training an athletic ability as well.

Review your drills and adjust them with the modifications you have suggested.

3.5 Practice Teaching Skills – Micro-teaching in class

Each group of 2-3 you will teach your skill using the 5 step method and then the 2 or 3 drills and a game to progressively develop the drill you have been working on.

Ensure you include:

1. 5 Steps of Teaching the Skill:
 - Explain
 - Show/Demonstrate, Watch, Feedback for each part/component
 - Watch Again
2. Drills
Description, Key Teaching Points and Key Execution Points for each drill
3. Bonus: Add a non-ringette like or Small Area game.

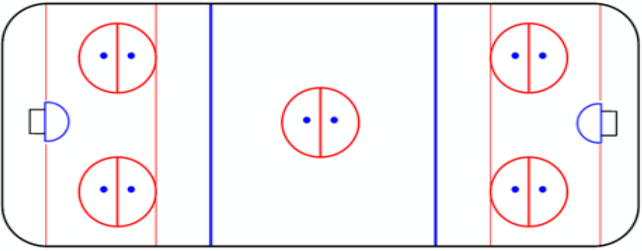
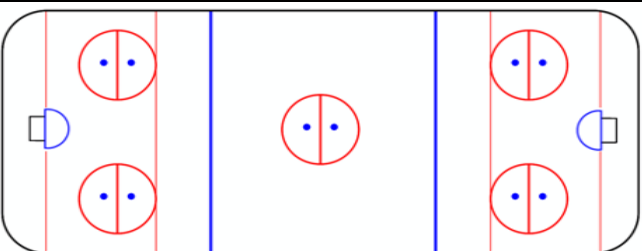
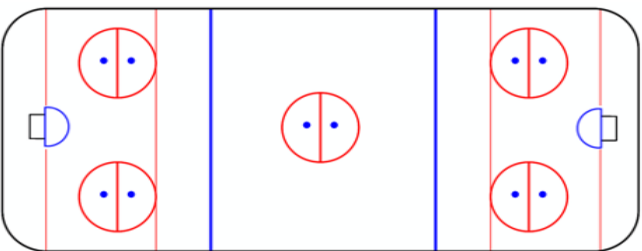
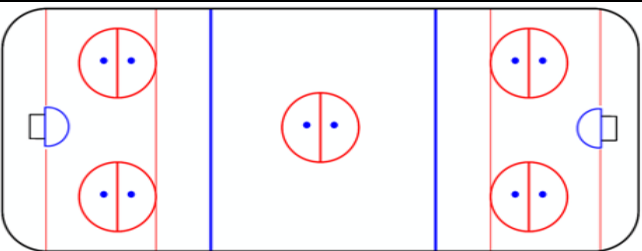
You can use the Micro-Teaching Summary Chart below to summarize your information and use it in your micro-teaching.

Try to ensure each person in your group has a chance to describe a portion of the teaching.

When you are finished, use the self-evaluation to assess your teaching and identify areas you would like to work on.

Micro Teaching Summary Table to use in teaching:

1. Teaching the Skill	Skill:
Explain <ul style="list-style-type: none"> Name the Skill Describe the purpose of the skill (ask questions) 2-3 key teaching points of the skill 	
Show <ul style="list-style-type: none"> Identify who will demonstrate each part of the drill, who will talk? Where will they demonstrate from? Anticipated questions? 	Part 1 Part 2 Part 3
Watch <ul style="list-style-type: none"> How will you organize players to view them performing each part of skill? What are the KTP's for each part? 	Part 1 Part 2 Part 3
Give Feedback <ul style="list-style-type: none"> What is a common error you will look for? What potential feedback will you provide? 	Part 1 Part 2 Part 3
Watch Again How will you organize players to "watch again?"	

2. Game-like Drill	Name:
Drill 1 Describe the more ringette game- like drill that will help develop the drill <ul style="list-style-type: none"> • Who will explain the drill? • Reinforce the key teaching points of the skill you are developing with the drill? • What equipment do you need to set up the drill? • What are some safety issues you will address? 	 Description:
Drill 2 Description Drill 3 Description	 
3. Non-Ringette Like or Small Area Game Describe the game to reinforce the skill <ul style="list-style-type: none"> • Who will explain the game? • What are the key elements of the skills that you will reinforce with the game • What are some safety issues you will address? 	Name:  Description

Micro-Teaching Self-assessment Sheet

Practice Coaching: Teaching a Skill

Instructions: Assess yourself on the different criteria by giving yourself a G (green), Y (yellow), or R (red) depending on how effective your practice coaching experience was. Write any comments about changes you would make to improve your coaching skills. For “participants,” assume that you are referring to the athletes in the LTD stage being coached.

Criteria	Green = Meets expectations Yellow = Met some expectation Red = Needs improvement Undetermined = didn't assess
Safety	
Coaches check to see that participants' equipment is safe and make the changes necessary to ensure safety	
The playing area is checked for hazards, and adults move the nets into place	
Safety points are emphasized and are watched for, and adjustments are made when necessary	
Comments/suggestions:	
Skill selection	
The skill selected is appropriate for participants' LTAD stage	
The skill selected is appropriate for participants' ability	
Explain	
Coach is positioned such that all children can see, and distractions are minimized	
Explanation and demonstration last 90 seconds or less in total time	
Participants clearly understood the purpose of the exercise/activity	
Two or three key points are emphasized (not necessarily technical aspects)	
Coach speaks in an enthusiastic, positive tone, using language that participants can clearly understand	
Coach speaks clearly and loud enough for all to hear	
The choice of words is appropriate for participants' age	

Show	
All participants can clearly see the demonstration and hear the explanation	
The demonstration is done from different angles	
The demonstration shows the whole skill, then parts, and then the whole skill again (where appropriate)	
Coach reinforces key points while someone demonstrates	
Participants are checked for understanding by asking players questions about the key points	

Watch	
The ice was used effectively; all participants had room to work on the skill	
All participants were actively engaged: they repeated the skill many times	
The coaches watched and allowed time for participants to perform the skill so that they had some success before initiating feedback	
Feedback	
Feedback sandwich is initiated with coach telling the player what he or she is doing well	
Feedback continues with coach identifying (by asking, telling, showing) what the player could do better, using key points and cue words	
Feedback concludes with coach giving the player a compliment	
Comments/suggestions on teaching the skill:	

"Gamelike" Drills	
The drill reflects a progression of the skill toward more gamelike conditions	
The progression for skill development is appropriate for participants' LTAD stage	
Coach focuses on the appropriate key points for the skill to be developed	
Coach adjusts the activity for more advanced and less advanced abilities within the group	
Coach looks for input/feedback from participants	
Correction or reinforcement is clear, brief, specific, and returns participants quickly to the activity	

Coach correctly identifies whether the interventions required need to be individual, small group, or whole group	
Coach looks for what players are doing well and communicates what to do – not what NOT to do	
Comments/suggestions:	
Game	
Game is effective in helping teach the selected skill	
Game is appropriate for LTD stage coached	
Coach explains the game effectively including 3 – 5 key teaching points of skill or tactic being reinforced	
Coach demonstrates game clearly and organizes it effectively	
Athletes enjoy the game	
Game is inclusive and non-elimination	
Comments/suggestions:	

4.0 Tactics and Strategy

4.1 Learning Outcomes

- After finishing this module, you will better understand strategies and tactics. This involves: Understanding the differences between tactics (how) and strategies (style of play) and the relationship between them
- Understanding the four main tactical areas as well as the concepts applicable to ringette, including:
 - a) structured offense,
 - b) structured defense,
 - c) transition, and
 - d) special situations.
- Developing drills in a logical progression that integrates skills with tactics to produce team strategies

Introduction to Tactics and Strategies

Ringette tactics and strategies revolve around building defensive structures, controlling the ring and maximizing offensive opportunities. Key elements include using the triangle defense to prevent quality scoring opportunities and understanding offensive zone concepts such as creating space, overload and support.

4.2 Overview of Invasion Games

4.2.1 Invasion Game Concepts

Game Objective	Score more goals than the opposition			
Offense	Your team has the ring. The goal is to score, create scoring opportunities, and/or maintain possession			
Defense	The other team has the ring The goal is to prevent a goal, minimize offensive opportunities, or create a turnover to get the ring			
Transition	The turnover from offense to defense OR defense to offense			
Principles of Strategies and Tactics	Give structure to a group for attacking and defending situations. Ringette is a game of “one-on-one” and “one-with-one”, that is built by adding another player, then another, etc.			
Team Play and Tactical Patterns	Structured Offense Gain Possession Support Move Advance Score	Structured Defense Contest Space Support Cover Delay Create Turnover	Transition Taking quick advantage of a turnover offensively or minimizing the opportunities defensively	Special Situations Free Pass Line Changes Four in Power Play Penalty Kill
Concepts	Spatial - the	Spatial -	Quickly regroup	Purposeful play to

	<p>effective use of space</p> <p>Temporal - the effective use time</p> <p>Overload - creating a numerical advantage</p> <p>Support - giving options to the ring carrier</p> <p>Finesse Movement- execution of plays</p>	<p>contain and protect the space as the opponent tries to invade your territory</p> <p>Temporal - Using awareness to anticipate the play unfolding and potential threats and timing the reaction</p> <p>Overload - - double teaming, using the goaltender to create an advantage</p> <p>Support - positioning with team mates to take away the space from opposition such as in in the triangle</p> <p>Finesse - knowing your role in capitalizing on the opponents' weaknesses</p>	<p>to use the Offensive concepts in a Def to Off transition, such as a breakout, to protect ring and create a scoring opportunity</p> <p>Quickly regroup to use the Defensive concepts in the Off to Def transition such as forechecking to pressure the ring and minimize offensive opportunities</p>	<p>take advantage of offensive opportunities given when there is an additional player.</p> <p>Purposeful play to minimize the effects of having fewer players on the ice.</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Offensive Concepts

One way to think of the offensive concepts is to make the “MOSST” of your play.

- **Movement** – Focused on finesse and execution. Use drive skating, deception and creativity with actions such as changing speed, changing direction or faking a pass and shooting. Knowing your role and responsibility when the team is on offence.
- **Overload** – Combining efforts with team mates to create 2 on 1s; using drop passes, cross crease passes and drive and dish so that the defender has to react to one of the 2 of you.
- **Support** – Athletes without the ring move to a position that creates a stronger scoring threat or an outlet pass when under pressure.
- **Space** – Creating space (free ice), holding space and moving to open space to minimize pressure and create opportunities when invading your opponents territory. Whether you are the ring carrier or waiting for a pass, it is important to free yourself from your check, explosive skating, change direction, etc.
- **Timing** – Anticipating the play, such as getting into scoring position just in time for precision passing or receiving a pass in open ice by varying speed.

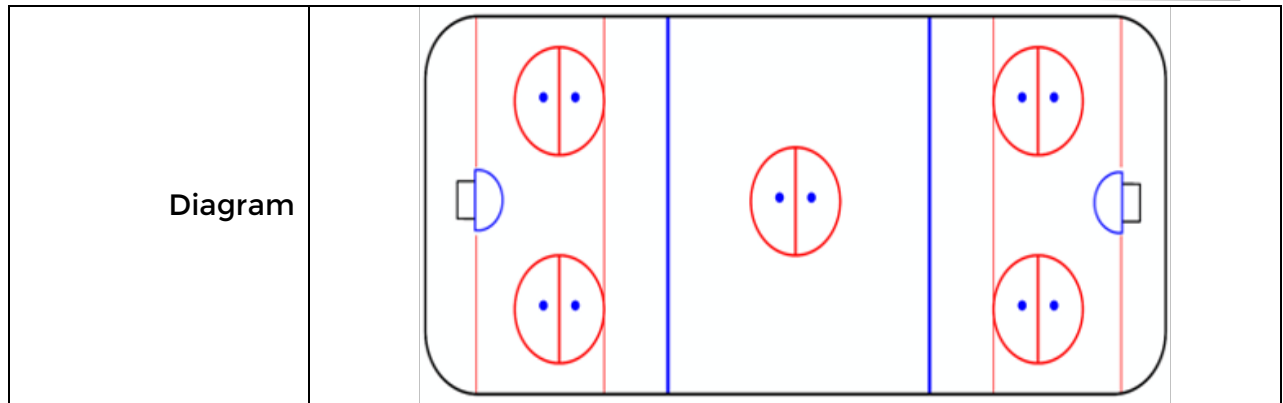


The Learning Facilitator will show the video Ringette Play showing Structured Defence, Structured Offence, and Transition play. Watch for examples of different concepts in the play.

Activity: Concepts used in Starting Play

In small groups, create either a Centre Free Pass, Offensive Free Pass, Breakout or Defensive Free pass using the concepts of Movement, Overload, Space, Support and Timing.

Activity Table	
Use of Movement	
Overload	
Space	
Support	
Timing	



Why is it important to teach our athletes the game play concepts as part of our “plays?”

4.2.2 Definitions of Strategies, Tactics and Skills

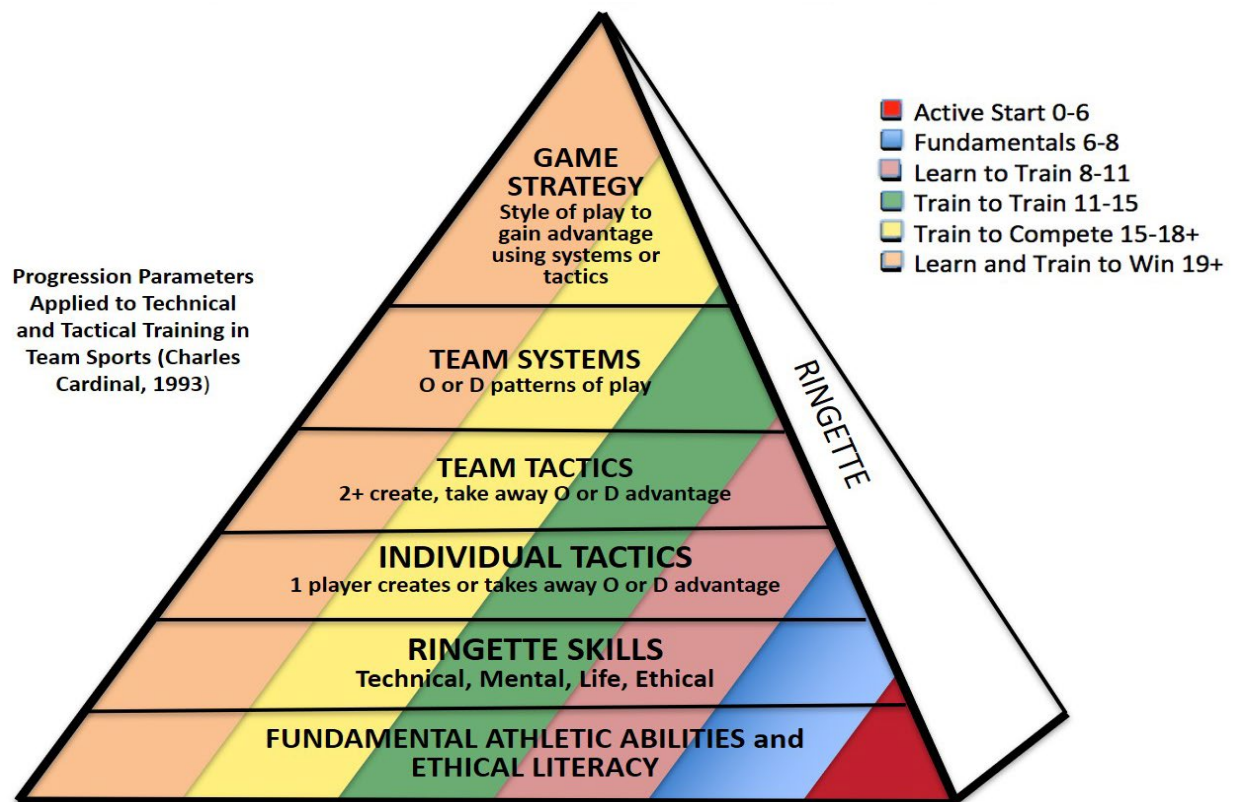
Play	Definition	Example
Game Strategy	Team's style of play using a selection of team play systems and/or tactics based on your team's ability and your philosophy.	Adjusting to an aggressive triangle based on needing a goal in the game
Team Play Systems	Offensive and defensive patterns of play that encompass team tactics and skills.	L Offence or Cycling Offence
Team Tactic	Two, or more, players use technical skills and/or individual tactics to create or take away an advantage.	Triangle Defence
Individual Tactics	One player using one, or more, technical skills to create, or take away, an offensive or defensive advantage.	1 on 1s: Utilize quick first step when skating to create gap from defensive coverage.
Technical Skills	Fundamental skating, ringette or goaltending skills required to play the game.	Skating skills - pivots, stop/starts, first step acceleration

Activity: Defining Terms

In the chart below, match the type of play with the correct example by drawing a line to it.

Play Term	Example
Technical Skill	Whole team playing a zone defence in Off to Def transition (forecheck)
Team Tactic	Goal side inside positioning in containing an offensive player
Team Play - System	Goaltender throwing the ring
Individual Tactic	Switching to a 2 on forecheck when down a goal at end of game
Game Strategy	Give and go offensive play

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



Visual progression focus linked to the Ringette Canada Athlete Development Matrix for Age and Stage of Athlete. Each stage in the ADM shows the percentage of time to be spent on the progression

4.3 Coaching for Strategy: Working from Big (*the Strategy*) to Small (*the Skill*)

In order to execute tactics and strategies effectively, players need to have the technical skills and individual tactics required first. We can use a "big-to-small" breakdown, starting with a broad strategy and then systematically breaking it into smaller, more manageable tactical components, and finally into the specific individual skills needed to execute the tactics and strategies. This approach helps coaches ensure they are building the fundamentals needed to eventually execute the tactics and strategies.

Activity: Strategy Analysis 1



The Learning Facilitator will show the video “Cross Drop Pass” (with low walk added) and will guide you through the process of breaking down the strategy shown into its components.

Strategy Analysis: Breakdown from Big to Small	
Step 1: A description of the Strategy selected and when you might use it in a game	
Step 2: Key Team Tactics to execute your strategy	
Step 3: Key Individual Tactics to execute the Team Tactic	
Step 4: List the skills needed to execute individual and team tactics	
Step 5: Following discussion with your group, what did you learn about planning Big to Small?	

Verbally describe 2-3 progressive drills you could use to build toward your team being successfully able to execute the tactic or strategy. Remember that Small Area Games are effective in developing individual skills, individual tactics and team tactics.

Activity: Strategy Analysis 2

The facilitator will put you into small groups. Analyze the following situation to break down the strategy from big to small. Individually read and fill in the table. Once complete, share & discuss your answers with your group.

Situation A: Your team is up by one goal. There is 1 minute remaining in the game. You are in your offensive zone and your opponent has a goalie ring. Your team will look to implement a defensive strategy of forechecking - what system would you use?

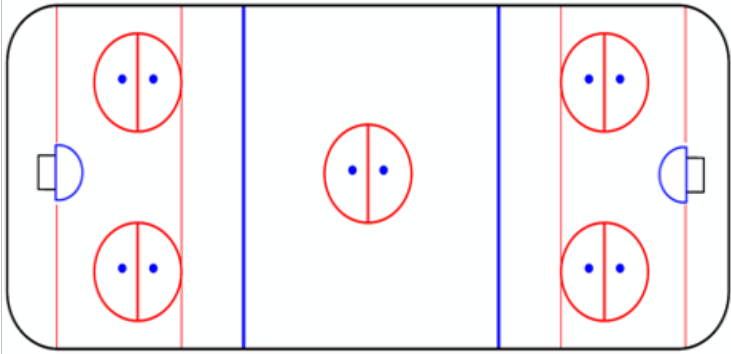
OR

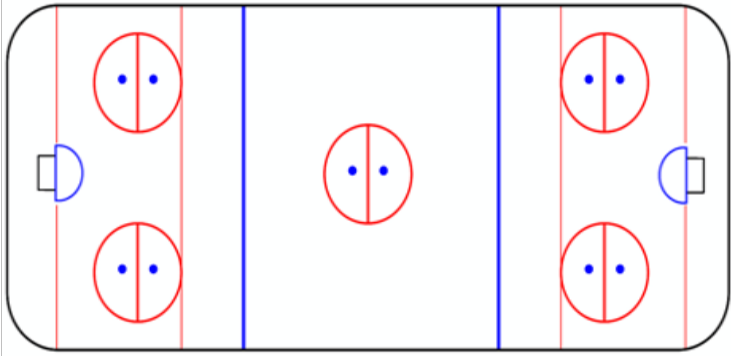
Situation B: Same scenario, however you are the team that is down by one goal with 1 minute remaining and you have goalie ring. Your team will look to transition quickly, what breakout system will you use?

Strategy Analysis: Breakdown from Big to Small	
Step 1: A description of the Strategy selected and rationale why..	
Step 2: Key Team Tactics to execute your strategy	
Step 3: Key Individual Tactics to execute the Team Tactic	
Step 4: List the skills needed to execute individual and team tactics	

4.4 Applying Tactics and Strategies to Drill Progression

Based on the breakdown of your tactic or strategy, describe 2 progressive drills you could use to build toward your team being successfully able to execute the tactic or strategy. Remember that Small Area Games are effective in developing individual skills, individual tactics and team tactics.

D r i l l 1	Drill Name:	
	Objective:	
	Description:	
	KEP:	
	KTP:	
	Diagram:	

D r i l l 2	Drill Name:	
	Objective:	
	Description:	
	KEP:	
	KTP:	
	Diagram:	

4.5 Scenario Analysis - Optional

Your group will be assigned one of the situations below. If there is time when you finish, choose another situation that best applies to your teams. Each one has a specific tactical/strategic challenge requiring development. Analyze the scenario, determine the skill and tactic development required and discuss appropriate practice drills they could use to address the challenge. When developing your drills, it is important to progress from teaching the skills needed, to individual tactics, then more complex tactics and strategies.

Select one person from your group to write your ideas, and another person to present to the class. You can use the chart “Strategy Analysis and Development” Worksheet below this chart to organize your thoughts.

Note: Some teams at early ADM stages may not have the skills or tactics to implement Team Systems or Strategies.

4.5.1 Common Tactics and Strategies

Defensive Strategy and Tactics	How would you address it?
<p>Your opponent’s goalkeeper gets the ring in play quickly, the result being a fast break.</p> <ul style="list-style-type: none"> What type of forechecking system they might use and why? 	
<p>Your team consistently loses defensive side coverage resulting in the opposition setting up a structured offensive attack against your goalie.</p> <ul style="list-style-type: none"> How do you teach your players to defend this? 	

Offensive Strategies and Tactics	How would you address it?
<p>Your goalkeeper can’t get the ring into play either 5 seconds expires or there is a turnover. What adjustments would you consider?</p>	

When the defense is bringing the ring out of their zone they cannot find a pass receiver. What might the possible reasons be? Pick one and describe what adjustments you might make?	
For Special Situations	How would you address it?
<ul style="list-style-type: none"> • The opposition is at full strength, but your team has a penalty • There are 40 seconds left in the final game of round robin tournament play • The score is 2-3 in your opponent's favour, and your team needs a win advance to the championship game of the tournament • Your team has just been awarded a centre free pass with 30 seconds on the shot clock 	
<ul style="list-style-type: none"> • Your team is at full strength, but the opposition has 2 penalties with 1:10 remaining in the penalty assessed first and 2:00 on the one assessed second. • There are 1:30 minutes left in the final game of round robin tournament play • The score is 1-0 in your favour, and your team needs a win to advance to the championship game of the tournament • Your opponents use a) the side by side or parallel defence, b) the tandem, or "i" defence • Your team has possession in your offensive zone with 30 seconds on the shot clock. 	
<ul style="list-style-type: none"> • Your team is at full strength, your opponent has one penalty for the next 38 seconds • There are 1:45 minutes left in the final game of round robin tournament play, overtime is an option • The score is 4-3 for your opponent, and your team needs a win to advance to the championship game of the tournament • Your team has a goalie ring with 30 seconds left on the shot clock 	

4.5.1 B Strategy Analysis and Development Worksheet

Define the tactic or strategy challenge		
Determine the skills and tactics needed for the situation		
Analyze one skill involved that the team has not yet consolidated		
Outline drills to address the challenge		
Technical	Tactical	Game Like
What will you do to address the challenge		
How will you teach your players?		

4.6 Performance Analysis Scenario - Error Detection and Correction

Activity: Performance Analysis - Portfolio

*This activity is part of your portfolio for your evaluation.

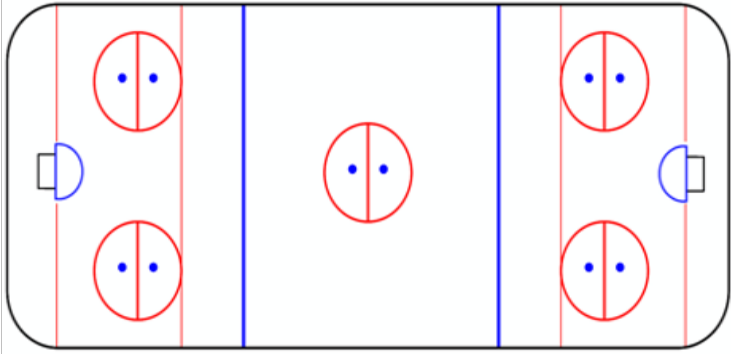
Complete on the Performance Analysis Tab of the Digital Workbook

Describe a tactic or strategy that your team is having some challenges with executing in a game situation. Each group should have a different tactic or strategy to teach. Look at the Skills Matrix tab on the Digital Worksheet for ideas about different tactics or strategies.

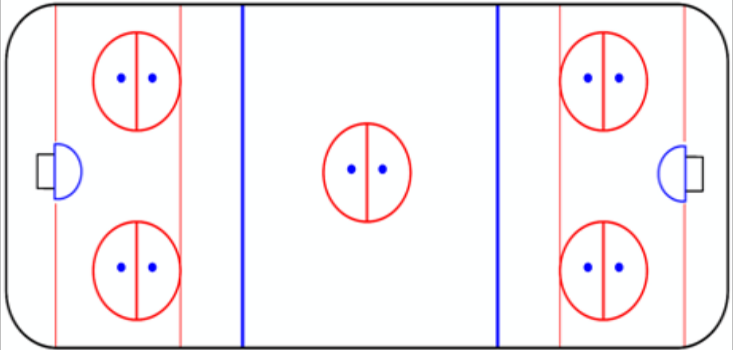
Describe what you think the 2 or 3 key issues or errors are that are causing the issue. Consider technical or tactical skills, mental skills, decision-making, physical/athletic abilities, team communication/cooperation, etc.

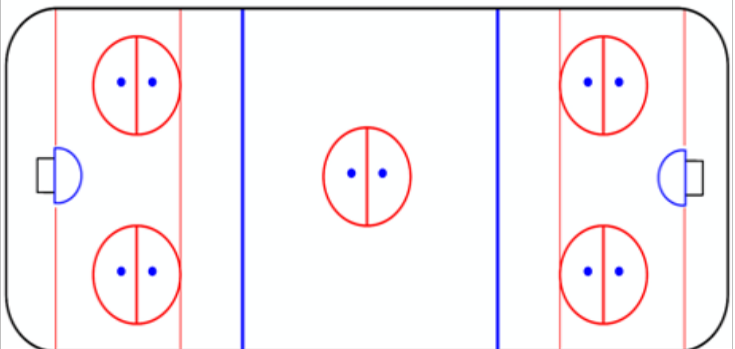
What are the steps you feel are key to correcting the issue?

Write 3 progressive drills that would you design to correct the issue.

D r i l l 1	Drill Name:	
	Objective:	
	Description:	
	KEP:	
	KTP:	
	Diagram:	

D r i l l 2	Drill Name:	
	Objective:	
	Description:	
	KEP:	
	KTP:	

	Diagram:	
--	----------	------------------------------------------------------------------------------------

D r i l l 3	Drill Name:	
	Objective:	
	Description:	
	KEP:	
	KTP:	
	Diagram:	

4.7 Micro-Teaching Tactics and Strategies (on-ice)

In your group, prepare to teach the 3 drills to practice the tactic or strategy you described in the section above (4.6) and plan a 10 - 15 minute section to practice teach to a group of athletes on the ice later in the workshop.

Use the Tactic/Strategy Micro - teaching worksheet below to organize the progression of your teaching.

TACTIC/STRATEGY MICRO-TEACHING WORKSHEET

Explain (Big to Small)	
Name of Tactic/Strategy:	
Description of Tactic/Strategy and its purpose in Ringette	
Key team tactical point of the strategy (what)	
Identify skills required for the tactics and strategy (how)	
Demonstrate/Show	
<p>Demonstration: Explain which view(s) the participants will need? Who will do the demo and who will do the talking?</p>	
Watch - Error Detection	
<p>Describe how the drills will be set up. Refer to your drill diagrams above. Identify where coaches will be to run the drill and provide feedback safely. Where will your coaches stand? (Re: safety, observation, feedback)</p>	

Feedback Error Correction

Explain how the feedback will be given:

What is an error you would expect athletes to do? What feedback would you give to correct the error?

Debrief & Reflection

4.7.2 Self/Peer Assessment

Using the Self/Peer Assessment form discuss your micro-teaching with your group and provide feedback to each other. Then complete the form below.

Self/Peer-Assessment Sheet: Micro-teaching a Tactic/Skill

Instructions: Using the feedback from your group, assess yourself on the different criteria by giving yourself a **G (green)**, **Y (yellow)**, or **R (red)** depending on how effective your practice coaching experience was. Write any comments about changes you would make to improve your coaching skills.

Criteria	Rating Green = Met expectations Yellow = Met some expectations Red = Needs Improvement Undetermined = didn't assess
Skill progression	
The progression for tactic/strategy development is appropriate for the age/ability of the athletes	
Coach focuses on the appropriate key points for the skill to be developed	
Coach adjusts the activity for more advanced and less advanced abilities within the group	
<i>Comments/suggestions:</i>	
Intervention	
Coach scans the entire group constantly and intervenes with a variety of athletes	
Coach looks for input/feedback from the athletes	
Correction or reinforcement is clear and a visual is provided	
Correction or reinforcement is brief and effective and athletes returns quickly to activity	
Coach focuses on communicating what to do (not what NOT to do)	
<i>Comments/suggestions:</i>	

Communication	
Coach speaks in a calm tone of voice	
Description of drill is clear and concise and maximizes practice time	
Coach uses language that the athletes can easily understand	
Coach refrains from the use of foul language	
Words and body language used in the correction reinforcement are positive *	
When praise is given, it is specific to the key teaching points, not general	
Coach acts and speaks with enthusiasm *	
<i>Comments/suggestions:</i>	

5. Planning a Practice

5.1 Learning Outcomes

After finishing this module, you will know how to plan and structure practices. In particular, you will be able to:

- Develop practice plans that reflect yearly training priorities
- Establish an appropriate structure for your practices
- Identify appropriate drills for each part of the practice

Why Plan?

There are many reasons why we plan in sport. And while our focus in this section is on planning practices, the benefits of planning listed below are equally applicable to season or yearly planning efforts.

- A practice plan helps to keep you organized, on schedule, and provides a point of reflection that will help to inform future practices.
- Practice plans enable us to make effective use of time and resources.
- Effective well-planned practices maximize the development of skills and abilities.
- Practice planning provides direction for your athletes' development and promotes an ongoing sense of accomplishment.
- Planning highlights the importance of following a process for development (goals, training objectives, etc.).
- Practice planning ensures more purposeful training based on progression and the integration of training objectives.
- A practice plan provides clear guidelines and helps you to anticipate and think ahead (e.g., what might you see? How could you respond?)

Did you know?

Tip: How you organize activities and how you arrange for the transition from one activity to the next will be important in maintaining the attention and the interest of the participants. Participants are happiest when they are busy, when they have lots of chances to try an activity, when they succeed more than they fail at the activity, and when they have some choice in what they are doing. Choose challenging activities that participants can do successfully at least seven out of every 10 tries. Maximize the time that they are active, with very little time spent waiting in line or in transition between activities. Use the services of any available parents who can help you arrange your activities in stations. Allow participants some say in what stations you set up and the ways they move between them.

Team practices are crucial for fostering cohesion, skill development and strategic execution. As coaches, we must be organized in our practices because that is where most of our work is done.

This module will challenge you to apply what you've learned in the previous sections. You will be drawing on your understanding of the sport, the yearly training plan, your athletes' skills and performance gaps, skill development, and using that information to help you plan effective practices that will support your athletes to achieve their performance goals.

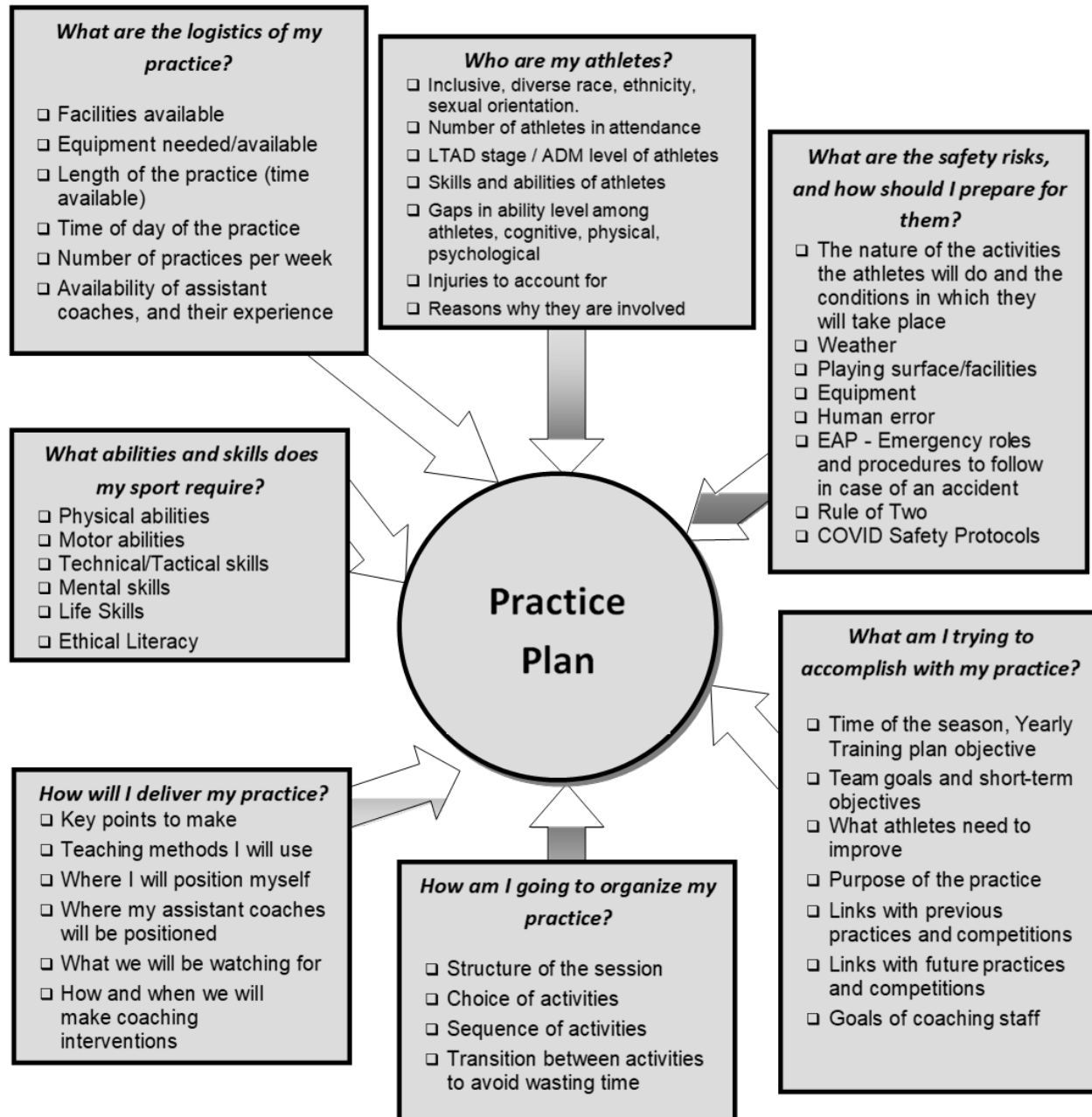
5.2 Questions to Consider Prior to Planning a Practice

Activity: Considerations for Planning a Practice

What types of questions do you have to ask yourself and what other considerations are there for you to reflect on prior to starting your practice plan? What information do you need in order to be able to plan your practice?

5.2.1 My Practice Plan

Examine the Practice Plan figure below and check the Information it contains against what you would consider when you design your practice. Are there any additional factors that should be considered and added below when planning future practices?



Additional Factors:

5.3 Logistics of Your Practices

5.3.1 Sport Safety Through Risk Management

By its very nature, physical activity can present some risk of injury. For coaches, a key responsibility is to manage the potential risks that present themselves during practice or competition.

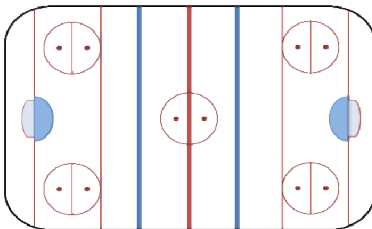
The primary risk factors can be categorized as follows:



Environmental risks

These risk factors are related to the weather or its effects on the practice or competition site.

Examples: Icy road conditions, snow storm, outdoor ice surface.



Equipment and facilities risks

These risk factors are related to the quality and operating conditions of equipment and facilities.

Examples: Debris on ice, water in crease



Human risks

These risk factors are related to athletes and the people associated with them, such as parents, coaches, officials and event organizers. Human risks may also be related to an athlete's individual characteristics (height, weight, level of physical preparation, ability) or behaviours (carelessness, panic, aggression). Human factors related to coaches include their training and experience, their supervision of athletes, and the decisions coaches make about the situations in which they put athletes.

Examples: Matching athletes of uneven strength and ability in a combative sport

Activity: Ringette Safety (Partner)

Fill in the following chart, including what you would check for before your team goes on the ice for a practice - on ice, on the bench.

What are some risks in Ringette?	What actions can you take to make practice safe?

5.3.2 Strategies for Managing Risk

To mitigate risk you are required to submit an Emergency Action Plan (EAP). The EAP is part of your risk management plan and ensures sport safety.

Actions to take:**Planning**

Ensure that activities are appropriate for athletes' age, fitness, and ability level.
Ensure that the practice starts with a warm-up and that the activities include a reasonable progression and challenge for the athletes.

Adjust activities for athletes who cannot perform them as planned for the larger group.

Design an Emergency Action Plan (EAP) - did your EAP address the key individuals?

- Control person
- Call person
- Charge person

Does it address the facilities?

- Arenas
- Hospitals

Other items to consider are:

Athletes' contact information (phone numbers and addresses of athletes and their parents), in case of emergency.

Phone numbers of the following:

Ambulance service

Hospital in your area

Local Police department

Fire department

Checklist for facility safety

Medical conditions of each athlete (example: illnesses, allergies, disabilities, injuries, previous concussions), person to contact in an emergency situation, and procedures to follow if an emergency occurs (example: administer a specific medication), past injury reports

Take the *NCCP Making Head Way* eLearning module to become knowledgeable about concussion management

Coaching staff first aid certified.

Keep all this information in a waterproof binder that you carry with you to the training or competition site.

Find out if 911 services are accessible from your facility or if there's medical support on-site.

First Aid Kit

You should always have a fully supplied first aid kit on site and ready to use.

Canadian Red Cross [Sample Materials](#) for First Aid Kit



AN EMERGENCY ACTION PLAN FOR RINGETTE



The coach, manager, athletic therapist, and safety person should initiate a meeting at the beginning of the season to ensure they have the people in roles required for their Emergency Action Plan.

Create for each facility you run a team activity in:

Equipment Locations

Please locate and identify area on map:

Legend

Phone: P

Exits: E

Main Door Exit: M

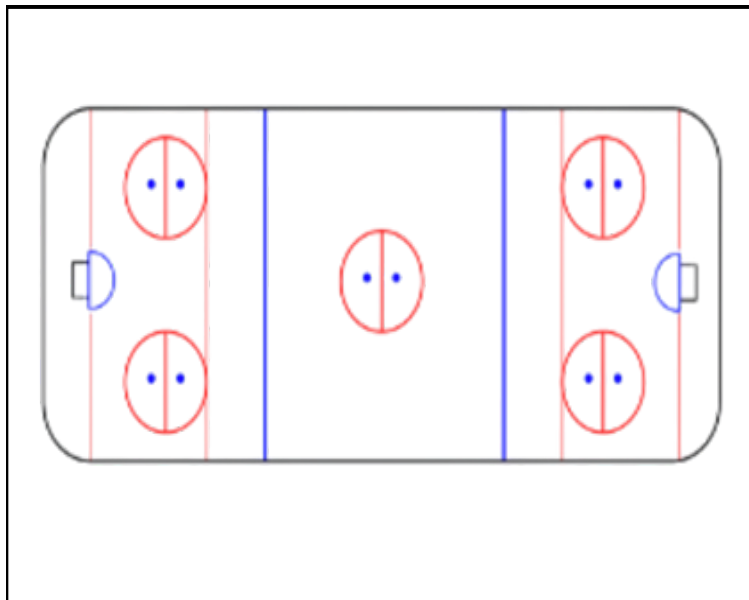
Zamboni Exit:- Z

AED : AED

Ambulance Access Doors: *1, *2

Other:

Add street name or detail outside of arena if applicable:



Arena Information

Arena / Facility Name:

Phone #

Address:

Include a specific street address & door location for emergency vehicle access

Check facility for
Emergency Policies

Emergency Telephone Numbers

Emergency #

911

Hospital Name:

Hospital #

Hospital Address /
plus the Google link

Directions from
Facility to nearest
Emergency Room

Police Non-
Emergency # for
closest detachment

Closest Non-
Emergency care
facility

Roles

Charge Person / AT

- Initially takes control of the situation.
- Instructs player to lie still and bystanders, such as other players, not to move player.
- Do not move the athlete.
- Assess injury status of player, decide if an ambulance/medical care is required.
- If the injury is serious and warrants immediate attention that you are not qualified to provide, make your pre-determined signal to your call person, control person and your pre-determined first aid/medical person.

Charge Person's name: _____

Charge person's phone #: _____

Backup Charge Person: _____

Call Person

- Makes call when emergency assistance required (tests their cell phone in the facility to ensure it will work).
- Know location of alternate phones in the facility being played in. Have change or a phone card if necessary.
- Ideally at all games and practices and not involved on the bench.
- Has a list of emergency phone numbers in the area of the facility.
- Has a diagram displaying specific directions and best route to the arena.

Call Person's name: _____

Call person's phone #: _____

Backup Call Person: _____

Additional Backup Person: _____

Control Person

- Pre-determine the location of the AED and other emergency equipment in the facility.
- Retrieve the AED and/or first aid kit and bring to the injured player if requested.
- Seek highly-trained medical personnel in the facility if requested by the Charge Person.
- Ensure teammates, other participants and spectators are safely out of the way.
- Advise opponents, on-ice officials, arena staff and parents of the steps being taken.
- Ensure the quickest and best route for the ambulance crew to the ice surface is clear and accessible and meet it to direct EMS to injured person

Control Person's name: _____

Control person's phone #: _____

Backup Control Person: _____

Additional Backup Person: _____

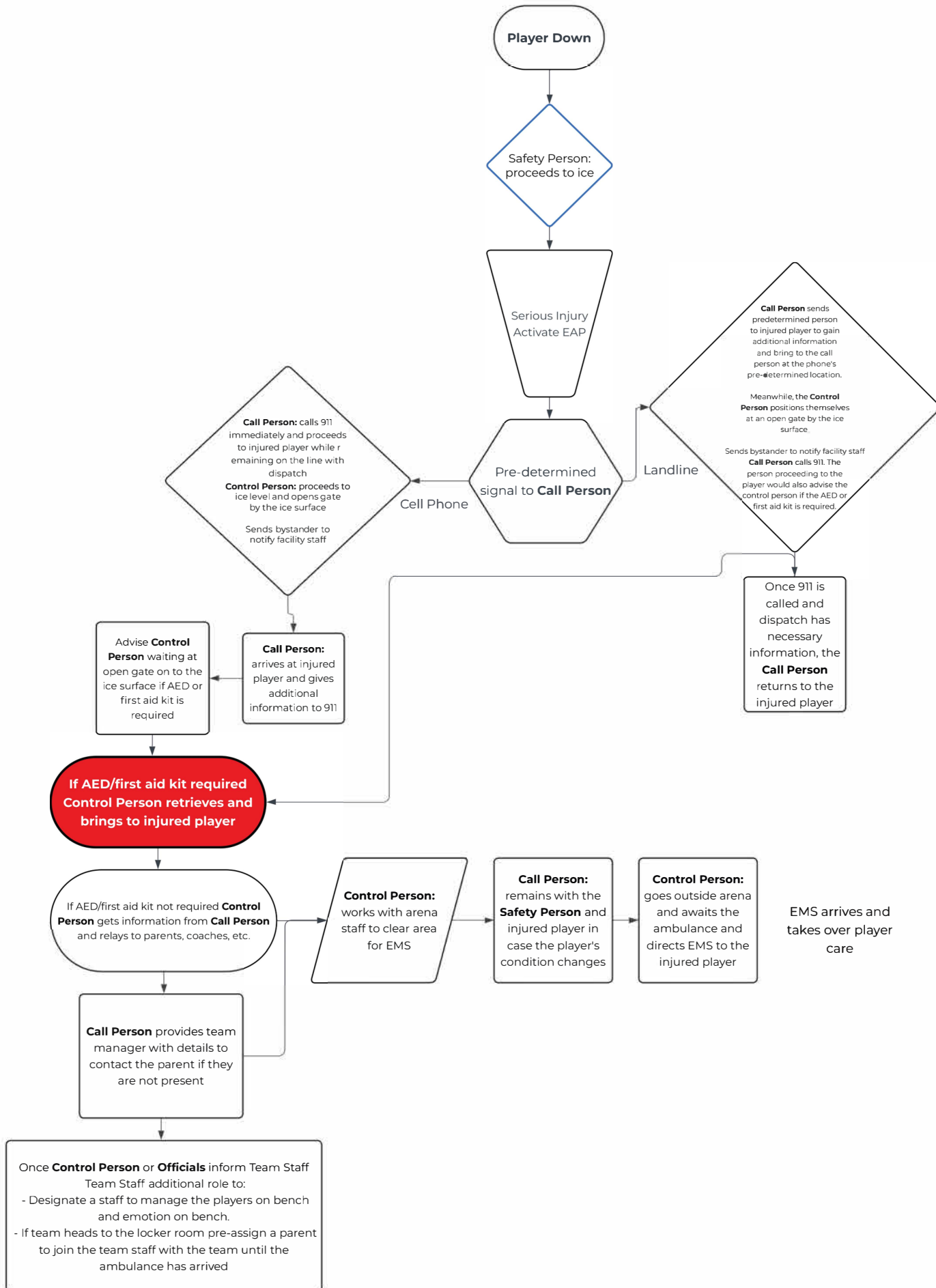
IMPORTANT REMINDERS

The game official continues the role of being in charge of the overall environment. If the safety person makes the signal for assistance there may be a number of pre-determined people who will respond and require access to the ice. Once the ambulance is called, officials should send both teams to their dressing rooms.

See flow chart on reverse



Emergency Action Plan Flow Chart



Rule of Two

Safety in Numbers

Rule of Two



The goal of the Rule of Two is to ensure all interactions and communications are open, observable, and justifiable. When following the Rule of Two, two responsible adults (a coach, parent, or screened volunteer) are present with a participant. There may be exceptions in emergency situations. Check with your sport organization as to how the Rule of Two is enforced.

The Rule of Two is a leading practice to ensure a safe sport environment for all.

INTERACTIONS



- Two trained and screened coaches
- One participant



- One trained coach
- One screened adult
- One participant



- One coach
- Two participants



- One coach
- One participant

How the Rule of Two works



Work as a team. A coach should have another coach or screened adult (parent or volunteer) present when interacting with participants.



Remain open to the public. Have a training environment that ensures all situations are open, observable and justifiable.



Plan transportation. Have two adults present when traveling with a participant(s), and refer to your club travel policy.



Be sensible. Be considerate of the gender of the participant(s) when selecting coaches or volunteers.



Transparent communication. Ensure that all communications are sent to a group and/or include parents/guardians, without one-to-one messaging.

The Rule of Two in virtual settings

In addition to the recommended guidelines, virtual training sessions also entail the following:



Parental awareness. Obtain consent for virtual sessions, plus inform parents of activities that will occur.



Record each session and they should be in a professional setting (not a bedroom).



Weekly debriefing. Encourage regular check-ins with parents, coaches, and participants about the virtual training.

Whether you are a coach, participant, parent, or volunteer, we are all on the same team to make sport safe and fun for everyone.



Keep Sport Safe, Smart and Secure

For more information, visit
coach.ca/RCM



Activity: Rule of Two, Individual

Is there a past or upcoming situation where you intentionally used or will use the Rule of Two?

5.4 Structuring a Practice

5.4.1 Five Main Structural Elements of a Practice

Activity: Elements of a Practice



Reference
Material

Each group will be assigned one of the five main structural elements of a practice (introduction, warm up, main part, cool down and conclusion) to complete the task of what are key activities and time for each of the structural elements.

Check Reference Material for section 5.4 “Parts of a Practice”

Practice part and its purpose	Key Elements and time
Introduction Purpose is actions/tasks that coaches should complete before the practice.	
Warm-up Purpose is to prepare the body for the efforts of the practice's main part.	
Main Part Purpose is to perform activities that will help athletes improve sport specific abilities and fitness.	
Cool-Down Purpose is to begin recovery.	
Conclusion Purpose is to debrief athletes and tell them about the next practice or competition.	

5.4.2 Motivating and Challenging your Athletes

Coaches working within their groups discuss the importance of making practices fun and motivational for the athletes, but what does this really mean?

Activity: Motivating and Challenging Athletes

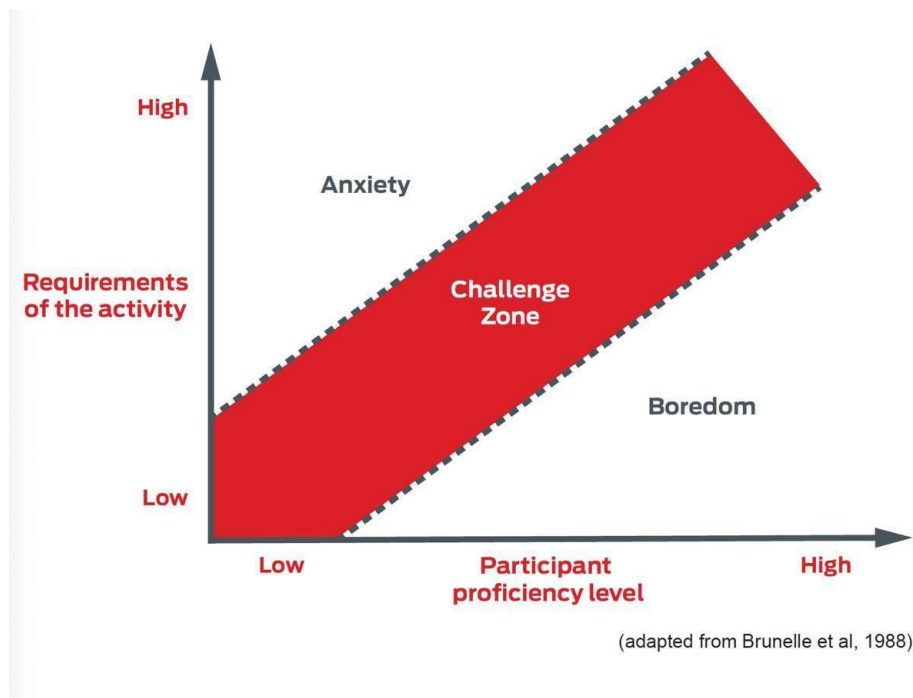
Complete the one of two phrases assigned to you in as many ways as possible. Once completed coaches will share with the group who were tasked with the other phrase.

Athletes are motivated at practice when....

Athletes are appropriately challenged when...

5.4.3 The Challenge Zone

When an activity's requirements are too high for the athlete's ability, that athlete may become anxious or discouraged and have trouble learning. On the other hand, when the requirements are too low, the athlete may soon show signs of boredom or lack of interest. For this reason, the difficulty level associated with a task must be optimal. The athlete must feel able to succeed in an activity that still represents a challenge. In other words, the athlete will be motivated to learn when challenged at the appropriate level, as long as there's a reasonable chance of success when performing the task. As a general rule, if athletes succeed about 2 times out of 3, the activity represents a suitable challenge



Activity: Adjusting for Challenge, Partner

How can you adjust the drill to make it more challenging if athletes are “bored” or less challenging if players are “anxious.”

More Challenging:

Less Challenging:

5.4.4 Order of Activities in the Main Part of a Practice

Practices often feature several activities aimed at developing a variety of abilities.

Paying attention to the order in which activities take place in the main part of the practice may increase the probability of achieving the desired goal.

General guidelines for the optimal order of activities

Early in the main part of the practice
<p>Participants aren't tired, so try to plan for:</p> <ul style="list-style-type: none"> • Activities to acquire new techniques, skills or motor patterns • Activities that develop or require coordination or balance • Activities that develop or require speed • Activities that develop or require strength
Then consider...
<ul style="list-style-type: none"> • Activities that develop or require speed endurance • Activities that develop or require strength endurance • Activities to consolidate skills already acquired
Later in the main part of the practice
<p>Participants may be tired, so try to plan for:</p> <ul style="list-style-type: none"> • Activities to consolidate skills already required • Activities that develop or require aerobic capacity • Activities to develop flexibility

Note: Coaches wanting to become certified in the competition-introduction stream will need to submit a detailed lesson plan that includes all of the structural elements, as a part of their evaluation package.

Practice Planning Tips

- Always include a warm-up in your practice plan. Never skip or rush the warm-up, even if you're short on time, because skipping the warm-up may lead to injury.
- Get help from anyone who's available. For example, parents can help by arranging stations so that you can maximize the time that your athletes are active. In this case, make sure your assistants are familiar with your practice plan, and give them simple and clear tasks.
- Avoid elimination activities and games, otherwise the athletes who get bumped first are likely the ones who need the most practice.
- When you plan an activity that involves opposition, pair up athletes with similar ability levels. That way they can challenge each other, and everyone has a fair chance of success. This may also reduce the risk of injuries.
- Think of all the skills required to perform the drill! A drill or an activity might be relevant to your sport or to the long-term goal you have in mind, but the current skill or fitness levels of your athletes may be such that the athletes can't really benefit from the drill at this time.
- Be realistic about the actual number of skills your athletes can learn in a season. For some skills, it may take a lot of time and practice for athletes to go beyond the acquisition stage.
- Always make sure that athletes have mastered the fundamentals of their sport before you plan for more advanced techniques. However, it's a good idea to start developing tactical and decision-making skills early on. To do this, put your athletes in quite complex sport-specific situations that require athletes to use their observation skills, analyze the situation and come up with possible solutions. This may occur over several weeks.
- Plan for fun. Can you find a way to develop a skill or ability through a game or activity that the athletes enjoy doing? Ask athletes which activities they like the most. Use their preferred ones often or try variations of them to achieve specific goals.
- Be creative when athletes have to do a lot of repetitions, such as in the case of the acquisition and consolidation stages of skill development. Although your athletes may have to work on the same fundamental movements in many practices to acquire the correct motor patterns, you can avoid monotony by using different activities or games that require the movements. Look for new and fun ways of practicing those fundamental movements.
- Take time to get athletes to talk about their own performances and discuss what they think is important to work on improving individually, and if appropriate, as a team. Try to build the outcomes of those discussions into your next practice plan.
- Simulate competitive situations in practice. Include all elements of the game or

competition in your practices, e.g. rules, competition protocols, interaction with officials, respect for opponents and teammates, small space games, etc.

- Keep things as simple as possible.

5.5 Putting It All Together

Utilizing the Practice Plan included in the Reference Material and the practice plan example in the **Digital Workbook** develop a practice plan incorporating the five structural elements for Structuring a Practice. In small groups with coaches from similar stages develop a plan, take into account the logistics, and link back to training priorities to their practice using appropriate structure of a practice. Maintain the small groups.

Include a skill and incorporate it into your practice plan by progressively developing it as part of a tactic or strategy. You can use the skill you have already developed in the skill development section with the progressive drills and game.

OR choose another focus based on what you would like to coach in your next practice based on alignment with the ADM and your YTP. There are some suggestions below:

1. Backward skating and agility as the basis of a goal side, man on coverage.
2. Stick check and angles of attack as part of a 2 on fore-check system.
3. Dekes, picks, screens and drop passes as part of a structured offensive attack
4. Basic stance, skating, and ring distribution for goaltenders leading into a breakout strategy.

Ringette Practice Plan

Date: _____ Start Time: _____ End Time: _____ Minutes on ice: _____

Team/ Level: _____

Coaches: _____

Arena: _____ Number of Athletes: _____

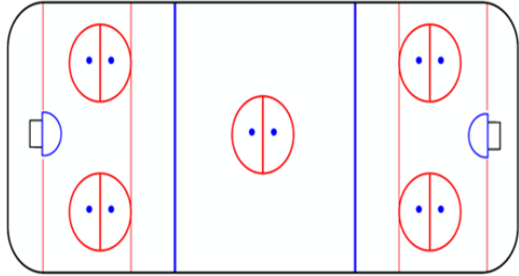
Equipment Needed: _____

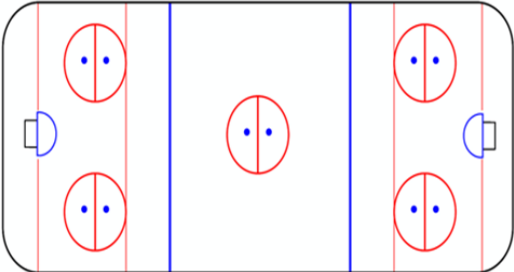
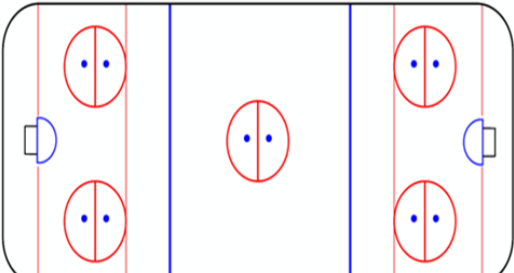
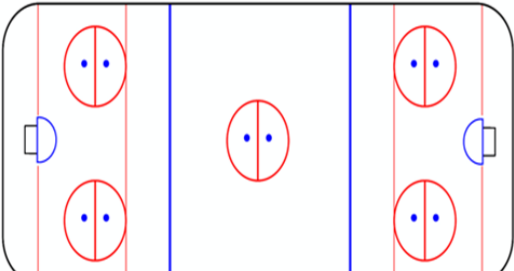
Period: Preparatory Competitive Transition

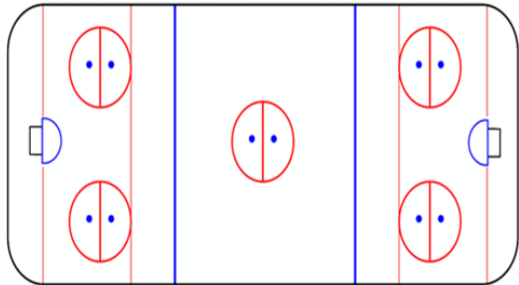
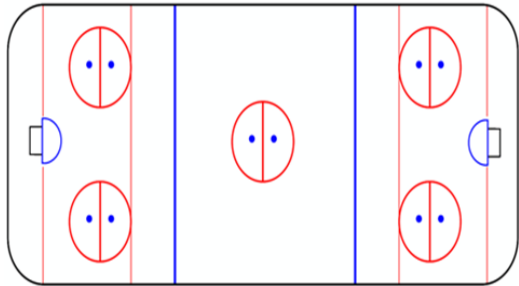
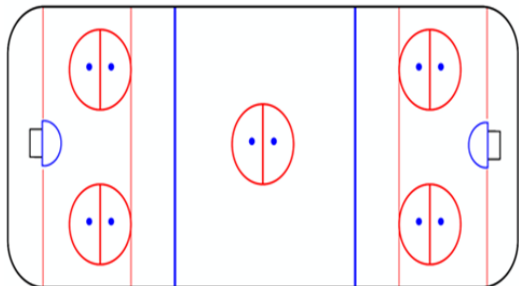
Practice Objective: _____

Goal(s): Team: _____

Goaltender Focus: _____

Time	Activity	Diagrams
Introduction Coaches actions/tasks before practice		
Off-ice Warm-Up Duration	Activities:	Location:
On Ice Warm- Up Total Duration:	Drill Name: Objective: Description: Key Teaching Points (KTP):	Duration:  Key Execution Points(KEP):

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

	<p>Description:</p>	 <p>KEP:</p>
	<p>KTP:</p>	
	<p>Drill Name:</p> <p>Objective:</p> <p>Description:</p> <p>KTP:</p>	<p>Duration:</p>  <p>KEP:</p>
<p>Cool-Down On-ice Duration:</p>	<p>Drill Name:</p> <p>Objective:</p> <p>Description:</p> <p>KTP:</p>	 <p>KEP:</p>
<p>Cool Down Off-ice Post Practice Duration:</p>	<p>Activities:</p> <p>Objective:</p>	<p>Location:</p>

Conclusion: Post Practice Message	Practice Summary Next team activity and logistics	
Coach Reflection:	Did your practice meet your objective:	
	List 2 things that went well: 1 2	List 2 things to improve on: 1 2
	Additional comments	

5.6 Coach Assessment (Self & Peer)

Rating

Green = Met expectations

Yellow = Met some expectations

Red = Needs Improvement

Undetermined = didn't assess

Area of assessment	Rating* (G, Y, R)	Comments - areas to improve
Structure and organization		
The practice is organized and well structured (<i>objective, equipment, introduction; warm-up; main part; cool-down; conclusion</i>)		
Practice duration is appropriate for the age and ability level of the /athletes		
Full use is made of available facilities and equipment to achieve the practice goals		
Drills are designed so there is minimal waiting time for athletes during the practice.		
Transition from one drill to the next is planned to minimize transition time wasted.		
In the main part of the practice activities are sequenced optimally relative to each other.		
Nature of the activities		
The practice includes a variety of activities in the drills.		
Athletes have sufficient practice time during each drill.		
Drills have well-defined goals, with clear task purpose.		
Drills are adapted to the skill and fitness level of the athletes.		
Drills are appropriate to the growth and development stage of the athletes.		
Practice conditions are adapted to the stage of skill development the athletes are at.		
Drills are relevant to ringette		
Drills present exciting and reasonable challenges to athletes and are designed so the success rate by the athletes when performing the task is about 65-70%.		
Safety		
Potential environmental, mechanical, and human risk factors have been considered, and the activities are designed accordingly.		
An Emergency Action Plan is available and staff know the role of the Charge Person, Call Person and the Control Person and the person responsible for each.		

6 Coaching in Competitions

6.1 Learning Outcomes

After finishing this module, you will better understand your role as a coach when it comes to game management, scouting, and statistics.

This involves:

- Understand the success factors of game/bench management.
- Structure your team's management before, during and after games.
- Define the roles and responsibilities of team staff
- Understand the importance of communication.
- Use scouting and statistics to motivate and improve performance for athletes and your team.

6.2 Success factors of game/bench management in competitions

Bench management plays a critical role in team success. Effective bench management is essential:

- to ensure a safe and quality experience for the athletes
- to have a meaningful role for all staff
- to make the difference between winning and losing tight games

The speed of ringette games requires coaches to know their role, be well organized throughout games and know exactly how they will manage the bench.

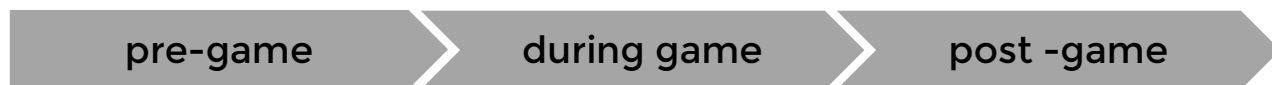
In small groups, describe the roles of each bench staff in the chart below.

Coaching Staff	Roles
Head Coach	
Assistant Coach	
Junior Coach	
Other Coaching Staff	

In the Coaching in Competitions module, you will answer the questions that will inform you about what to do before, during and after the games.

6.3 Game Management

How you manage your team before, during and after the game is important to the success of the team and individual players. Game management can be divided into 3 phases:



6.3.1 Pre-Game Management

Activity: Game Management: In small groups, complete the chart below.

Pre-game component	Elements
Routine timeline: Team Staff	
Routine timeline: Athletes	
Considerations for an effective off- ice warm-up (athletes)	
Pre-game task: line-up <ul style="list-style-type: none"> • Factors that affect it • Starting goalie • Specials units 	
Game objectives: <ul style="list-style-type: none"> • What factors affect setting objectives? (<i>consider GODA-1 for Goalie, 1 for Offense, 1 for Defense, 1 All the team</i>) • Game card 	
In the room: Pre-game talk <ul style="list-style-type: none"> • Who is talking? • What is included in the talk? • What is included in the game plan? 	
Role of each staff member: <ul style="list-style-type: none"> • Behind bench • Role of injured player and 2nd goalie 	
In stands: <ul style="list-style-type: none"> • What considerations are given to having a parent coach on the bench 	
Knowledge: <ul style="list-style-type: none"> • What information do the coaching staff need to know about the game? Consider regular competition, tournament games, championship games. 	

6.3.2 During game management:
In small groups, complete the chart below.

During game component	Elements
<p>On-ice pre-game routine.</p> <ul style="list-style-type: none"> • What are some considerations in your warmup? 	
<p>Communication:</p> <ul style="list-style-type: none"> • What are some communication guidelines with coaches, staff, athletes, including goalies. • Who is responsible • What is the tone you are trying to achieve on the bench? • How are disagreements resolved? 	
<p>Line changes:</p> <ul style="list-style-type: none"> • Who is responsible • When to do them • Use of doors 	
<p>In-game adjustments:</p> <ul style="list-style-type: none"> • What scenarios might require an in-game adjustment to your game plan and how would you make the adjustment? 	
<p>Between periods:</p> <ul style="list-style-type: none"> • What factors would you consider for your pep talk between periods? 	
<p>Special situations:</p> <ul style="list-style-type: none"> • What factors would you consider when you have a special situation to ensure there is effective communication and a calm bench response: • Delay penalty • 4 in: offense / defense • 3v2 / 2v3 • 4v3 / 3v4 • Time out 	

6.3.3 Post-game management

In small groups, complete the chart below.

Post-game component	Elements
<p>Before going into the room:</p> <ul style="list-style-type: none"> • What factors would frame your post-game talk? (ex: tough loss, didn't hit our team goal) 	
<p>Post-game talk: In the room for debrief</p> <ul style="list-style-type: none"> • Who is talking, how long? • What is included? • How do you ensure players have input? 	
<p>After:</p> <ul style="list-style-type: none"> • Team staff timeline - what tasks need to be completed? • What do you need to consider for your athletes to cool down? • What information would you and your staff reflect on? • What is happening or will it be on social media? • Other considerations? 	

6.4 Scouting & Statistics

6.4.1. Scouting

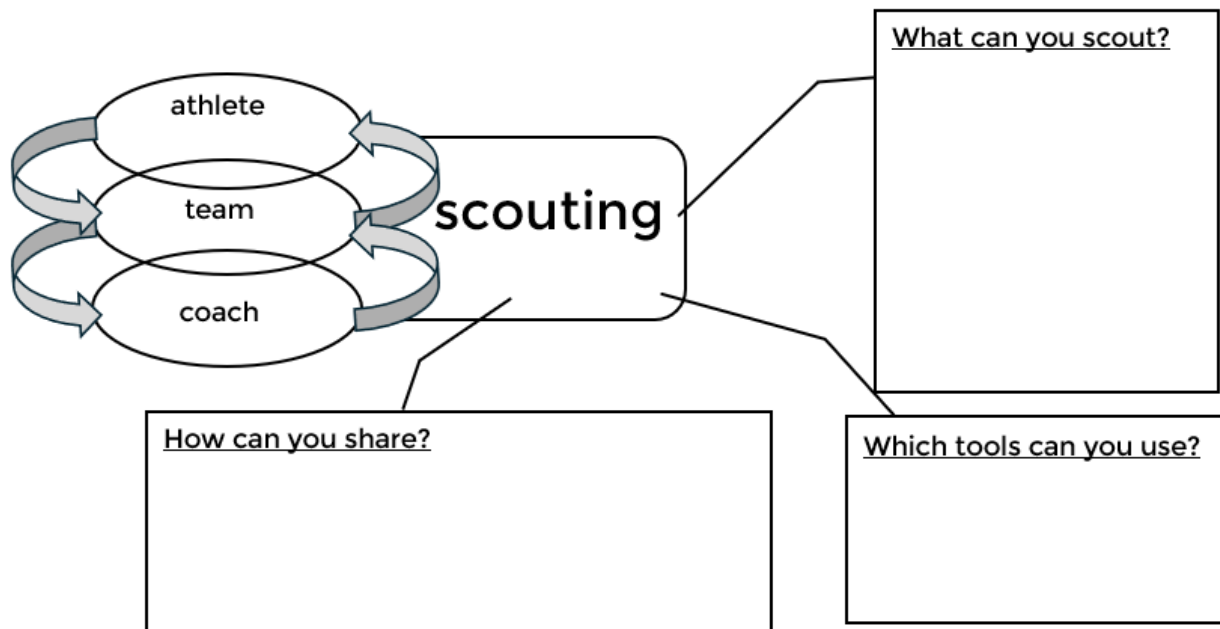
Scouting should provide information on ways that you can use your team strengths to be more effective on the ice against your opposition. You can scout the opposition and use scouting strategies to assess your own team's strengths and weaknesses.

As a coach you need to consider the reliability of your scouting information:

- Who will be collecting the information
- What specifically you need to know
- What information will you actually use

Time needs to be spent considering how your team will use the information to your advantage and the tactics you will implement to be successful.

Activity: Scouting Information



Activity: Scouting Scenarios

In small groups, work on one of the scenarios below and find out how you could use the scouting to improve your team in the coming weeks.

Scenario 1	The team you are facing plays a defensive zone system. Your team faced this strategy for the first time and failed to execute effective transitions to bring the ring into the offensive zone. After the game, you talk with your coaching staff and you note that you have lost possession of the ring more than 70% of the transitions in neutral zone
Scenario 2	You make the flair as a breakout during the goalkeeper ring. The opposing team has adjusted and placed its forwards close to the crease which makes it very difficult for your goalkeeper to make a pass to the defense.
Scenario 3	The opposing team plays a very high defensive triangle which makes it virtually impossible to pass close to the Free Play Line without getting the ring removed or being pushed outside of the FPL
Scenario 4	The opposite team has just scored two goals in less than 5 minutes the same way: block on the center which opens the middle of the triangle and a very high quality shot for the opponent
Scenario 5	Scouting that could help you to improve after or in the game:

Note: Most coaches taking the CI Course will be coaching at the Learn to Train and Train-to-Train stages in the Ringette Canada Athlete Development Matrix. Keep in mind that the focus in these areas is on training and development, not on competitions.

6.4.2 Statistics Overview aligned with your YTP and the ADM

Statistics are a coaching tool aimed to motivate players and assess performance. Statistics when used in a positive context can be used to measure team and individual performance. The key to making statistics credible and useful is by having a consistent and competent observer. Many of the information that you scout may have a statistical connection.

Activity: Statistics

In small groups, complete the chart below. Use the ADM to write down statistics you feel are essential to record for your age and stage of athlete. For each statistic indicate a positive way to use the information gathered in your bench management and who would tasked with gathering the data.

ADM stage:	
Statistic	Positive way to use the information

Here is an example of a game card. Keep in mind that this game card has several statistics that can be noted during the game, but they are not all observed simultaneously. The observed statistics are related to the key points and the objectives of the game.

Line-up		
#	ST-PIERRE	G - G
#	MARTEL	G - G
#	LAROCQUE	C - D
#	BOURKE	C - G
#	LAVOIE	C - D
#	KEEBLE	A - G
#	SEZIA	A - G
#	PLANTE	A - G
#	VACHON	A - G
#	LACOMBE	A - G
#	OUELLET	A - D
#	CUNIAL	D - G
#	DUMONT	D - G
#	RAYOMOND-COUTURIER	D - D
#	BERNARD-LACAILLE	D - G
#	ALAIN	D - D
#	CLAVEAU	D - G

Goals		
	nous	adv.
1		
2		
3		
4		
T		

Shots		
	nous	adv.
1		
2		
3		
4		
T		

Time of possession		
1		
2		
3		
4		


% passes		
1		
2		
3		
4		

M.Dion

Date: _____

Stats : V _____ L _____

Opponent: _____



RINGETTE | RINGUETTE
CANADA

Line-up

Centres 3 vs 2

--	--	--

Foward 4 vs 3

Defenses 3 vs 2

Goalies 4 vs 3

Objectifs of the game

- _____
- _____
- _____
- _____

[illegible][illegible]

6.5 Action Card – Now What? Start, Stop and Continue



What are some things you will start doing in your coaching?

What do you think you will do differently in your coaching after this course?

What coaching practices have been affirmed for you that you will continue?

What are some areas of coaching that you would like to learn more about?

7 Wrap up and Evaluation

7.1 Evaluation Introduction

Please refer to the full Evaluation Package when you are ready for your Evaluation. Candidates may obtain a complete copy of the Evaluation package through their Provincial Sport Organization (PSO) (ex: Ringette Alberta).

To become a certified coach, the candidate must prove that they are capable of performing certain coaching tasks that have been identified as important for the *Competition-Introduction* context. Athletes in this context compete in the following divisions:

- U12 B, A (under 12 years old) (Note: as per ADM typically CSI)
- U14 B, A (under 14 years old) (Note: as per ADM U14 B is aligned with CSI)
- U16 B, A (under 16 years old)
- U19 B, A (under 19 years old)
- Candidates, who have completed the Ringette Canada *Competition-Introduction* workshop, have received training that supports the evaluation process.
- Candidates, who have considerable experience in the sport of ringette, may choose to move directly to the evaluation process, without completing the workshop.
- It is the responsibility of the candidate to schedule evaluation when they feel ready (recommended at least 3-4 weeks after taking the course).
- There are several steps in the evaluation and certification process. Each step is linked directly to a coaching outcome, or description of a task that the coach must be able to perform. Each outcome includes several evaluation criteria that must be fulfilled to a minimum standard to meet certification requirements. Candidate performance will be evaluated on- and off-ice by accredited Ringette Canada evaluators. All outcomes must be successfully completed before certification is granted.

7.2 Evaluation Procedure

The evaluation is a 2 part process.

Part 1: Submit a completed portfolio to be evaluated. If successful;

Part 2: Complete your on-ice practice evaluation.

PART 1		
Step	Who	Action
1	Coach	Refers to their provincial guidelines to ensure they have all the requirements to register for CI Evaluation on Ringette Canada site
2	Coach	Submits their portfolio information: EAP, Practice Plan, Season Plan, Scenario Analysis to the RC site and completes self-assessment to share with evaluator later
3	PSO	Assigns coach an evaluator for the portfolio and an email is sent to both the coach and the evaluator
4	Coach Evaluator (CE)	Contacts coach to introduce themselves and communicate process
5	CE	Assesses the portfolio and provides feedback for improvement and/or rewrites
6	Coach	Completes required adjustments
7	CE	Submits Portfolio evaluation with comments on RC site
PART 2		
1	Coach/PSO	Registers for in-person evaluation on Ringette Canada site.
2	PSO	Assigns coach an evaluator (usually the same one). Coach and evaluator are sent an email
3	CE	Contacts coach to outline in-person evaluation process, request potential times for the evaluation and pre-brief, share potential pre-brief questions. Practice must be at least 50 min and with a be a group that the candidate works with on a regular basis OR a group of athletes in one of the following divisions: U12,14,16,19 or Open B, A or AA, must have at least ten (10) participants and no more than eighteen (18) participants.
4	Coach	Sends potential times for evaluation. Once agreed upon, set up time for pre-brief. Sends evaluator practice plan and EAP for evaluation
5	CE/Coach	Pre-brief meeting. Recommend a phone call, but could meet 30 - 40 min before the practice. Bring Coach Behaviours Profile (see 7.5) found in the Digital Workbook.
6	CE	Assess practice in-person - need to be able to hear the coach feedback - on bench (with headphones if available) or, on ice
7	CE/Coach	Debrief assessment with the coach and build an action plan
8	CE	Complete the in-person evaluation with comments on RC site
9	Coach	Complete CE evaluation form on Ringette Canada site

7.3 Evaluation Tasks

The following tasks are required as part of the evaluation:

7.3.1 ANALYZE PERFORMANCE – Portfolio

(Performance Analysis Scenario tab in Digital Workbook)

Use appropriate reference models to identify aspects of performance that the athletes need to improve.

Complete the Performance Analysis Scenario tab on the Digital Worksheet to demonstrate your understanding of how to detect and correct an error as part of your portfolio.

- Identify the basic skills required for performance in this context.
- Observe the skill ability of the athlete and/or team
- Identify the key errors
- Identify appropriate corrective measures.
- Develop 2-3 drills designed to correct the error

7.3.2 PLAN A PRACTICE – Portfolio

(Practice Plan and EAP tabs in Digital Workbook)

Plan/design a practice plan that is purposeful, organized and appropriate for the age group, and that reflects safety considerations including Rule of Two and an Emergency Action Plan.

Complete the Practice Plan and Emergency Action Plan tabs of the Digital Workbook as part of your portfolio.

- Identify suitable objective(s) for the practice.
- Set appropriate structure for the practice.
- Feature sequential technical skill development
- Include an Emergency Action Plan (EAP) for the practice site.
- Match activities to practice objectives.

7.3.3 PROVIDE SUPPORT TO THE ATHLETE IN TRAINING - On-ice

(On ice evaluation of practice)

Implement a practice plan during the on-ice session that is enjoyable, safe and structured, consistent with the NCCP philosophy and values.

After your portfolio is successfully assessed, complete and submit a completed practice plan that you will be coaching during the on-ice session to your evaluator 4-7 days before your on-ice evaluation date.

During the practice, ensure you:

- Demonstrate and enforce common safety protocol and adhere to safety regulations, including modelling the Rule of Two with your athletes and Including an Emergency Action Plan (EAP) for the practice site.
- Teach basic skill progressions consistent with the Performance Analysis checklist.
- Communicate, assess and correct key teaching points for the skills and tactics.
- Apply appropriate progressive drills that teach and refine selected skills and tactics.

- Modify drills to accommodate the needs of the athletes.
- Communicate with parents, athletes, and peers in a positive, constructive, effective and informative manner.
- Demonstrate appropriate teaching principles.
- Provide attention to each athlete in the group
- Integrates seasonal training priorities

7.3.4 DESIGN A BASIC YEARLY TRAINING PLAN - Portfolio

(YTP tab in Digital Workbook)

Design a Yearly (Season) Training Plan that is:

- Consistent with the guidelines of Ringette Canada's Athlete Development Matrix for the age group coached, design a sport program
- Aimed at improving performance
- Structured based on available training and competition opportunities
- Measures to promote athlete development
- Analyzed for program training and competition ratios, and provides rationale to justify optimizing training time if inconsistencies with amount of actual practice time.

7.3.5 MAKE ETHICAL DECISIONS - online

Complete the NCCP Make Ethical Decisions course and the online evaluation.

Using the NCCP ethical decision-making framework, reflect on a simple ethical dilemma commonly encountered at the club level, identify what is at stake and indicate how they would deal with the situation.

7.4 Evaluation Competency Outcomes

7.4.1 Plan A Practice and Analyze Performance

Rating

- 0 - Needs Improvement. Not sufficient evidence is observed.
- 1 - Meets Expectations. Acceptable Evidence is observed
- 2 - Exceeds Expectations. Consistent Evidence observed throughout practice

The NCCP Pass Standard is a mark of 1. Any score of 0 means the coach is “not ready” and that re-evaluation is required.

Coach Name	<i>Surname</i>	<i>First</i>	NCCP number:
Plan a Practice and Analyze Performance			
Element	Rating	Evidence of Achievement	Comments
Logistics and Structure		Practice plan identifies objectives, goals or a series of key elements that will be addressed in the practice	
		Practice plan identifies basic information include, date, time, location, number of athletes, level of athletes.	
		Practice plan indicates basic logistical and safety needs (i.e. facilities and equipment) to match the overall goal and ensure a safe environment.	
		Practice plan has a clearly identified goal that is consistent with NCCP growth and development principles	
		Practice plan is organized into main segments that include an objective, introduction, warm-up main part, cool-down and a conclusion.	
		Duration of the practice and each practice segment are identified on a timeline.	
		Plan includes a list of key factors or teaching points that relate to the overall goal.	
		Coaching staff implements the Rule of Two in all off-ice interactions with athletes	
		Designated bench staff /parents with primary and secondary roles and responsibilities. List of phone numbers for each member and emergency contact telephone numbers for bench staff and team members. ie. Charge person, Call person and Control Person	
		Location of a fully stocked first aid kit and concussion protocol support documents	
Emergency Action Plan		Identify where and who will care for the medical profiles for each athlete under the coach's care that will always be with the team.	
		Specific directions to reach the various activity sites regularly. Include a map or a list of key instructions for support at those site	
		Identify emergency facilities located close to arenas and hotels that will be accessed by the team at tournaments and provincial championships	

Appropriate Activities		Practice activities are effectively described (i.e. diagrams, explanations, key points)	
		Planned activities are allotted enough time to develop the skills and or tactics identified by the goal.	
		Planned activities contribute to the development of skill (s) and are appropriate to the stage of skill development (Acquisition, Consolidation, Refinement)	
		The practice plan indicates key teaching points (KTP) that will be identified in the drills.	
		Planned activities contribute to the development of athletic abilities, are appropriate for the sport, and are consistent with NCCP growth and development principles	
		New skills are presented early in the practice to minimize effects of fatigue	
		Duration of practice and each practice segment are consistent with NCCP growth and development principles.	
		Planned activities reflect awareness of, and control for potential risk factors	
		Activities are purposeful and link to overall practice goal	
Scenario Analysis		Coach has identified a scenario for Performance Analysis (either original or from the reference material)	
		The Scenario is developed in practice plan	
		Coach identifies the most important skills that apply in the scenario	
		Coach identifies 2-3 appropriate drills to correct the problem	
		Coach identifies key coaching points of each drill	
		Coach includes 1-2 of the drills identified above during on-ice time	
		Coach provides feedback and instruction that are appropriate to the drills that have been selected	

7.4.2 Provide Support to Athletes in Training (On-Ice Evaluation)

Rating

- 0 - Needs Improvement. Not sufficient evidence is observed.
- 1 - Meets Expectations. Acceptable Evidence is observed
- 2 - Exceeds Expectations. Consistent Evidence observed throughout practice

The NCCP Pass Standard is a mark of 1. Any score of 0 means the coach is “not ready” and that re-evaluation is required.

Provide Support to Athletes in Training (On-ice Evaluation)			
Element	Rating	Evidence of Achievement	Comments
Safety		Coach surveys the practice environment and ensures that there are minimal safety risks.	
		Coach can identify adjustments to the practice to ensure safety of athletes. Coach reflects on a specific scenario in the debrief if an off-ice Rule of Two, or on-ice risk or unsafe situation did not present itself during the practice.	
		Coach is able to present an emergency action plan that contains the critical elements and is suitable to provide immediate care in case of an emergency.	
		Coach performs equipment safety check and watches for safety factors throughout the practice.	
Structure and Organization		Coach is appropriately dressed and equipment is available and ready to use.	
		Coach demonstrates optimal use of space and equipment.	
		There are clear practice segments, which includes an objective, appropriate warm-up, main segments, a cool down and a conclusion.	
		An appropriate energy system training component is included, or an explanation of why it was not for this practice.	
		Delivery of practice matches the practice plan's goal(s).	
		Breaks are provided for appropriate recovery and hydration.	
		Activity time is maximized. Athletes are engaged in activity at least 50% of the time.	
		Practice has specific objectives that relate to priorities identified for the particular Period in the season.	
		Activities contribute to the development of skills and or tactics and are consistent with the Ringette Canada Athlete Development Matrix.	
		Implements an appropriately structured practice.	
Coach Intervention		Coach uses explanation and identifies 1-3 key teaching points.	
		Coach clarifies key learning objectives and or performance factors (feedback / instruction) with athletes prior to engaging in the activity.	
		Coach uses demonstrations, and participants are in an optimal position to see and hear.	
		Feedback is positive, specific and is communicated to both individuals and the group.	
		Coach makes interventions so participants have adequate time to practice skill or tactic.	
		Coach is enthusiastic and patient with all participants.	
		Coach maintains a positive outlook and acknowledges athletes' needs and thoughts.	

7.4.3 Design a Basic Season Plan

Rating

- 0 - Needs Improvement. Not sufficient evidence is observed.
- 1 - Meets Expectations. Acceptable Evidence is observed
- 2 - Exceeds Expectations. Consistent Evidence observed throughout practice

The NCCP Pass Standard is a mark of 1. Any score of 0 means the coach is “not ready” and that re-evaluation is required.

Design a Basic Season Plan			
Element	Rating	Evidence of Achievement	Comments
Program Structure		Plan identifies basic athlete information (age, number, differences in growth and development.	
		Plan indicates the length of the season, practice dates, and main competitions.	
		Plan identifies entry point for the majority of athletes in the season plan.	
		Plan correctly identifies training objectives and priorities at critical times of the season based on a program template developed by ringette.	
		Length of the season is correctly calculated given breaks and other logistics.	
		Seasonal plan is correctly divided into three main periods (preparation, competition, transition).	
		Outline of the program structure meets the needs of the athletes training and competition opportunities.	
Identification of Program Measures		Competition ratio is consistent with NCCP guidelines.	
		Plan correctly prioritizes key training elements to maximize and promote athlete developmental potential in relation to training and competition.	
		Rationale is provided for prioritizing training elements in order to maximize developmental potential for each stage of the plan	
		Strategies are identified to overcome potential weaknesses in program compared to RC ADM & LTAD planning template.	
		Program identifies and meets the needs of athlete development that follows NCCP guidelines.	
Season Plan		Plan identifies correctly calculated competition to training ratio.	
		Competition ratio is consistent with NCCP guidelines.	
		Intensity levels are indicated for Physical and tactical training components and are relevant to the time of season.	
		Provides rationale to justify optimizing training time if inconsistencies with amount of actual practice time.	
		The plan prioritizes athletic abilities and training objectives.	

7.5 Coaching Behaviours Profile

Candidate Self-Assessment

COACHING BEHAVIOURS PROFILE

Before the on-ice assessment, the candidate will complete this self-assessment form and submit it to the evaluator. The candidate and evaluator will review and discuss the candidate's responses before beginning the on-ice time. After the on-ice time, the evaluator will compare the candidate's self-assessment with the actual evaluation and discuss the results with the candidate.

Before the candidate meets with the evaluator, they should check mark ✓ the appropriate column for each statement below.

Coaching Behaviour			
	1 - This is definitely a weak area for me.	2 - I'm somewhat comfortable but could use some help	3 - I do this very well

Action Plan I would like to work on:

**EVERYONE
HAS A ROLE
TO PLAY.**

SAFE SPORT TRAINING

IT'S EVERYONE'S RESPONSIBILITY.

Creating a culture where everyone can thrive is a shared responsibility. Safe Sport Training was developed to help anyone involved in sport to promote physical, psychological, social, and spiritual health, in line with the *Universal Code of Conduct to Prevent and Address Maltreatment in Sport*.

WHO IT'S FOR?



**National
Decision-makers
in Sport**



**Those with Direct
National
Athlete Contact**



**Those with
No Direct
Athlete Contact**

WHAT IS IT?



**eLearning
module**



**Complete in
under 1.5 hours**



FREE!



**Available
on any device**

WHAT WILL I LEARN?

ACKNOWLEDGEMENT

Understand that everyone has a role to play in keeping sport safe, how the misuse of power leads to maltreatment, and the principles of the *Universal Code of Conduct*.

AWARENESS

Learn about the various types of maltreatment, the conditions that enable them, and how to recognize signs that they may be happening.

ACTION

Find out what to do if you suspect maltreatment, and how you can create a culture that protects all participants

HOW DO I ACCESS IT?

1

Log in to
The Locker
or create an
account

2

Complete the
training on
the eLearning
page

3

Track your
completion
in your
transcript

LEARN MORE

SafeSport.coach.ca

coach.ca

Coaching Association of Canada
Association canadienne des entraîneurs



Leadership and professionalism

This principle considers the inherent power and authority that a coach holds.

Ethical standards of behaviour

- ▶ Understand the authority that comes with your position and make decisions that are in the best interest of all participants
- ▶ Share your knowledge and experience openly
- ▶ Maintain the athlete-centered approach to coaching so that every participant's well being is a priority
- ▶ Be a positive role model
- ▶ Maintain confidentiality and privacy of participants' personal information



Health and safety

This principle considers the mental, emotional, physical health and safety of all participants.

Ethical standards of behaviour

- ▶ Recognize and minimize vulnerable situations to ensure the safety of participants
- ▶ Prioritize a holistic approach when planning and delivering training and competition
- ▶ Advocate for, and ensure appropriate supervision of participants, including the Rule of Two
- ▶ Participate in education and training to stay current on practices to ensure the continued safety of your participants
- ▶ Understand the scope of your role and skills and call upon others with specialized skills when needed to support your participants



Respect and integrity

This principle considers respect and integrity, which are the rights of all participants.

Ethical standards of behaviour

- ▶ Provide equitable opportunity and access for all
- ▶ Establish a respectful and inclusive sport environment where all participants can raise questions or concerns
- ▶ Obey the rules and participate honestly and respectfully
- ▶ Be open, transparent and accountable for your actions
- ▶ Maintain objectivity when interacting with all participants



Rule of two

The goal of the Rule of Two is to ensure all interactions and communications are open, observable and justifiable. The purpose is to protect participants (especially minors) and coaches in potentially vulnerable situations by ensuring more than one adult is present. There may be exceptions for emergency situations.



Contact

Questions related to the NCCP Code of Ethics design may be directed to the Chief Operating Officer at the Coaching Association of Canada. Send an email to coach@coach.ca or call 613-235-5000 ext. 1.

For complaints related to Registered Coaches or Chartered Professional Coaches, refer to the Coaching Association of Canada's Code of Conduct.