



WELCOME TO THE ESSENTIALS!



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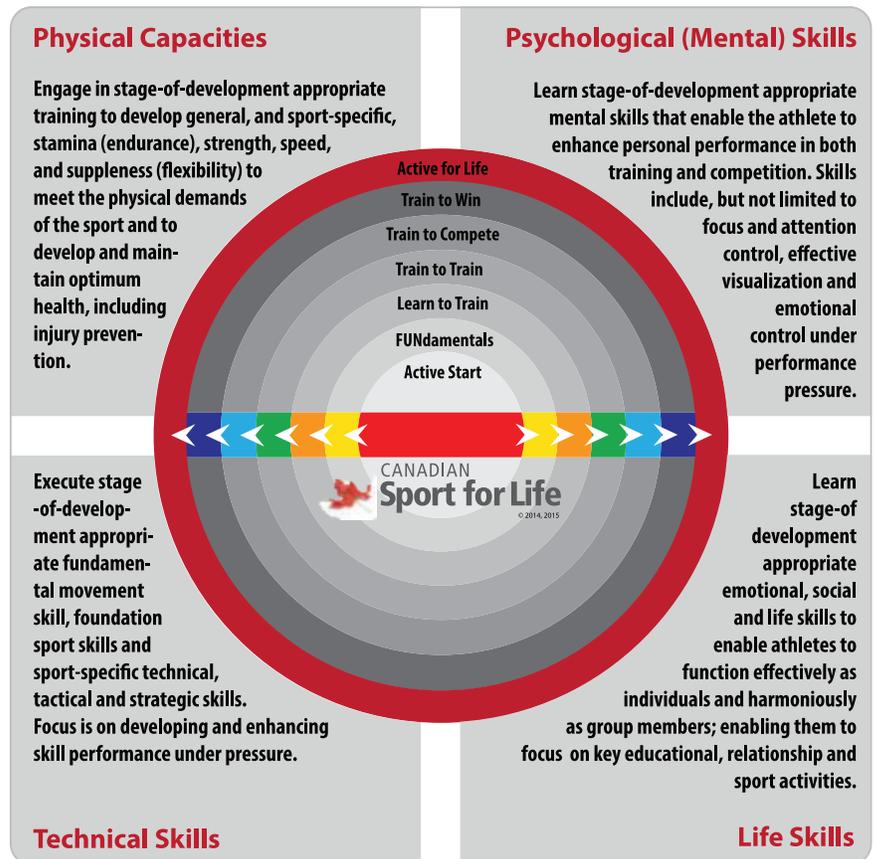
WELCOME TO THE ESSENTIALS!

This document provides a snapshot of the key building blocks for the developing player and high performance athlete. Using Canada's Sport for Life Long-Term Athlete Development (LTAD) framework, their generic Athlete Development Matrix (ADM) and acquired expertise from Canada's Ringette community, these Essentials were compiled. To help coaches and administrators build and test the effectiveness of programs, a more detailed and comprehensive version of Ringette Canada's Athlete Development Matrix is available on the website.

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.

THERE ARE 4 COMPONENTS OF THE COMPLETE ATHLETE -- they include **Physical**, **Technical/Tactical/Strategic**, **Psychological** and **Life Skills** (figure below):



The Athlete Development Matrix, Sport for Life Version 1.1 November 2016

Ringette Canada has added a **FIFTH COMPONENT** to this document: Ethical Literacy. This component is based on the fundamental principles of True Sport and provides guidelines for developing ethical literacy in children and youth; an essential element of well-rounded athletes and citizens.

Similar to physical literacy, ethical literacy progresses along the ages and stages of a person's development. In each stage, we have identified one key activity, idea or inspiration for each principle, suitable for active individuals. By encouraging our athletes to live and learn the True Sport Principles, we encourage and support the positive benefits of sport such as the joy of achievement, the growth of community or the breaking down of social barriers.

The Essentials is presented in a stage-by-stage layout (using stage names from Ringette Canada's LTAD Framework document). For each stage, the key attributes or "building blocks" are listed within a box representing each athlete development component. Readers are reminded that when moving from one stage to the next, you cannot leave behind the previous Essentials - each identified Essential is a progression or "stepping stone" for the next in a subsequent stage.

"The complete Athlete Development Matrix describes in detail the optimal sequencing and timing of all learning and training activities required to ensure that each new skill or training stimulus is built on a solid foundation of previously acquired competences, or previously developed physical capacity. It is a blueprint for the long-term development of the athlete within the sport - while recognizing that an athlete's development is almost always based on skills developed and training accumulated in a range of different sports, in physical education classes, and in a multitude of recreational and life experiences. In general, individuals should be encouraged to engage in a wider range of activities during the earlier years of their development."

(The Athlete Development Matrix, Sport for Life Version 1.1 November 2016, page 3)

The purpose of the Essentials is to provide guidance for athletes, parents, coaches, clubs and others within the Ringette community - with a shared purpose, Ringette Canada aims to improve the quality of experiences for the athlete to allow them to play Ringette at the level that they are best-suited and to remain physically active for their entire lives.

KEY MESSAGES

How can you use these Essentials?

ATHLETES

- ✔ Play freely, explore the outdoors and learn how your body moves in all kinds of challenging and unpredictable environments, using different movement patterns.
- ✔ Play many different sports and pursue many different physical activities to develop a wide range of athletic skills, especially your decision-making skills.
- ✔ You are a member of a team -- your role is to continuously improve while helping others do the same.
- ✔ Know that hard work is vital for you to become the best possible version of yourself. Sitting in your comfort zone will not take you to your potential - always ask yourself, "what do I need to get better?"

USE THE ESSENTIALS to take responsibility for your own athlete development* - read the Essentials and ask questions if you are not clear about what something means or to find different ways to work toward these goals.

**During Active Start, parents are encouraged to help their child become familiar with the Essentials.*

PARENTS

- ✔ You are the most important influence in your child's life - you are their provider, you help them interpret the world around them and you are their primary role model through your actions, words and expressed values. Recognize how much you do for your child.
- ✔ As early as possible, talk to your child about what they like or don't like about sport. Maintaining shared and communicated goals will help you understand your child's relationship with sport.

USE THE ESSENTIALS to support your child’s athletic journey – these Essentials can guide conversations with your child, inform you about developmentally-appropriate progressions and help your child reach their athletic potential. Every athlete is unique and their development relative to their age may vary from the recommended stage age ranges. In a quality training environment, your child will progress when they are physically, mentally, socially and emotionally ready! During competitions, in particular, understand what support your child needs at this time while managing your own emotional responses that can arise during different situations.

COACHES

- ✔ Quality coaching requires a solid understand of stage-appropriate training, competition and recovery. As a coach, your task is doing “the right thing at the right time” for long-term athlete development and supporting sustained performances.
- ✔ Recognize the value that parents bring to your sport – help them become familiar with the Essentials.

USE THE ESSENTIALS to guide your coaching development, the design of your training programs and shape positive parenting within sport.

SPORT CLUBS

- ✔ Clubs that offer quality sport experiences (training and competition) create ways to inform your athletes, parents and coaches about the Essentials – this will help you respond and make changes to ensure your sport is welcoming for players of all ages, stages and abilities.

USE THE ESSENTIALS to determine the gaps and needs of your athletes, coaches and club. Move toward meaningful competition and alternative training environments that permit more athletes to remain in your sport and compete in ways that support their stage-appropriate athlete development.

KEY TERMS YOU WILL SEE IN THE ESSENTIALS

SMART: SMART goal setting creates verifiable trajectories towards a certain objective, with clear milestones and an estimation of the goal’s attainability. These use five criteria to set : Specific, Measurable, Attainable, Relevant and Timely.

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WATCH ME START:

ACTIVE START (0-6 YEARS OF AGE)



PHYSICAL

1. I move and play games that use all parts of my body.
2. I play games where everyone is actively participating.
3. I am starting to learn different activities like skating, skiing, swimming, and gymnastics.
4. I am exploring my agility, balance and coordination through indoor and outdoor active play.

PSYCHOLOGICAL

1. I am excited to explore new movements and activities.
2. I can show my parents and coaches the movements and activities I have been exploring.
3. I can play with others and am learning to take turns, share and help others.
4. I can choose different activities that make me happy.
5. I can try new ways of moving or doing a skill to make it better.

TECHNICAL/TACTICAL/STRATEGIC

1. I have started to learn basic skating techniques.
2. I can show my parents and coaches the ready position.
3. I can hold my stick correctly.
4. I have started to handle the ring.
5. I have started to learn the basic rules.

LIFE SKILLS

1. I have started to develop confidence in my athletic abilities.
2. I can follow simple instructions.
3. I can complete small leadership tasks.
4. I know I need water and healthy food to help me learn and be active.

ETHICAL LITERACY

- KEEP IT FUN:** Keeping it fun will make me want to stay involved in sport.
- GO FOR IT:** I love free and unstructured play!
- PLAY FAIR:** My parents always encourage me and my teammates to support each other.
- RESPECT OTHERS:** I help put away equipment, toys and games.
- STAY HEALTHY:** My parents help me to eat healthy foods and meals.
- INCLUDE EVERYONE:** I feel welcome and included in my activities.
- GIVE BACK:** I love when my parents help my coach and my teammates!

I AM SKATING:

FUNDAMENTALS (6-8 YEARS OF AGE)

STAGE



PHYSICAL

1. I am participating in a variety of sports and physical activities.
2. Through indoor and outdoor active play, I am building my strength with a focus on climbing and hanging activities.
3. Through indoor and outdoor active play, I am developing my flexibility with a focus on stretching and reaching activities.
4. I have started doing on-ice and off-ice movements showing many different speeds and moving in all possible directions.

PSYCHOLOGICAL

1. I am a member of a team; that means learning to work well with others and that my actions impact others.
2. I am learning to make different choices in practices and games.
3. I am learning positive self-talk to describe my skills and athletic ability.
4. I am contributing to making decisions with my teammates.
5. My focus for key parts of a practice or game is improving.
6. I have started to set my own personal goals with guidance from my parents and coach.

TECHNICAL/TACTICAL/STRATEGIC

1. My ready position and athletic stance is improving.
2. I am learning to balance on one foot while feeling the edges of my skates.
3. I have started learning more dynamic skating techniques.
4. I am learning a variety of ways to shoot the ring.
5. I have started to check: 1 on 1.
6. I see the entire playing surface, know where the ring is and the direction of play.
7. I am learning basic defensive tactics.
8. I have started learning basic team tactics.
9. I have started to learn all positions, including goalie.

LIFE SKILLS

1. My confidence in my athletic abilities is growing.
2. I am taking turns being the leader or follower on my team.
3. I am learning that failure is my “first attempt in learning” (F.A.I.L.).
4. I can describe the reasons for some rules of the game.
5. I am learning to ask my coach or instructor for help when I am confused or having trouble.
6. I am learning that drinking water at practice or during games and eating healthy food makes me a better athlete.

ETHICAL LITERACY

- KEEP IT FUN:** My team focuses on the FUN in Fundamentals!
- GO FOR IT:** When I do my best, things will not always go the way I want -- I am learning from these experiences!
- PLAY FAIR:** I am responsible for my own equipment when I participate in Ringette.
- RESPECT OTHERS:** I always pick up my trash and my things after I finish playing.
- STAY HEALTHY:** I get enough sleep every night.
- INCLUDE EVERYONE:** My teammates and I create fun ways to welcome new athletes and their families to the team.
- GIVE BACK:** My teammates and I set up and take down equipment before and after practice or competitions.

I AM PLAYING:

LEARN TO TRAIN (8 TO 11 YEARS OF AGE)

STAGE



PHYSICAL

1. I can play or be active for longer durations.
2. I am becoming stronger by using my own body weight, especially my upper body and legs, to improve my power, speed and change of direction.
3. I have started developing my core strength using my body weight -- if my technique is excellent and I am supervised by an adult, I will sometimes use a medicine or stability ball.
4. My body awareness is growing and I know how to gain more flexibility by using different exercises through a wide range of motion.
5. I am starting to push myself and work as hard as possible for short periods.

PSYCHOLOGICAL

1. I support my teammates and like being supported by them as well.
2. I can describe how my athletic skills have improved and how my persistence helps me get better.
3. I have started to describe a setback or a struggle as a learning opportunity to improve.
4. I am starting to set my own short-term personal goals with guidance.
5. I am using "Think Aloud" to help me describe how I feel to others when I am nervous or not sure how to change a skill.
6. "Think Aloud" helps me describe what I am seeing, doing and what I can change.
7. I am learning what distracts me and how to regain focus and beginning to develop visualization habits.

TECHNICAL/TACTICAL/STRATEGIC

1. I can frequently demonstrate good dynamic skating techniques.
2. I can always demonstrate the power position.
3. I am demonstrating a variety of shooting techniques more often and making good choices about when, where and what shot to use.
4. I can show a quick change of direction with proper technique.
5. I have started to learn how to create space and build offensive advantages.
6. I have started to learn advanced individual defensive tactics.
7. I have started to learn advanced offensive and defensive team tactics.
8. When it's my turn to play goalie, I use goalie equipment.

LIFE SKILLS

1. I can talk about my learning from other sports that I play with my parents, coaches and teammates.
2. I know the time and location of my training or games and arrive prepared to participate.
3. I can take on small leadership roles when asked.
4. I am developing coping skills for setbacks and disappointments.
5. I am able to describe how my actions have impact on myself and others.
6. I am better at communicating and expressing myself to my coaches and teammates.
7. I am most often choosing healthy snacks before and after training and games.
8. I can talk about “fair play” and bullying.
9. I am getting better at putting my equipment on by myself.

ETHICAL LITERACY

KEEP IT FUN:	We always have fun when we have inter-squad or inter-club games or drills.
GO FOR IT:	Even when I lose, I am happy with the effort I put in the game.
PLAY FAIR:	On my team, everyone gets to participate. Opportunities to compete are earned through effort and commitment, not just ability.
RESPECT OTHERS:	My teammates and I take part in fun team-building exercises.
STAY HEALTHY:	I’m learning to fuel my body with healthy foods I can choose myself.
INCLUDE EVERYONE:	Being friendly, respectful and kind with teammates, parents, coaches, officials, and opponents is important.
GIVE BACK:	My coach asks each player on the team to think about our preferred True Sport Principle and share our choice and rationale with our teammates.

I AM ON THE TEAM:

TRAIN TO TRAIN (11 TO 15 YEARS OF AGE)

STAGE



PHYSICAL

1. I am developing my stamina and strength through high intensity interval training.
2. I am recording, monitoring and assessing my strength training progress through my own record keeping.
3. My speed is being developed with activities that require multi-directional speed on- and off the ice.
4. I am maintaining a strong and functional range of motion.
5. I am using plyometrics and resistance training with excellent technique to improve my athletic ability and ringette performance.

PSYCHOLOGICAL

1. My team gives me a strong sense of belonging.
2. I am building my individual and team goal setting skills by using the SMART (Specific, Measurable, Attainable, Realistic, Time-sensitive) framework.
3. I can describe my errors and learn new ways to increase my success.
4. I communicate effectively with my teammates and am better able to recognize and regulate my emotions.
5. Setbacks are common and I am developing some reliable skills to respond and cope.
6. I can focus on the necessary cues during a practice and game for longer periods of time.
7. I am learning to read the movement patterns of the game and this is helping me make good choices when practicing and competing.

TECHNICAL/TACTICAL/STRATEGIC

1. I can often demonstrate appropriate transitions between forward and backward stride, start and stop (2-foot & parallel) for my level of play.
2. I can consistently utilize the passing lanes, quiet zones, and the shot clock to my team's advantage.
3. I take short shifts, changing when safe and effective.
4. I can transition from offense to defense and defense to offense.
5. I can control the ring and maintain possession from free passes and during game play to create opportunities.
6. I can frequently execute advanced individual and team offensive tactics.
7. I understand the responsibilities of offensive and defensive roles.
8. I have decided that I want to specialize in the goalie position.

LIFE SKILLS

1. Most times, I can motivate myself to practice and compete to the best of my ability.
2. I can listen to another person's side of a conflict, often understand the needs of my teammates and take the necessary actions to support myself and the team.
3. I can identify my setbacks and suggest ways to learn from them.
4. I am developing supportive relationships with my teammates and have a positive adult role model.
5. I am learning that rules of the game, fair play, diversity and acceptance are important to sport.
6. I can support younger players with their athletic development.
7. I make wise choices about healthy foods and sleep to help my training, recovery and performance.
8. I can track my menstrual cycle.
9. I am responsible with my use of social media.
10. I can balance the goals of a "student-athlete".

ETHICAL LITERACY

KEEP IT FUN:	Ringette is still fun for me. I want to keep playing!
GO FOR IT:	I give my best at all times because it's honours the game and my team.
PLAY FAIR:	I choose to make ethical choices (e.g., no bending the rules, no drug use, no cheap shots).
RESPECT OTHERS:	I strive for good team chemistry and a positive interaction between everyone involved in the game (coaches, parents, officials).
STAY HEALTHY:	I find that sport can be a stress reducer for me.
INCLUDE EVERYONE:	My teammates and I take part in team-building activities to help us and our families get to know one another and build our ringette community.
GIVE BACK:	My teammates and I use the True Sport Principles to find ways to give back to our.

I AM A COMPETITOR:

TRAIN TO COMPETE (15 TO 18 YEARS OF AGE)

STAGE



PHYSICAL

1. I am following my individualized strength training program that identifies the national team program strength and physical requirements.
2. I stay focused during the off-season to improve my strength, stamina, speed and suppleness training.
3. When training for speed I implement adequate rest between sets and reps, for example; work hard for 10 seconds, followed by 60 seconds of rest.
4. I am improving my ringette-specific, position-specific flexibility and range of motion.
5. I continue to maximize my development of multi-directional speed on and off the ice using more sport-specific agility movements and reactive drills.

PSYCHOLOGICAL

1. My sport and my team gives me feelings of competence, confidence and strong social connection.
2. I continue to use the SMART framework to develop annual and multi-year personal and team goals.
3. I can develop, script and track implementation of positive self-talk and can sometimes halt negative self-talk.
4. I am developing my own self-prompting for positive visualization and can sometimes halt negative images.
5. I am aware of my emotions and can usually control or regulate with appropriate strategies.
6. Using different sources of feedback, I can identify the origin of my errors and make corrections.
7. My tactical and strategic decision-making skills are increasing in speed and accuracy.

TECHNICAL/TACTICAL/STRATEGIC

1. My foot speed continues to be refined and my skating skills in speed, power and efficiency are improving.
2. I can demonstrate appropriate agility and body control when gaining an advantage.
3. I can frequently select high percentage passes and complete them successfully.
4. I can frequently select and create opportunities for high percentage shots.
5. I can frequently use the concept of “clock” management.
6. I can execute complex offensive tactics while reading the defensive strategy.
7. I can execute situational plays; both offensively and defensively.
8. I can frequently demonstrate an understanding of the responsibilities of offensive and defensive roles and know in which situations to use each mindset.
9. I can frequently take part in goalie-specific training.

LIFE SKILLS

1. I am learning to perform well under stressful, challenging or unpredictable conditions.
2. I accept and perform my assigned role on the team to the best of my ability and can support my teammates with their assigned roles.
3. I demonstrate responsible and ethical leadership behaviours on and off the ice.
4. I am developing strategies to understand boundaries between personal and professional relationships.
5. I am building a stronger ability to deal with setbacks and have some options if my athletic path is altered beyond my control.
6. I contribute to positive relationships on the team and help to create a positive team environment.
7. I am balancing my education, work and sport goals effectively and can ask for help when needed.
8. When travelling, I take responsibility for my choices around healthy food intake, rest/sleep and recovery strategies and follow other team requirements.
9. I can follow appropriate social media posting guidelines set by my team, league and club.

ETHICAL LITERACY

- KEEP IT FUN:** I am motivated by my own desire to participate at a higher level of competition.
- GO FOR IT:** Coach helps us define excellence so we can contribute to shared objectives.
- PLAY FAIR:** I support drug-free sport, equity, fair play, safety and non-violence.
- RESPECT OTHERS:** I am learning to be constructively critical of myself and to use that energy positively.
- STAY HEALTHY:** I am learning more about sport nutrition, doping, sport psychology, positive body image, fitness training, and proper equipment usage.
- INCLUDE EVERYONE:** My teammates and I sometimes host a free drills and skills program for younger or less experienced players from schools, clubs, or local communities.
- GIVE BACK:** My teammates and I are champions for True Sport.

I AM EXCEEDING MY LIMITS AND I AM A CHAMPION:

LEARN TO WIN/TRAIN TO WIN (19 YEARS OF AGE AND OLDER)

STAGE



PHYSICAL

1. I am following my individualized ringette-specific training program.
2. I can always meet or exceed national and/or world class physical fitness standards.
3. I can always incorporate multi-directional speed work on and off ice.
4. I can use sport-specific agility movements using more open and unplanned training methods.
5. I can always manage my training program to peak for the World Championships.
6. I continue to refine my position-specific flexibility and range of motion.

PSYCHOLOGICAL

1. I take responsibility for my performance and my efforts are always linked to becoming the best version of athletic self.
2. I can always describe my team's expectations of me.
3. I can always make decisions based on identified team goals and values.
4. I effectively manage my positive self-talk, visualization skills, distraction control, anxiety reduction and other areas to ensure a strong performance.
5. I can detect and correct my errors most times.
6. I can always set short, medium and long-term goals for my ringette career.
7. My decision-making skills for optimum accuracy and speed are refined.
8. In all 4 components of athlete development, I can ask for support or help when needed.

TECHNICAL/TACTICAL/STRATEGIC

1. I can always attempt an attack on a transition.
2. I can always be a part of an effective line change.
3. I can always execute the team offensive strategy.
4. I can always execute proper defense to offense, and offense to defense transitions.
5. I can frequently introduce creativity to the set team, line and individual strategies and tactics.
6. As a goalie, I am comfortable accessing my goalie coach to help me refine my goaltending skills.

LIFE SKILLS

1. I behave in a manner that supports a positive team environment including respectful relationships with my teammates, coaches, team staff, opponents, officials and sport organization.
2. I am a role model and often a mentor for other players.
3. I am balancing my athletic career and goals with my existing responsibilities.
4. I can always adjust or alter my responses because I know that my actions impact others.
5. I can always separate personal from professional relationships.
6. I am solely responsible for the choices I make about my nutritional intake, my rest and sleep habits, other ingested substances and my social media participation.
7. I have started to plan for post high-performance career and life after competitive ringette.
8. I follow guidelines set by my team and Ringette Canada.

ETHICAL LITERACY

- KEEP IT FUN:** I am motivated by recognizing the achievement of my personal and team goals.
- GO FOR IT:** I feel encouraged to pursue the most intense training suitable for optimal individual and team performances.
- PLAY FAIR:** I am able to apply rules consistently (as an individual) and reason through my behaviour as well as the behaviour of other athletes, parents, officials and coaches.
- RESPECT OTHERS:** I feel confident to speak out about social issues that matter to me and encourage my teammates to do the same.
- STAY HEALTHY:** I think about and have plans for my future sporting life.
- INCLUDE EVERYONE:** My teammates and I sometimes host a free drills and skills program for younger or less experienced players from schools, clubs, or local communities.
- GIVE BACK:** My teammates and I take opportunities to share their experiences through public speaking, role modeling and mentoring.

I AM RINGETTE:

ACTIVE FOR LIFE

(ANYTIME AFTER LEARN TO TRAIN)

STAGE



PHYSICAL

1. I can participate in a variety of aerobic and strength training activities for overall health and wellness.
2. I can train appropriately for the level of play that I participate.
3. I can consistently take part in body weight exercises during warm-up and cool down.
4. I can maintain my flexibility and range of motion for general health and wellness.

PSYCHOLOGICAL

1. I experience personal satisfaction with my participation in ringette and other sports that I enjoy.
2. I can set my own personal and team goals as desired.
3. I can implement a variety of strategies to help me with positive self-talk, distraction control, emotional regulation or other psychological elements of the game.
4. I make appropriate sport-based decisions for the desired level of performance.

TECHNICAL/TACTICAL/STRATEGIC

1. I can execute the technical/tactical/strategic skills appropriate for the position(s) and level of play that I participate.

LIFE SKILLS

1. I am confident to try new physical activities and sports.
2. I can interact with my teammates and opponents positively while keeping the best interest of the team in mind.
3. I can assume leadership roles at my desired level.
4. I can modify my sport involvement as necessary.
5. I can participate ethically in my sport because it contributes to the enjoyment of my sport.
6. I balance my participation with career and other life responsibilities.
7. I can maintain proper nutritional intake, adequate hydration, appropriate sleep and rest to support my participation in sport.

ETHICAL LITERACY

- KEEP IT FUN:** I seek new or additional ways to enhance my sport and recreational experience.
- GO FOR IT:** I like to try new sports, stay involved and stay active, and always do my best.
- PLAY FAIR:** It is important to play by the rules.
- RESPECT OTHERS:** I demonstrate respect for all at all times.
- STAY HEALTHY:** I strive for a positive work-life-play balance.
- INCLUDE EVERYONE:** I am accepting of varying levels of ability and structure activities to accommodate others.
- GIVE BACK:** I look for ways to transfer my knowledge back to my community by mentoring, coaching, or as a community sport leader or role model.

