

# Ringette Athlete Development Matrix

2020



# Table of Contents

[Introduction](#)

[Quadrant Descriptions](#)

[Skill Development Definitions](#)

[Active Start](#)

[Psychological quadrant](#)

[Life Skills quadrant](#)

[Physical quadrant](#)

[Technical/Tactical/Strategic quadrant](#)

[Ethical Literacy](#)

[FUNdamentals](#)

[Psychological quadrant](#)

[Life Skills quadrant](#)

[Physical quadrant](#)

[Technical/Tactical/Strategic quadrant](#)

[Ethical Literacy](#)

### Learn to Train

[Psychological quadrant](#)

[Life Skills quadrant](#)

[Physical quadrant](#)

[Technical/Tactical/Strategic quadrant](#)

[Ethical Literacy](#)

### Train to Train

[Psychological quadrant](#)

[Life Skills quadrant](#)

[Physical quadrant](#)

[Technical/Tactical/Strategic quadrant](#)

[Ethical Literacy](#)

### Train to Compete

[Psychological quadrant](#)

[Life Skills quadrant](#)

[Physical quadrant](#)

[Technical/Tactical/Strategic quadrant](#)

[Ethical Literacy](#)



## [Train/Learn to Win](#)

[Psychological quadrant](#)

[Life Skills quadrant](#)

[Physical quadrant](#)

[Technical/Tactical/Strategic quadrant](#)

[Ethical Literacy](#)

## [Active for Life](#)

[Competitive for Life](#)

[Psychological quadrant](#)

[Life Skills quadrant](#)

[Physical quadrant](#)

[Technical/Tactical/Strategic quadrant](#)

[Ethical Literacy](#)

[Fit for Life](#)

## [Glossary](#)

## [References](#)

## Introduction – how to use this document

This document was developed as a back-of-house document for Ringette Canada and Provincial Sport Organization staff, board and committees. The information included in this document are comprehensive and meant to cover all aspects of an athlete's development in the sport of ringette in Canada. It is meant to be used as a reference document to inform all future program development at all levels of ringette in Canada.

The workgroup recommends that information included in this document be packaged for specific stakeholders of ringette to provide clear and detailed guidelines and goals.

## Acknowledgements:

This document would not have the quality, depth and breadth of detail if it were not for the following individuals who committed a great deal of time to develop this document. Their contributions are priceless. They are:

Barb Bautista

Nicki Burbank

Shelley Coolidge

Lorrie Horne

Heather Konkin

Nicole Lark

David Myers

Nathalie Muller

Stephanie Laurin – Ringette Canada – Coordinator of Sport Development

Kelsey McIntosh – Ringette Canada Technical Director

Vicki Harber – Sport for Life Consultant

## Quadrant Descriptions:

The Athlete Development Matrix is divided into five colour-coded quadrants: Physical, Life Skills, Psychological, Technical/Tactical/Strategic plus Ethical Literacy.

The **Psychological** quadrant covers the mental, or psychological skills required to be involved in the sport of ringette. 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. Program development should ensure that the activities and drills incorporate components of the psychological quadrant in order to develop the athlete's skills in a progressively competitive environment.

The **Life Skills** quadrant covers components dealing with life skills that may or may not be specifically sport or ringette related. Some life skills are specific to team dynamics, relationships and personal skills. These components are typically considered ancillary skills important in the success of a ringette program, and an individual's development as a person and an athlete.

The **Physical** quadrant 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.

The **Technical/Tactical/Strategic** quadrant covers ringette specific skills. All the skills described in this quadrant are specific to our sport, and are prescriptive in nature to avoid any mis-interpretations. Program development should follow the skill progressions in this quadrant in order to provide an ideal environment for athletes to progress in our sport.

The **Ethical Literacy** skills are based on values-based sport, and Ringette Canada has pledged to the True Sport Principles. Ringette Canada believes that the Ethical Literacy skills will provide a safe, healthy and values-based participant and athlete experience.



## **The Ethical Literacy skills are:**

### **Go for it:**

“Always strive for excellence and rise to the challenge, but never at the expense of others. Discover how good you can be.”

### **Play Fair:**

“ Play honestly and obey the rules, in letter and spirit. Winning is only meaningful when competition is fair.”

### **Stay Healthy:**

“Place physical and mental health above all other considerations and avoid unsafe activities. Respect your body and keep in shape.”

### **Keep it Fun:**

“ Find the joy of sport and have a good time. Keep a positive attitude and look to make a positive difference, on the field and in your community.”

### **Respect Others:**

“ Show respect for everyone involved in creating a sporting experience, both on the field and off. Win with dignity and lose with grace.”

### **Include Everyone:**

“ Share sport with others, regardless of creed, ethnicity, gender, sexual orientation or ability. Invite everyone into sport to make it more meaningful for the whole community.”

### **Give Back:**

“ Always remember the community that supports your sport and helps make it possible. Find ways to show your appreciation and help others get the most out of sport.”

## **Skill development:**

When developing a ringette program, it is important to consider the athlete's stage of development and skill level. When progressing through each skill in the Athlete Development Matrix, the following terms are used.

**Athlete:** this document is titled the "Athlete Development Matrix". For clarity, the noun, 'athlete' will be used to describe interchangeably the nouns 'participant', 'player', 'child', 'adolescent' etc.

## **Skill Development**

**Terminology continues to be refined in this area in Canadian Sport. As you review this document, you will read the progressions listed below. In order to ensure consistency across Ringette Canada's material, synonyms are highlighted below.**

### **Athletic Abilities (Physical and Motor)**

**Physical Abilities:** the abilities in sport that determine the rate energy and force can be produced by the muscles, and by the range at which the movement can be performed.

**Motor Abilities:** are the abilities in sport that determine the support and control required in order to execute the movements

### **Sport Skill Development Stages:**

**Developed through Play:** No formal progression or emphasis is placed at this stage

**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.

**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.



**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.

**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.

**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.

**Maintain (M):** The athlete is able to maintain the physical or motor skill consistently throughout the season or multiple seasons.

## ACTIVE START 0-6

**Executive Function:** Developing the whole athlete or the athlete's Executive Function throughout four of the five quadrants is a priority at this stage of development.

**NOTE:** Ringette-specific technical and tactical skills are not applicable in the Active Start stage

**Entry:** Birth

| PSYCHOLOGICAL                      |   |
|------------------------------------|---|
| QUADRANT GOALS                     | <ul style="list-style-type: none"> <li>Programs focus on FUN on and off ice</li> <li>A large variety of activities should be introduced to develop the following: <ul style="list-style-type: none"> <li>Connection (Social skills)</li> <li>Emotional development</li> <li>Confidence</li> <li>Enjoyment of being active and developing physical literacy</li> </ul> </li> </ul> |
| <b>Positive Attitude</b>           |   |
| Positive Attitude toward Sport     | <ul style="list-style-type: none"> <li>Activities must include positive role models</li> <li>Introduce athlete to a variety of physical activity</li> <li>Provide athlete time for exploration, independent free play and small group play: at least 5 minutes per session or activity is recommended</li> </ul>  |
| Positive Attitude towards Training | <ul style="list-style-type: none"> <li>Provide choices in athlete's play and activities that enable success</li> </ul>  |
| Dealing with setbacks              | <ul style="list-style-type: none"> <li>Introduce alternative activities or ways to be successful with skills which a athlete is having problems with</li> </ul>   |
| <b>Goal Setting</b>                |   |
| Guided                             | <ul style="list-style-type: none"> <li>Introduce informal goal setting like "Let's skate to the blue line"</li> </ul>   |

|   |   |
|---|---|
| Building Executive Function             | <ul style="list-style-type: none"> <li>• Allow for athlete to discover their skills through trial and error</li> <li>• Incorporate activities the athlete would consider fun</li> <li>• Activities last for short focus times to ensure athlete's success: working towards an average of 5 minutes on task through engaging themes, visual cues and varying activities</li> <li>• It is crucial to allow creativity in play</li> </ul>            |
| <b>Anxiety Management</b>               |   |
| Environment                             | Create a safe and supportive play environment so the athlete can experience free and independent play   |
| Relaxation strategies                   | <ul style="list-style-type: none"> <li>• Introduce deep breathing exercises "in and out" when athlete is anxious or over-excited</li> <li>• Create ways to reduce external stimuli (small group activities, athlete facing away from parents)</li> <li>• Use a "Chill Out Zone" with support from parents or another adult</li> <li>• Alternate hard or new skills with familiar repetitive skills to reduce stress with coach support</li> </ul> |
| <b>Emotional Control</b>                |   |
| Regulation of One's Own Emotions        | <ul style="list-style-type: none"> <li>• Share emotional self-awareness while being active "I feel ... happy ...sad ... angry ... tired ... frustrated...wiggly"</li> </ul>   |
| <b>Perceptual Cognitive Development</b> |   |
| Sport-based Decision-Making             | <ul style="list-style-type: none"> <li>• Activity introduces new skills using one key idea at a time and integrating multiple senses</li> <li>• Instructions include between one and three steps to ensure success</li> </ul>   |

| LIFE SKILLS  |  |
|--|--|
| <b>QUADRANT GOALS:</b>   | Develop athlete's Executive Function<br>Introducing through activities an understanding of the need for Rules and structure  |
| <b>Personal Development</b>  |  |
| Develop Self-confidence and Self-esteem                                | <ul style="list-style-type: none"> <li>Activities develop athlete's <b>confidence</b> in physical abilities through successful skill development</li> </ul>  |
| Develop Leadership Skills  | <ul style="list-style-type: none"> <li>Activities allow athlete to learn to follow instructions</li> <li>Activities allow athlete the opportunity for small leadership tasks</li> </ul>  |
| Establishing One's Own Role in Sport                                   | <ul style="list-style-type: none"> <li>Activities allow athlete to participate in creative role-play activities and in many different roles</li> </ul>   |
| Awareness of Diversity   | <ul style="list-style-type: none"> <li>Activities and programs teach and value to be respectful and positive about the differences of athletes</li> </ul>  |
| Coping with Setbacks from Negative Sport and Non-Sport (Life) Outcomes | <ul style="list-style-type: none"> <li>Activities must allow the athlete to develop strong self-concept and self-esteem</li> <li>Activities and coach allow athlete to learn it is OK to fail</li> </ul>   |
| <b>Moral Development</b>   |  |
| Understanding Rules  | <ul style="list-style-type: none"> <li>Rules are introduced through narrative and stories</li> </ul>   |
| Developing Empathy   | <ul style="list-style-type: none"> <li>Athlete is encouraged to support other athletes who are excluded from group play or activity</li> </ul>   |
| <b>Relationships</b>   |  |
| Developing Positive Relationships with adults                          | <ul style="list-style-type: none"> <li>Coaches are able to develop trusting relationships with their athletes</li> <li>Incorporate activities to encourage athletes to recognize at least one female role model</li> </ul>   |
| Developing Relationship with teammates                                 | <ul style="list-style-type: none"> <li>Activities are set up to teach and encourage athletes to take turns and share with others</li> <li>Encourage athletes to cheer on other athletes or teammates</li> <li>Incorporate clean-up tasks for all athletes</li> </ul> |
| <b>Career in Sport</b>   |  |
| Mentorship   | <ul style="list-style-type: none"> <li>Activities incorporate ways to include older athlete and coaches who can help the athlete learn</li> </ul>  |
| <b>Media</b>   |  |
| Technology   | <ul style="list-style-type: none"> <li>Keep screens off the field of play and practice zones</li> </ul>  |
| <b>Healthy Lifestyle</b>   |  |
| General Health   | <ul style="list-style-type: none"> <li>Encourage hand-washing before eating</li> </ul>   |
| Nutrition Basics   | <ul style="list-style-type: none"> <li>Encourage and remind parents to provide healthy snacks so their athlete associates healthy eating with activities</li> </ul>  |
| Hydration  | <ul style="list-style-type: none"> <li>Ensure each athlete engaged in physical activity is adequately hydrated with water before, during and after activity</li> </ul>   |
| Sleep  | <ul style="list-style-type: none"> <li>Remind parents their athlete in this stage requires approximately 10 to 11 hours of uninterrupted sleep</li> </ul>  |

| ATHLETIC ABILITIES (PHYSICAL & MOTOR ABILITIES) |  |
|---|--|
| <b>QUADRANT GOALS:</b>                          | <ul style="list-style-type: none"> <li>• Development of gross motor skills, whole body strength development and speed</li> <li>• Development of Fundamental Movement Skills and fitness through active play</li> <li>• Development of Motor Abilities (ABC's) – Agility, Balance, Coordination</li> <li>• Keep kids active: Consult the Canadian guidelines on physical activity and screen time from the Canadian Society for Exercise Physiology using the <a href="#">24-hour Movement Guidelines</a></li> </ul>  |
| <b>Endurance</b>                                |  |
| Aerobic Training                                | <ul style="list-style-type: none"> <li>• Aerobic capacity is naturally developed through active play, sports and games</li> <li>• Activities must include non-elimination games (e.g. freeze tag rather than elimination tag) where all kids are actively involved and participating</li> <li>• Activities are set up with continuous involvement of each athlete</li> <li>• Reduce the amount of 'waiting in line' to no more than one minute</li> <li>• Activities and games incorporate large muscle groups through dynamic fundamental movement patterns (i.e. skating, swimming, gymnastics, skipping, hopping, shuffling, etc.)</li> <li>• Activities must be varied and include full-body, multi-joint, multi-directional, and multi-planar movements.</li> </ul> |
| <b>Strength</b>                                 |  |
| Overall Strength                                | <ul style="list-style-type: none"> <li>• Activities informally develop strength through active play and habits of activity</li> <li>• Incorporate climbing and hanging activities into every program</li> <li>• Develop strength through active play and games that focus on weight bearing activities</li> </ul>  |
| <b>Speed</b>                                    |  |
| Overall Speed                                   | <ul style="list-style-type: none"> <li>• Program includes games that involve running, skating and following others</li> <li>• Speed is developed through active play, particularly chasing games and games of tag</li> <li>• Program includes games and activities that use lots of changes of direction</li> </ul>  |
| <b>Suppleness</b>                               |  |
| Overview  | <ul style="list-style-type: none"> <li>• Flexibility is developed through active play and games that focus on stretching and reaching activities</li> </ul>  |

| TECHNICAL AND TACTICAL |   |
|------------------------|---|
| QUADRANT GOALS         | <ul style="list-style-type: none"> <li>Physical activity is part of the athlete's daily life</li> <li>All activities, play, games and programs focus on: <ul style="list-style-type: none"> <li>FUN and positive feedback</li> <li>Repetitive Fundamental Movement Skills</li> <li>Repetition with short attention span</li> </ul> </li> </ul>  |
| Safety                 | <ul style="list-style-type: none"> <li>Program should allow for trained, Rule of Two adult supervision for immediate feedback to help ensure a safe environment</li> </ul>  |
| Challenge              | <ul style="list-style-type: none"> <li>Activities and drills should link physical challenges with problem-solving: involve moving and thinking at the same time</li> <li>Within each activity, drill or game, structure challenges so the athlete knows when they have succeeded, so they do not always need to turn to an adult for validation</li> </ul>                                      |
| Task                   | <ul style="list-style-type: none"> <li>Activities should focus on repetition of previously learned tasks and introduction of new tasks</li> </ul>   |
| Agility                | <ul style="list-style-type: none"> <li>Activities should help develop an athlete's agility that incorporate walking, running, wheeling, stopping, starting and changes in direction</li> </ul>  |
| Balance                | <ul style="list-style-type: none"> <li>Activities develop static and dynamic balance on a high friction base on ground-level</li> </ul>   |
| Coordination           | <ul style="list-style-type: none"> <li>Activities and drills develop athlete's basic eye-hand and foot-eye coordination</li> <li>Activities and drills develop athlete's efficient use of different body parts in the execution of basic human movements</li> <li>Activities and drills incorporate the basic use of implements to strike stationary and slowly moving large objects</li> </ul> |
| Warm-up and cool-down  | <ul style="list-style-type: none"> <li>Warm-up and cool-down activities are used to signal the start and end of physical activity sessions</li> </ul>   |
| Effective programs     | <ul style="list-style-type: none"> <li>All programs should encourage effective crossmulti-sport or multi-activity programs that include ground, water, air and ice activities such as "Learn to Swim", "Learn to Skate" and "Learn to Ski", Gymnastics and "Run, Jump Throw, Wheel" (athletics)</li> </ul>  |
| Movement competence    | <ul style="list-style-type: none"> <li>All activities and drills should help athlete master basic human movements</li> <li>Activities, games and active play should develop Fundamental Movement Skills that develop the motor abilities of: Agility, Balance and Coordination</li> </ul>   |

| ETHICAL LITERACY        |   |
|-------------------------|---|
| <b>GO FOR IT</b>        | <ul style="list-style-type: none"> <li>• Program coaches are mindful to reward and recognize effort</li> <li>• Program coaches create an enthusiasm for attempting new physical experiences by keeping it fun</li> <li>• Activities include lots of different unstructured activities to promote Physical Literacy</li> </ul> |
| <b>PLAY FAIR</b>        | <ul style="list-style-type: none"> <li>• Program emphasizes equal participation for all</li> <li>• Program focuses on play rather than competition</li> <li>• Program introduces sportsmanship through actions like high fives and shaking hands</li> </ul>   |
| <b>STAY HEALTHY</b>     | <ul style="list-style-type: none"> <li>• Program or activity includes sessions lasting a minimum of 60 minutes of energetic play</li> <li>• Program uses age-appropriate equipment</li> <li>• Program includes informal talks regarding the importance of taking care of our bodies</li> </ul>                                |
| <b>KEEP IT FUN</b>      | <ul style="list-style-type: none"> <li>• Program uses creative ways to use equipment and instructional methods</li> </ul>   |
| <b>RESPECT OTHERS</b>   | <ul style="list-style-type: none"> <li>• Program integrates co-operative activities</li> <li>• Program encourages each athlete to help put away equipment, toys and games</li> </ul>  |
| <b>INCLUDE EVERYONE</b> | <ul style="list-style-type: none"> <li>• Program must be open and accessible to everyone</li> <li>• Program coaches embrace diversity</li> </ul>  |
| <b>GIVE BACK</b>        | <ul style="list-style-type: none"> <li>• Program involves junior athletes as role models or coaches</li> <li>• Program encourages and is mindful of our responsibility to recycle</li> </ul>  |

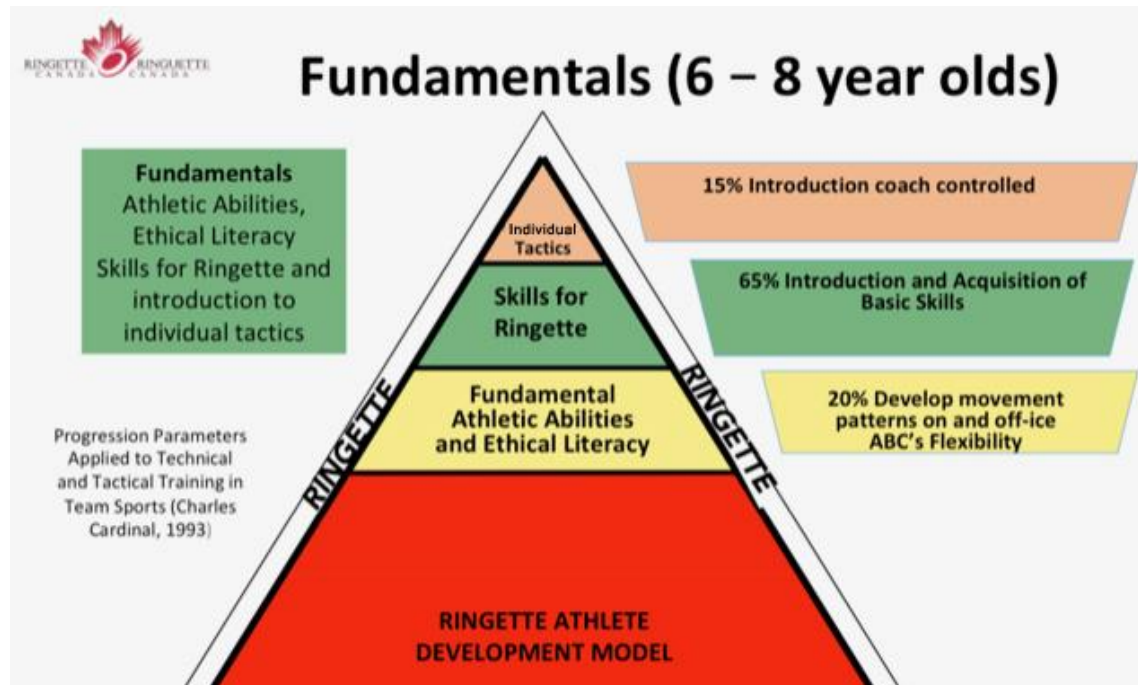
**Exit:** FUNdamentals

## FUNDamentals

**Entry:** Active Start

**Activity time:** Sport 25% Activity 75%

**Stage Goal:** Program focuses on FUN on ice.





| Fundamentals - Appropriate Training Ratios and Ranges adapted from Balyi and Cardinal | Fundamentals (6 – 8) |
|---|----------------------|
| Length of plan (weeks)  | Up to 24 weeks       |
| Length of Preparation Period  | 1 to 4 weeks         |
| Length of Development Period  | 4 to 8 weeks         |
| Development and Modified Regular Season   | 16 to 20 week        |
| Practice to Game Ratio Development Phase  | 3:1                  |
| Practice to Game Ratio Regular Season Phase   | 2:1                  |
| Average training days/week  | 2 to 3 days/week     |
| Average length of Practice (mins)   | 30 to 45 minutes     |
| % days devoted to Competition   | 25%                  |
| % days devoted to Practice or Training  | 75%                  |

| PSYCHOLOGICAL            |   |
|--------------------------|---|
| QUADRANT GOALS           | <ul style="list-style-type: none"> <li>Activities should encourage the development of: <ul style="list-style-type: none"> <li>Connection, group social skills like: Interactions, sharing, taking turns, helping</li> <li>Showing what you can do</li> <li>Focus on effort</li> <li>Confidence</li> </ul> </li> <li>Develop Executive Function with a focus on: <ul style="list-style-type: none"> <li>Building working memory</li> <li>Increasing mental flexibility</li> <li>Strengthening inhibition control</li> </ul> </li> <li>Understanding of direct instructions, not complex <ul style="list-style-type: none"> <li>Be clear with expectations</li> </ul> </li> </ul> |
| Positive Self-Talk       | <ul style="list-style-type: none"> <li>Initiate the use of positive self-talk to describe the skills they are learning and using, their strengths and abilities, and express a positive self-image</li> </ul>   |
| Visualization strategies | <ul style="list-style-type: none"> <li>Athlete takes part in teammate-led or instructor-led "imagine yourself doing" (task/skill). For example: "walk like a duck"</li> <li>Creative role-play activities are used to develop athlete's visualization skills (using athlete-centred themes)</li> <li>Athlete can identify and imitate attributes admired in at least one positive female sport role model</li> </ul>  |

|   |  |
|---|--|
| <b>Motivation</b>                         |  |
| Membership                                | <ul style="list-style-type: none"> <li>Activities require that athlete practices taking turns consistently</li> </ul>  |
| Mastery                                   | <ul style="list-style-type: none"> <li>The athlete is able to use motivational statements to find the energy to try harder. For example: "I can try hard for 3 more minutes"</li> </ul>  |
| Meaning                                   | <ul style="list-style-type: none"> <li>Program includes ways to help athlete realize that their actions impact their teammates</li> </ul>  |
| <b>Attention, Focus and Concentration</b> |  |
| Increase Attention Span                   | <ul style="list-style-type: none"> <li>Program develops athlete's ability to communicate to instructor that they understand directions provided to them. For example: thumbs up or down, or one-on-one check-ins</li> <li>Program activities include set task length at 5 minutes to address athlete's realistic ability to focus</li> <li>Athlete's attention span is developed by introducing and identifying one key skill, one part of a skill or one item to focus on</li> </ul>  |
| <b>Emotional Control</b>                  |  |
| Regulation of One's Own Emotions          | <ul style="list-style-type: none"> <li>Initiate activities to develop an athlete's self-awareness by asking them to describe "how they are feeling" emotionally and physically at each session (e.g. butterflies, heart pounding, tired etc.)</li> </ul>   |
| <b>Goal Setting</b>                       |  |
| Guided                                    | <ul style="list-style-type: none"> <li>Athlete is encouraged to use "I" statements for basic goal setting</li> <li>Athlete is asked to articulate process-oriented goals. For example: "I will practice skating backwards 5 minutes each practice"</li> </ul>  |
| <b>Anxiety Management</b>                 |  |
| Relaxation strategies                     | <ul style="list-style-type: none"> <li>Initiate the use of combined breathing and muscle tense-relax exercises to calm down or remain calm</li> </ul>  |
| <b>Perceptual Cognitive Development</b>   |  |
| Sport-based Decision Making               | <ul style="list-style-type: none"> <li>Activities and sessions allow athlete to practice decision-making using key tactical alternatives, such as passing forward, backward, or at an angle</li> <li>Athlete is able to develop basic ringette narratives to describe what should happen: "Nat needs to pass the ring away from our goal to a friend in the same color jersey, so the other team doesn't score"</li> <li>Activities and sessions develop the athlete's basic ability to pass through open spaces, and judge distances of objects and other athletes such as keep away (supports passing and deception skills)</li> <li>Activities train athlete to scan the playing surface</li> </ul> |

| LIFE SKILLS                              |   |
|--|---|
| <b>QUADRANT GOALS</b>                    | <ul style="list-style-type: none"> <li>Continue to develop an athlete's Executive Function</li> <li>Build a training environment that creates a climate of acceptance and social connection</li> </ul>  |
| <b>Personal Development</b>              |   |
| Develop Self-confidence and self-esteem  | <ul style="list-style-type: none"> <li>Program helps develop a positive body image for each athlete</li> <li>Program increases athlete's confidence in their physical ability</li> </ul>  |
| Working as Team member                   | <ul style="list-style-type: none"> <li>Program coaches set and clearly communicate expectations of sharing and taking turns to the athlete</li> <li>Program coaches communicate and encourage each athlete to help their teammates</li> <li>Athlete can name the positions on a Ringette team</li> </ul>  |
| Develop Leadership Skills                | <ul style="list-style-type: none"> <li>Program incorporates activities that allow the athlete to take turns leading simple games like "Follow the leader", and "Cat and Mouse"</li> </ul>   |
| Establishing One's Own Role in Sport     | <ul style="list-style-type: none"> <li>Athlete is encouraged to try all playing positions including goaltender</li> </ul>   |
| <b>Moral Development</b>                 |   |
| Understanding Rules                      | <ul style="list-style-type: none"> <li>Athlete is introduced to and learns the rules of Ringette and is able to follow them</li> <li>Program incorporates ways for an athlete to describe the reason(s) for the basic rules of Ringette</li> <li>True Sport Principles are introduced throughout program, so the athlete can name them by the end of the program</li> </ul>   |
| <b>Relationships</b>                     |   |
| Developing Relationship with teammates   | <ul style="list-style-type: none"> <li>Each athlete is encouraged to participate in group decision-making for games and/ or activities</li> <li>Each athlete is able to articulate key values of the word "team": everyone is welcome to play, be quiet when the coach is talking, trying hard and sometimes failing is part of learning, encourage each other's efforts, take turns, share with others</li> <li>Positive and negative feelings about others' words and actions are shared in a "circle" activity throughout the program</li> </ul> |
| <b>Career in Sport</b>                   |   |
| Mentorship                               | <ul style="list-style-type: none"> <li>Program encourages older or more experienced athletes to help, guide and support younger or less experienced athletes</li> </ul>   |
| Planning, Preparation and Implementation | <ul style="list-style-type: none"> <li>Athletes are encouraged to verbalize plans to achieve very short-term goal(s)</li> <li>Drills are set up so that athletes can practice, include free play, pairs and group activities</li> <li>Sessions utilize more than one way to practice a specific skill through various drills</li> <li>Remind athlete what they need for a practice session (Water bottle, gear, time to arrive; etc)</li> </ul>   |
| <b>Media</b>                             |   |
| Technology                               | <ul style="list-style-type: none"> <li>Athlete and their parent(s) agree to limit the use of devices at Ringette events</li> <li>Athlete and their parent(s) agree to have permission to post images and videos of others</li> </ul>  |

| Nutrition/Hydration |  |
|---------------------|--|
| Nutrition Basics    | <ul style="list-style-type: none"> <li>Athlete consumes healthy meals and snacks before, during and after practice</li> <li>Program educates and reminds athletes and parents that food is for fuel, and not for personal image</li> </ul> |
| General Health      | <ul style="list-style-type: none"> <li>Athlete engages in basic hand-washing and personal body hygiene routines</li> </ul>   |
| Hydration           | <ul style="list-style-type: none"> <li>Athlete is adequately hydrated, using water, before and during Ringette sessions</li> </ul>   |
| Sleep               | <ul style="list-style-type: none"> <li>Remind parents athletes in this stage require between 9 and 11 hours of uninterrupted sleep</li> </ul>  |

| ATHLETIC ABILITIES (PHYSICAL & MOTOR ABILITIES) |   |
|---|---|
| QUADRANT GOALS                                  | <ul style="list-style-type: none"> <li>• Train and increase hand and foot speed</li> <li>• Introduce and Develop Fundamental Movement Skills</li> <li>• Train Sport-Specific Movement Skills through Children's Ringette programs</li> <li>• Train and increase flexibility</li> <li>• Introduce and develop proper habits around warm up, cool-down and stretching</li> </ul>  |
| <b>Stamina (Endurance)</b>                      |   |
| Aerobic Training                                | <ul style="list-style-type: none"> <li>• Program provides 60 minutes of vigorous activity through games and informal competition</li> <li>• Activities are set up with continuous involvement of each athlete to reduce the standing and waiting time to no more than 2 minutes for all activities</li> <li>• Program includes non-elimination games (e.g. freeze tag) with a minimum of 5 minutes of continuous play</li> <li>• Activities and games incorporate large muscle groups through dynamic fundamental movement patterns (i.e. skating, skipping, hopping, shuffling, etc.)</li> <li>• Activities must be varied and include full-body, multi-joint, multi-directional, and multi-planar movements.</li> </ul> |
| <b>Strength</b>                                 |   |
| Overall Strength                                | <ul style="list-style-type: none"> <li>• Program activities develop athlete's core strength and power naturally through active play and weight bearing activities</li> <li>• Athlete's general strength is improved through a variety of activities such as skating, skiing, swimming, and gymnastics</li> </ul>  |
| <b>Speed</b>                                    |   |
| Overall Speed                                   | <ul style="list-style-type: none"> <li>• Introduce activities that focus on athlete's agility and quickness</li> <li>• Program includes games and activities that use lots of changes of direction</li> <li>• Introduce activities that develops athlete's speed through chasing games and games of tag</li> </ul>  |
| Anaerobic alactic capacity and power            | <ul style="list-style-type: none"> <li>• Activities develop athlete's anaerobic alactic capacity and power through active play, specifically by integrating drills that require high intensity, 15 to 20 second bursts of speed</li> </ul>  |
| <b>Suppleness</b>                               |   |
| Overall   | <ul style="list-style-type: none"> <li>• Program activities develop athlete's flexibility through active play that integrates stretching and reaching activities</li> </ul>   |

| TECHNICAL AND TACTICAL  |   |
|---|---|
| QUADRANT GOALS  | <ul style="list-style-type: none"> <li>• Informal competitions in small spaces (cross-ice) and modified games only</li> <li>• Initiate and acquire foundational skills such as skating</li> <li>• Athletes are taught Gameplay using a variety of territory games and invasion games (<a href="#">Teaching Games for Understanding - TGfU</a>) with partners and teammates learning skills such as attacking together to score and defending together.</li> <li>• Program requires that all athletes try all positions, including goaltender</li> </ul> |
| <b>Skating skills</b>   |   |
| Introduce (initiate) the athlete to the basic athletic stance   |   |
| Introduce (Initiate) and develop (acquire) the athlete's balance and agility on skates<br>The following examples can be used to develop balance and agility on skates: <ul style="list-style-type: none"> <li>• Athlete balances on one foot (alternate when ready)</li> <li>• Develop the athlete's awareness of their inside and outside edges</li> </ul> |   |
| Introduce (Initiate) basic strides: <ul style="list-style-type: none"> <li>• Forward</li> <li>• Backward</li> </ul>   |   |
| Introduce (Initiate) and develop the following stops: <ul style="list-style-type: none"> <li>• snow plow</li> <li>• one foot</li> </ul>   |   |
| Introduce (Initiate) the 2-foot parallel stop   |   |
| Introduce (Initiate) and acquire the "V" start  |   |
| Introduce (Initiate) cross-over strides: <ul style="list-style-type: none"> <li>• Forwards</li> <li>• Backwards</li> </ul>  |   |
| Introduce (Initiate) pivots while moving in the same direction: <ul style="list-style-type: none"> <li>• Forwards to backwards</li> <li>• Backwards to forwards</li> </ul>  |   |
| Introduce (Initiate) tight turns  |   |
| <b>Individual skills</b>  |   |
| Introduce (Initiate) stationary passes: <ul style="list-style-type: none"> <li>• Forehand</li> <li>• Backhand</li> </ul>  |   |
| Introduce (Initiate) passes while the athlete is moving: <ul style="list-style-type: none"> <li>• Forehand</li> <li>• Backhand</li> </ul>   |   |

|   |
|---|
| <p>Introduce (Initiate) stationary receiving skills:</p> <ul style="list-style-type: none"> <li>• Forehand</li> <li>• Backhand</li> </ul>   |
| <p>Introduce (Initiate) skills of receiving while in motion:</p> <ul style="list-style-type: none"> <li>• Forehand</li> <li>• Backhand</li> </ul>   |
| Introduce (Initiate) the forehand sweep shot (along the ice)  |
| Introduce (Initiate) the backhand flip shot   |
| <p>Introduce (Initiate) the wrist shot:</p> <p>Focus:</p> <ul style="list-style-type: none"> <li>• Weight transfer</li> <li>• hand position</li> <li>• critical instant / release</li> </ul>  |
| <p>Introduce (Initiate) the 1-on-1 checking individual tactic</p> <ul style="list-style-type: none"> <li>• Focus must be on the athlete's body position</li> </ul>  |
| Introduce (Initiate) the individual tactic of creating a 1-on-1 offensive advantage (see glossary)  |
| <p>Introduce (Initiate) the following ring agility skills:</p> <ul style="list-style-type: none"> <li>• The ability to move the ring from side to side</li> <li>• Changing hand positions to protect the ring</li> </ul>  |
| <b>Team Tactics, Team Systems and Strategies</b>  |
| <p>Introduce (Initiate) the following ice awareness concepts:</p> <ul style="list-style-type: none"> <li>• 3 zones</li> <li>• 3 lanes</li> </ul>  |
| Introduce positional responsibilities for all athletes (defense and offense)  |
| <p>Introduce (Initiate) the Breakout:</p> <p>Focus:</p> <ul style="list-style-type: none"> <li>• Transition from defense to offense from a goaltender ring</li> <li>• Moving the ring up the ice from the defensive end to shooting on the opposition's net</li> </ul>  |
| <p>Introduce (Initiate) the Triangle:</p> <ul style="list-style-type: none"> <li>• Introduce the shape and responsibilities for athletes</li> </ul>   |
| <p>Introduce (Initiate) the 3-on-3 Offensive Attack:</p> <ul style="list-style-type: none"> <li>• Introduce passing in the offensive zone with "L" support (see glossary)</li> <li>• Introduce skills that allow players to utilize other players on offense eg. Passing across the top of the triangle or from the top of the triangle to the crease, or a drop pass at the top of the triangle</li> </ul> |
| <p>Introduce (Initiate) Man-on-Man, goal-side marking (positioning):</p> <ul style="list-style-type: none"> <li>• When the other team has the ring</li> </ul>   |

|   |
|---|
| Introduce (Initiate) the following free passes: <ul style="list-style-type: none"> <li>Centre</li> <li>Offensive</li> </ul>   |
| Introduce (Initiate) the concept of ring possession   |
| Introduce (Initiate) the rule of passing to a teammate over the bluelines.  |
| Introduce (Initiate) the importance of the athletes team keeping possession of the ring by carrying the ring and passing to a teammate..  |
| Introduce (Initiate) the following ways an athlete can support the ring carrier: <ul style="list-style-type: none"> <li>Infront or behind the ring carrier</li> <li>Close to the ring carrier or away from the ring carrier (short passes or long passes)</li> </ul>  |
| <b>Basic goaltender skills</b>  |
| Introduce (Initiate) the basics of the goaltender's stance:<br><b>Focus:</b> <ul style="list-style-type: none"> <li>Stick on the ice in front of skates</li> <li>Square to the shooter with glove "up and out" (see glossary)</li> <li>Stay high in the crease (skates on the blue, red and white paint)</li> </ul> |
| Introduce (Initiate) basic balance and agility skating skills for the goaltender<br><b>Focus:</b> <ul style="list-style-type: none"> <li>Bent knees</li> <li>Feet shoulder width apart</li> <li>Grip on the stick</li> </ul>  |
| Introduce (Initiate) correct positioning for the goaltender in the context of angles in relation to: <ul style="list-style-type: none"> <li>the middle post in the net</li> <li>the skaters</li> </ul>  |
| <b>Movement</b>   |
| Introduce (Initiate) the goaltender's boundaries within the crease  |
| Introduce (Initiate) tracking the ring  |
| Introduce (Initiate) shuffling  |
| <b>Ring Distribution</b>  |
| Introduce (Initiate) passing the ring like a Frisbee<br><b>Focus:</b> <ul style="list-style-type: none"> <li>keeping the ring on the pass low to the ice</li> </ul>   |
| Introduce (Initiate) passing the ring to your teammates from a goalie ring  |
| <b>Team Tactics, Team Systems and Strategies</b>  |
| Introduce (Initiate) the boundaries of the goaltender's crease  |



| ETHICAL LITERACY        |   |
|-------------------------|---|
| <b>GO FOR IT</b>        | <ul style="list-style-type: none"> <li>• Program coaches continue to focus on effort, learning and skill development rather than games focused on the outcome</li> <li>• Program activities use process driven activities, directing effort towards team and individual goals</li> <li>• Program activities introduce more complex games that increase problem-solving abilities</li> </ul> |
| <b>PLAY FAIR</b>        | <ul style="list-style-type: none"> <li>• Program coaches ensure everyone participates equally at play, practice and competition</li> <li>• Program coaches begin to introduce concepts related to commitment</li> </ul>   |
| <b>STAY HEALTHY</b>     | <ul style="list-style-type: none"> <li>• Program coaches make being healthy a cool thing</li> <li>• Program coaches introduce healthy habits like proper eating, sleeping and hydration</li> </ul>  |
| <b>KEEP IT FUN</b>      | <ul style="list-style-type: none"> <li>• Programs and coaches discourage specialization in a single sport</li> <li>• Program coaches focus on the importance of having fun and developing friendships</li> </ul>  |
| <b>RESPECT OTHERS</b>   | <ul style="list-style-type: none"> <li>• Program coaches model good behaviour when the athletes are playing</li> <li>• Program coaches introduce skills and activities that foster teamwork and co-operation</li> </ul>   |
| <b>INCLUDE EVERYONE</b> | <ul style="list-style-type: none"> <li>• Program coaches create fun ways to welcome new athletes and their families to the program</li> <li>• Athletes are paired up with others of varying skills to create opportunities to learn from each other or to learn new skills</li> </ul>   |
| <b>GIVE BACK</b>        | <ul style="list-style-type: none"> <li>• Athletes are responsible to set up and put away equipment before and after practices and games</li> <li>• Athletes are encouraged to respect the facilities they use: pick up their garbage, leave the facility cleaner than they found it</li> </ul>  |

**Exit:** Learn to Train

## Learn to Train

**Entry:** FUNdamentals

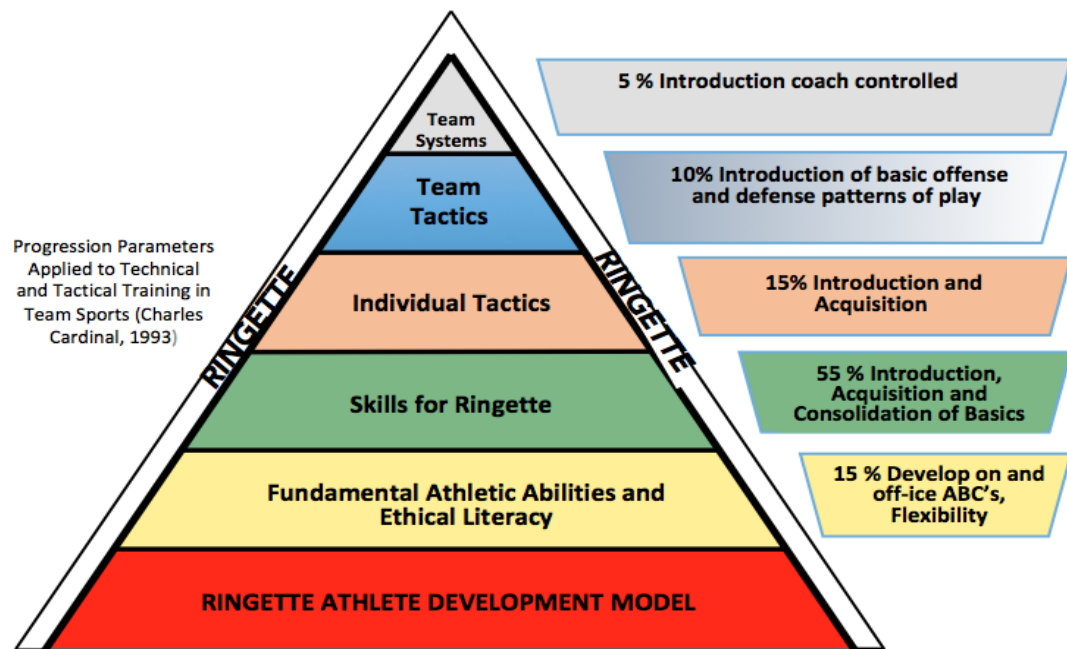
**Activity Time:** Sport 1: 33% Sport 2: 33% Sport 3: 33%

**Training and Competition:** Training: 75% Competition: 25%

| <b>Learn to Train - Appropriate Training Ratios and Ranges adapted from Balyi and Cardinal</b> | <b>L2T (8-11)</b>      |
|--|------------------------|
| Length of plan (weeks)   | 20 to 32 weeks         |
| Length of Preparatory Period   | 7 to 15 weeks          |
| Length of Competition Period   | 7 to 20 weeks          |
| Length of Transition Period  | 3 to 4 weeks           |
| Number of Competition Days   | 6 to 20 per season     |
| <b>Number of Practice Days</b>   | 40 to 120 per season   |
| Average length of Prep Practice (mins)   | 75 to 120 min/ session |
| Average training days/week, Prep Period  | 2 to 4 days/ week      |
| Average length of Comp Practice (mins)   | 75 to 120 min/ session |
| Average training days/week, Comp   | 3 to 4 days/ week      |
| % days devoted to Competition  | 20 to 35% ratio        |
| % days devoted to Practice or Training   | 65 to 80% ratio        |



## Learn to Train (8 – 11 year olds)



play it. love it. live it

mon sport. ma passion.

| PSYCHOLOGICAL            |   |
|--------------------------|---|
| <b>QUADRANT GOALS</b>    | <ul style="list-style-type: none"> <li>Continue to develop Executive Function in the more formal context of a ringette program</li> <li>Introduce the athlete to basic mental preparation</li> <li>Introduce the athlete to decision-making processes required in a competitive environment</li> <li>Introduce more abstract thinking and deductive reasoning</li> </ul>  |
| <b>Specific Skills</b>   |   |
| Visualization strategies | <ul style="list-style-type: none"> <li>Athlete is able to imitate a female role model performing a basic skill (live or video demo)</li> <li>Athlete is able to practice basic visualisation activities externally prompted or scripted from the program coach. ("Can you imagine a different colour? Can you imagine an object growing larger or smaller?")</li> </ul> <p><b>Note:</b> This capacity is developing at varying rates and should not be expected from all at this stage.</p> |
| Positive Self-Talk       | <ul style="list-style-type: none"> <li>Athlete is able to reframe a negative comment to positive wording with their coach's guidance</li> </ul>   |

|   |   |
|---|---|
| <b>Attention, Focus and Concentration</b> |   |
| Increase Attention Span                   | <ul style="list-style-type: none"> <li>• Program drills are designed for the athlete to develop and lengthen the duration of their attention.</li> <li>• Athlete is able to identify attention loss triggers with their coach's guidance</li> <li>• Athlete initiates, acquires and practices an attention refocusing routine with their coach's guidance</li> </ul>  |
| <b>Emotional Control</b>                  |   |
| Regulation of One's Own Emotions          | <ul style="list-style-type: none"> <li>• Athlete is developing or acquiring the ability to describe their personal emotional state to their coach and teammates</li> <li>• Athlete is developing or acquiring skill to persist in a modified activity after expressing fatigue to their coach (e.g. participate in low intensity scrimmage)</li> </ul>  |
| <b>Positive Attitude</b>                  |   |
| Dealing with success and failure          | <ul style="list-style-type: none"> <li>• Coach works with athlete's to develop or the ability to re-frame setbacks as learning opportunities</li> </ul>   |
| <b>Goal Setting</b>                       |   |
| Guided                                    | <ul style="list-style-type: none"> <li>• Introduce and set basic SMART goals that are process rather than result oriented for each athlete</li> <li>• Program includes at least one coach-led and guided short-term goal setting session, and one review session per season for each athlete</li> </ul>   |
| <b>Anxiety Management</b>                 |   |
| Relaxation strategies                     | <ul style="list-style-type: none"> <li>• Athlete is able to develop skill and articulate how they are feeling (e.g. butterflies, heart pounding)</li> <li>• Introduce athlete to relaxation activities during cool down under the guidance of the coach</li> </ul>  |
| Concentration strategies                  | <ul style="list-style-type: none"> <li>• Introduce a systematic increase in duration of activities and drills to lengthen the athlete's concentration</li> <li>• Introduce mild external distractions to initiate skill forcing athlete's to concentrate on skill or task</li> <li>• To develop refocus strategies, guide athlete back to activity if their attention drifts</li> <li>• Introduce drills designed to lengthen the duration of each athlete's attention</li> <li>• Work with each athlete to identify their personal triggers for loss of attention</li> <li>• Develop and have the athlete practice and acquire an attention refocusing routine.</li> </ul> |
| Coping strategies                         | <ul style="list-style-type: none"> <li>• Focus on ways to improve the athlete's performance, not on what the athlete did wrong</li> <li>• Guide the athlete to understand that there is no learning without errors, and errors are to be expected</li> </ul>  |
| Stress management                         | <ul style="list-style-type: none"> <li>• Introduce and initiate basic stress reduction techniques, like Terry Orlick's "<a href="#">Spaghetti toes</a>"</li> </ul>  |
| <b>Perceptual Cognitive Development</b>   |   |
| Sport-based Decision Making               | <ul style="list-style-type: none"> <li>• Use the "<a href="#">Think Aloud</a>" technique to practice decision-making in various drills</li> <li>• Progress the pace and develop an athlete's decision-making ability, based on pattern recognition. For example: coach points to a specific direction to deke around a cone and decreases the distance and time allotted to make a decision</li> </ul>  |
| Sensory/Visuospatial processing           | <ul style="list-style-type: none"> <li>• Develop and acquire the athlete's visual search patterns for critical ringette movement patterns. (e.g. how is the triangle set up?, Goaltender's depth in crease.</li> <li>• Develop and acquire the athlete's ability to track multiple objects (2 to 5 objects)</li> <li>• Develop and acquire the athlete's ability to identify useful from non-useful stimuli (background noise)</li> <li>• Develop and acquire the athlete's ability to perform simple ringette movement patterns</li> </ul>   |

| LIFE SKILLS  |  |
|--|--|
| QUADRANT GOALS   | <ul style="list-style-type: none"> <li>• Build a training environment that creates a climate of acceptance, cooperation, responsibility and social connection</li> <li>• Encourage the development and acquisition of each athlete's team social skills (interacting, sharing, taking turns, helping)</li> </ul>   |
| <b>Personal Development</b>  |  |
| Developing Autonomy  | <ul style="list-style-type: none"> <li>• Athlete arrives on time and can start warming up with little direction</li> <li>• Athlete manages her equipment with some parent support</li> </ul>   |
| Working as Team member   | <ul style="list-style-type: none"> <li>• Program expects athlete to try to play every position on the team, including goaltender</li> <li>• By end of stage, athlete's starts to develop preference for a position</li> <li>• Coach sets clear expectations of behaviour for all athletes</li> <li>• Develop athlete's understanding that there are combinations of different positional athletes on a team that have to work together against an opponent</li> <li>• Athlete can express what it means to belong to a group in the context of a sport team</li> <li>• Develop athlete's TGfU play through ringette positional play. (see glossary)</li> <li>• Athlete can express her place within a group.</li> <li>• Coach introduces ground rules for communication within the context of the team</li> <li>• Coach encourages interdependence and accountability between teammates</li> <li>• Team guidelines are created by the athletes and facilitated by the coach(es)</li> </ul> |
| Reduce Conflict  | <ul style="list-style-type: none"> <li>• Introduce a team "sharing circle" to initiate conflict resolution and build acceptance</li> </ul>   |
| Develop Leadership Skills  | <ul style="list-style-type: none"> <li>• Athlete is able to develop and acquire skills taking on small leadership roles under the coach's guidance</li> <li>• Coach consciously rotates leadership opportunities within the team</li> </ul>  |
| Awareness of Diversity   | <ul style="list-style-type: none"> <li>• Coach models an inclusive philosophy to any athlete who exemplifies diversity (skin colour, physical differences, cultural, gender, etc)</li> </ul>   |
| Coping with Setbacks from Negative Sport and Non-Sport (Life) Outcomes | <ul style="list-style-type: none"> <li>• Coach uses reframing as a tool to help an athlete develop the skill to learn to deal with losing an event as an experience to learn what needs to be done to succeed</li> <li>• Encourage athlete to focus on training and competition as a process, not an outcome</li> </ul>  |
| <b>Moral Development</b>   |  |
| Understanding Rules  | <ul style="list-style-type: none"> <li>• Athlete develops and acquires knowledge of the rules of ringette, the need to have them and the consequence of breaking them.</li> <li>• Introduce the term and meaning of "Fair Play" and work with athletes to acquire ways to demonstrate fair play while at practice or during a game.</li> </ul>   |
| Linking Actions and Consequences                                       | <ul style="list-style-type: none"> <li>• ADevelop an understanding of the link between sport rules and sport penalties. (e.g.: if you hit someone with your stick, you get a penalty)</li> </ul>   |
| Developing Empathy   | <ul style="list-style-type: none"> <li>• Incorporate anti-bullying programs or activities into the overall ringette program</li> </ul>   |

| Relationships                            |   |
|--|---|
| Developing Relationship with teammates   | <ul style="list-style-type: none"> <li>• Athlete demonstrates the importance of positive and cooperative relationships with teammates by both expressing their own needs and accommodating the needs of their teammates</li> <li>• Develop opportunities for the athlete to identify how they fit in, ability to cooperate and accept responsibility</li> <li>• Coach leads team discussions and activities around the True Sport Principles</li> </ul> |
| Career in Sport                          |   |
| Mentorship                               | <ul style="list-style-type: none"> <li>• Athlete is encouraged to help younger or less experienced athletes through opportunities like attending team practices for younger athletes.</li> </ul>  |
| Planning, Preparation and Implementation | <ul style="list-style-type: none"> <li>• Support each athlete and their parent(s) to appropriately plan their family schedule so they can commit to Ringette while balancing school and other sports and family commitments</li> <li>• Athlete has developed and is able to transition to new activities with coach's cue (e.g. "Everyone circle in for our next game in 5-4-3-2-1")</li> </ul>   |
| Media                                    |   |
| Technology                               | <ul style="list-style-type: none"> <li>• Athlete and her parent(s) agree to minimize social media use</li> <li>• Athlete and her parent(s) agree that phones do not come to practice or are securely stored</li> <li>• Collaboratively (athletes and coach(es)) develop team policy on social media use</li> <li>• Coaches, parents and athletes use rule of two when communicating with athletes</li> </ul>  |
| Nutrition and Health                     |   |
| Nutrition Basics                         | <ul style="list-style-type: none"> <li>• Inform and encourage athletes to eat an appropriate healthy snack or meal at least 30 minutes prior to a game or practice</li> <li>• Inform and encourage athlete to consume a recovery snack</li> <li>• Athlete participates in a team discussion with parents on healthy eating habits, energy balance and healthy body image</li> <li>• Discourage sport drink and supplement use</li> </ul>                |
| General Health                           | <ul style="list-style-type: none"> <li>• Encourage and remind athletes to engage in basic hand-washing and personal body hygiene</li> </ul>   |
| Hydration                                | <ul style="list-style-type: none"> <li>• Hydrate with water before, during, after practice</li> </ul>   |
| Sleep                                    | <ul style="list-style-type: none"> <li>• Remind parents that each athlete in this stage requires between 9 and 11 hours of uninterrupted sleep</li> </ul>   |

| ATHLETIC ABILITIES (PHYSICAL and MOTOR) |  |
|---|--|
| QUADRANT GOALS                          | <ul style="list-style-type: none"> <li>Continue to develop and consolidate the ABC's, speed and flexibility</li> <li>Introduce and develop aerobic, speed and strength development early in growth spurt</li> <li>Critical time period to develop technique in performing all exercises is the priority in this stage</li> <li>Introduce measurement, record keeping and regular assessments in the late part of this stage</li> <li>Focus on weight-bearing or body-weight exercises</li> </ul> |
| <b>Stamina (Endurance)</b>              |  |
| Aerobic Training                        | Introduction and Development stage   |
| Aerobic Capacity                        | <ul style="list-style-type: none"> <li>Programs incorporate drills and activities that require athlete to maintain an elevated heart rate</li> <li>Athlete develops their aerobic capacity through Ringette plus at least two other sports. (e.g. running, swimming, basketball, soccer, etc.)</li> <li>Rest intervals between bouts of aerobic activity should be increased throughout this stage</li> </ul>  |
| Anaerobic lactic capacity and power     | <ul style="list-style-type: none"> <li>Exercises should use fundamental full-body movements (e.g. lateral shuffling, running, skipping, varying foot patterns over a line/grid/square).</li> </ul>   |
| <b>Strength</b>                         |  |
| Overall                                 | Introduction and Development stage   |
| Maximum Strength                        | <ul style="list-style-type: none"> <li>Introduce fundamental compound movements (e.g. squats, lunges, planks, push-ups) that are body-weight resisted only</li> <li>Develop athlete's whole-body strength</li> <li>Exercise repetitions focus on lighter load and higher repetitions (i.e. 15 repetitions or higher)</li> <li>Introduce low-level plyometrics such as jumping, bounding, and leaping in a controlled environment</li> </ul>  |
| Strength Endurance                      | <ul style="list-style-type: none"> <li>Introduce entry level resistance training to the athlete</li> <li>Exercises focus on full-body, multi-joint, compound movements</li> </ul>  |
| Core Strength                           | <ul style="list-style-type: none"> <li>Introduce and develop core through front and back strength exercises</li> </ul>   |
| Power                                   | <ul style="list-style-type: none"> <li>Introduce power activities using body weight</li> <li>Introduce the concept of power for on-ice movements developed through a greater focus on speed of movement</li> <li>Introduction to mechanics off-ice, developed with movements such as hopping and bounding</li> </ul>   |

| Speed                                |  |
|--------------------------------------|--|
| Overall                              | <ul style="list-style-type: none"> <li>Continue to develop and consolidate with a focus on athlete's agility and quickness</li> </ul>  |
| Multi-directional speed              | <ul style="list-style-type: none"> <li>Develop the athlete's change of direction techniques on and off the ice</li> <li>Incorporate more challenging perceptual and decision-making processes developed in speed drills, activities or games. (e.g. partner shadowing drills, reactivity drills with visual or auditory cues)</li> </ul> |
| Anaerobic alactic capacity and power | <ul style="list-style-type: none"> <li>Introduce through multiple bursts of 15 to 20 seconds of high intensity activity (e.g. sprint) after a sufficient warm-up</li> </ul>  |
| Suppleness                           |  |
| Overall                              | <ul style="list-style-type: none"> <li>Develop and consolidate athlete's optimal Range of Motion (ROM)</li> </ul>  |



| TECHNICAL AND TACTICAL   |  |
|--|--|
| QUADRANT GOALS   | <ul style="list-style-type: none"> <li>• Program drills are simple, short and repetitive, and include a maximum of three focus points</li> <li>• Whenever possible include visual aids, examples and modelling</li> <li>• Develop and consolidate individual tactics, Develop and acquire team tactics, and introduce basic team systems and strategy</li> <li>• Continue encouraging players to try different positions (no full-time goalies) in this stage</li> <li>• Program has an established pre-game routine including an off-ice warm up</li> <li>• Athletes are expected to arrive at the rink between 45 and 60 minutes before the start of the game</li> <li>• Introduction of fun Teaching Games For Understanding (TGFU)</li> <li>• Activities should promote skill development through intentional game-based activities</li> </ul> |
| Skating skills   |  |
| Develop and acquire the following skating strides: <ul style="list-style-type: none"> <li>• Forwards</li> <li>• Backwards</li> </ul> <b>Focus:</b> Acquisition and consolidation of the athlete's stride mechanics by increasing their stride and glide efficiency. This means that there should be a decrease in the stride frequency |  |
| Develop (Acquire) and Consolidate the following stops and starts: (2 foot/1 foot) <ul style="list-style-type: none"> <li>• Two-foot parallel (1 foot – Initiate)</li> <li>• Cross-over start</li> </ul> <b>Focus:</b> Develop (Acquire) the skill to transition between a stop and start   |  |
| Develop and Acquire the following cross-over strides: <ul style="list-style-type: none"> <li>• Forwards</li> <li>• Backwards</li> </ul> <b>Focus:</b> Acquire the proper mechanics to improve the power of the stride  |  |
| Introduce and Develop (Acquire) the following pivots while continuing in the same direction: <ul style="list-style-type: none"> <li>• Forwards to backwards</li> <li>• Backwards to forwards</li> </ul>  |  |
| Introduce (Initiate) and Develop transitional pivots while transitioning to the opposite direction: (2 foot/1 foot) <ul style="list-style-type: none"> <li>• Forwards to backwards</li> <li>• Backwards to forwards</li> </ul>   |  |
| Introduce (Initiate) and Develop the following transition skating techniques: (2 foot/1 foot) <ul style="list-style-type: none"> <li>• Tight turns</li> <li>• Pivots</li> <li>• Transitional pivots</li> </ul>   |  |

|  |
|--|
| <p>Develop the athlete's basic skating stance</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Maintaining the athletic stance</li> <li>• Develop and consolidate the skating stance</li> <li>• Develop the athlete's stability and body control while in this position</li> </ul>  |
| <p>Develop and acquire an athlete's agility and body control in the following tactical situations:</p> <ul style="list-style-type: none"> <li>• During body contact</li> <li>• While gaining an advantage</li> <li>• 1-on-1 in tight spaces</li> </ul>   |
| <p>Develop (Acquire) and consolidate an athlete's balance and agility on skates</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Edge use and control</li> <li>• Awareness of inside and outside edges</li> <li>• Posture</li> <li>• Stance (wider versus narrower foot position and stance so athlete is able to maintain their stance and stability)</li> </ul>   |
| <p><b>Individual skills and individual tactics</b></p>   |
| <p>Develop (Acquire) and Consolidate the following passing and receiving skills:</p> <ul style="list-style-type: none"> <li>• Stick to stick</li> <li>• Forehand</li> <li>• Backhand</li> </ul> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Understanding the concepts of timing and anticipation</li> <li>• Readiness and preparedness to receive the pass</li> <li>• Hand position</li> <li>• Strength</li> </ul>  |
| <p>Develop (Acquire) and Consolidate the following shooting skills:</p> <ul style="list-style-type: none"> <li>• Consolidate the forehand sweep shot along the ice</li> <li>• Develop (Acquire) Backhand high</li> </ul> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Athlete introduced to shot selection choice options</li> <li>• Develop (Acquire) the athletes skill to shoot with more accuracy and power consistently</li> <li>• Initiate and acquire the tactic and ability to create space</li> <li>• Develop (Acquire) and consolidate the ability to shoot with pressure</li> <li>• Develop (Acquire) and consolidate the ability to shoot while under pressure</li> </ul> |

|   |
|---|
| <p>Introduce and Develop (Acquire) the athlete's wrist shot</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Consistently lifting the ring off the ice</li> <li>• Proper mechanics</li> <li>• Power</li> <li>• Accuracy</li> </ul>   |
| <p>Introduce and Develop (acquire) the following individual checking skill tactics:</p> <ul style="list-style-type: none"> <li>• Body control when 1-on-1</li> <li>• Body Control when 2-on-1</li> <li>• Introduce three stages of checking: contain, pressure, and engage. Teach one element at a time.</li> </ul> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Body position</li> <li>• Inside/outside of the skate</li> <li>• Timing consistently to gain the advantage</li> <li>• Taking space away when the opponent is about to receive the pass</li> <li>• Forcing an outcome when channelling the ring carrier</li> <li>• Introduce one element at a time. Ability to force the ring carrier to make one of the following decisions: <ul style="list-style-type: none"> <li>• to force a pass</li> <li>• to stop</li> <li>• to change direction</li> </ul> </li> </ul> |
| <p>Introduce (Initiate) Drive skating tactical skills to:</p> <ul style="list-style-type: none"> <li>• On the attack , create an advantage and separation in the space behind the ring carrier's opponent while in an offensive position</li> <li>• As a defence, create an advantage and separation from the athlete's opponent while transitioning with the ring from D to O transition to jump into the open pocket or space behind the person forechecking against you</li> </ul>   |
| <p>Initiate individual tactics using combined athlete's skills and ability to create a 1-on-1 offensive advantage:</p> <ul style="list-style-type: none"> <li>• Change of speed</li> <li>• Change of direction</li> <li>• Creation of separation from opponent</li> </ul>   |
| <p>Initiate effective defensive tactical skills when 1-on-1 using the following tactics:</p> <ul style="list-style-type: none"> <li>• Gap control</li> <li>• Goal side coverage</li> <li>• Consistent ice awareness</li> <li>• Ability to find a check/man</li> </ul>   |
| <p>Initiate 1-on-1 defensive tactical skills</p>  |

|  |
|--|
| Initiate the following individual offensive deception skills and tactics: <ul style="list-style-type: none"> <li>• Fakes</li> <li>• Dekes</li> <li>• Change of speed</li> <li>• Change of Direction</li> </ul>   |
| Acquire and consolidate the following ring agility skills: <ul style="list-style-type: none"> <li>• Side to side</li> <li>• Changing hand positions to protect the ring</li> </ul>   |
| <b>Team Tactics and Team System Skills</b>   |
| Initiate and acquire athlete's ice awareness using the following skills: <ul style="list-style-type: none"> <li>• Use of the passing lanes</li> <li>• Use of the quiet zones</li> <li>• Ability to pass from the edge of the middle lane</li> <li>• Ability to receive in the outside quiet zones</li> <li>• Ability to switch lanes to become an outlet (option) for a passer</li> <li>• Athlete learns to "save ice" to create space better passing options or outlets (see glossary)</li> <li>• When attacking using passing (outlets) options across the blue lines to keep ring control</li> <li>• When defending introduce increased awareness of the blue lines to decrease pressure from the opponent on the attack by limiting outlet pass options</li> </ul> |
| Initiate and acquire the transition skills of a Breakout: <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Initiating and acquiring ability to transition transition from defense to offense from a goaltender ring</li> <li>• Initiating and acquiring ability to transition from defense to offense when your wins possession of the ring on a turnover</li> <li>• Initiating and acquiring ability to transition transition from defending to offensively move the ring up the ice from the defensive end to shooting on the opposition's net</li> </ul>   |
| Initiate the following shot clock management skills: <ul style="list-style-type: none"> <li>• Knowing when to force a shot clock re-set</li> <li>• Maintaining ring possession</li> <li>• Recovering the ring for possession</li> </ul>  |
| Develop (Acquire) and consolidate an athlete's ability to keep possession of the ring  |
| Initiate the individual tactics of ring control and possession when an athlete is under pressure <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Increase athlete's ability to control the pace and flow of the game using ring possession</li> </ul>  |

|  |
|--|
| <p>Initiate and acquire the following defensive triangle skills and tactics:</p> <ul style="list-style-type: none"> <li>• Positional responsibilities</li> <li>• Area of movement</li> <li>• Movement mechanics</li> <li>• Initiate the concept of controlling the opponents body</li> <li>• As a defender, initiate the use of hand and forearm positioning contact to control the attacker. For example: closed hands, rotating pressure on hips and body position by the defender</li> </ul>  |
| <p>Initiate the following defensive triangle skills and tactics:</p> <ul style="list-style-type: none"> <li>• Ability to square to the shooter</li> <li>• Skills to use active sticks or defensive stick position to control the shooter's advantage and space</li> </ul>  |
| <p>Initiate and Develop (Acquire) the following breakout support skills once possession has been gained in the defensive zone:</p> <ul style="list-style-type: none"> <li>• Supporting the ring carrier goal-side in the defensive zone</li> <li>• Initiate and acquire positioning for the regroup support pass in one, both or either the defensive and neutral zones</li> <li>• Develop (Acquire) the tactic of supporting the ring goal-side in the defensive zone once the ring has moved into the neutral zone</li> <li>• Develop (Acquire) the tactic of supporting the ring goal-side in the neutral zone</li> </ul> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Develop the skill of looking to the opposite side of the ice from the ring (quiet lane) which opens up by reversing the ring (see glossary)</li> </ul>  |
| <p>Develop (Acquire) an offensive attack in a 3-on-3 Team Play situation using the following team tactics:</p> <ul style="list-style-type: none"> <li>• Develop (Acquire) and Consolidate the use of a basic offensive framework (2 side ring support or L offense)</li> <li>• Develop (Acquire) recognizable cues that benefit utilizing a basic offensive framework</li> <li>• Develop (Acquire) an understanding of and learning to read the play</li> <li>• Introduce and Develop (Acquire) athlete's ability to recognize how to create an advantage (2-on-1's) within a consistent structure: <ul style="list-style-type: none"> <li>○ Low walks (attack from below the dots)</li> <li>○ Give and Go in Small Space – (High drops with a fade) (F1 skates the ring up the wall toward the ringette line to draw out the opposition D and C from the triangle. F1 then passes to F2 who is trailing with a moderate gap, skating the same path just over the goal line toward the hash marks. F1 turns quickly inside the ringette line (fade behind the centre) to jump/ attack into open space right behind the C and D with an open lane to the net. F2 still on the wall with the ring passes the ring back to F1 for a shot)</li> <li>○ Driving the net 3v3 (one player in attack, one in attacking support (or support) and net front presence)</li> <li>○ Shooting under pressure</li> </ul> </li> </ul> |
| <p>Introduce and Develop (Acquire) an offensive attack on transition using the following team tactics:</p> <ul style="list-style-type: none"> <li>• Introduce (Initiate) athletes movement to become a quick pass option, support in an open lane</li> <li>• Introduce and acquire gaining (passing into a teammate in) the offensive zone</li> <li>• Driving the dot</li> <li>• Introduce (Initiate) creating an offensive opportunity by creating a 2-on-1 situation</li> </ul>  |

|   |
|---|
| <p>Develop (Acquire) the skills to execute the tactic of defensive side man-on-man defensive skill marking in the following situations:</p> <ul style="list-style-type: none"> <li>• On a goaltender ring</li> <li>• Forechecking</li> <li>• Neutral zone: <ul style="list-style-type: none"> <li>• Goal-side-inside positioning to gain advantage</li> </ul> </li> </ul>   |
| <p>Introduce and Acquire the following offensive free pass skills:</p> <ul style="list-style-type: none"> <li>• Center ice</li> <li>• Offensive zone</li> <li>• Defensive zone</li> </ul> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Consistent execution</li> <li>• Gaining the zone (center)</li> <li>• Scoring opportunity (offensive zone)</li> </ul>  |
| <p>Introduce Competitive Drills such as small-area games to create and replicate competitive environments</p> <p><b>Focus:</b></p> <p>Increase athlete's level of comfort with competitive drills</p>   |
| <p>In order to develop executive function, athlete's at this stage should learn to play every position (utility athlete) (see glossary):</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Avoid over-specialization</li> <li>• Maintaining development opportunities to increase athlete's adaptability</li> </ul>   |
| <p>Develop (Acquire) the following tactics of the "L" close and long support:</p> <ul style="list-style-type: none"> <li>• Increase athlete's ability to use space to support the ring carrier</li> <li>• Increase athlete's ability to use time to support the ring carrier</li> </ul> <p><b>Focus:</b></p> <p>Introduce and Develop (Acquire) athlete's basic team tactic ability to provide passing outlets for the ring carrier</p> |
| <p>Introduce forecheck and backcheck skills and tactics in the following situations:</p> <ul style="list-style-type: none"> <li>• 1-on-1 (Aggressive forecheck pressure on the ring)</li> <li>• 2-on-1 (Aggressive pressure on the ring)</li> </ul>   |
| <p>Develop the following situational plays:</p> <ul style="list-style-type: none"> <li>• Introduce and Develop 3-on-2 offensively</li> <li>• Introduce and Develop 3-on-2 defensively</li> <li>• Introduce 4-on-3 offensively</li> <li>• Introduce 4-on-3 defensively</li> </ul>  |

| Goalie skills   |
|---|
| <p>Introduce and develop (acquire) the basics of the goaltender's stance:</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>○ Stick on the ice in front of skates</li> <li>○ Position the glove up and out</li> <li>○ Body square to the shooter</li> <li>○ Grip on the stick</li> </ul>  |
| <p>Develop (Acquire) basic balance and agility skills for the goaltender</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Bent knees</li> <li>• Feet shoulder width apart</li> </ul>   |
| <p>Introduce (Initiate) the correct position in relation to the skaters when in a triangle formation</p>  |
| <p>Introduce (Initiate) the skills necessary to challenge the shooter</p>   |
| Saves   |
| <p>Introduce (Initiate) the fundamentals of the butterfly save:</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Dropping to both knees</li> <li>• Enter with control (pushing both knees down while keeping butt up)</li> <li>• Show off the face of the pads</li> <li>• Stick covers "five hole"</li> <li>• Glove and blocker (hands) remain up and out</li> </ul> |
| <p>Introduce (Initiate) and Develop (acquire) the fundamentals of high shot saves:</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Staying square to the shooter</li> <li>• Moving the body, leading with the hands</li> </ul>  |
| <p>Develop (Acquire) the fundamentals of low shot saves:</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Staying square to the body</li> <li>• Moving the body, leading with the hands</li> </ul>   |
| Movement  |
| <p>Introduce and Develop (Acquire) lateral shuffling:</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Remain in goaltender's stance</li> <li>• Square to the shooter while tracking a pass or shot</li> </ul>   |
| <p>Introduce and Develop (Acquire) the T-Push:</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Quick movement to cover larger distance</li> </ul>   |

|  |
|--|
| Introduce (Initiate) and Develop (Acquire) forward and backward transitions using C-cuts:  |
| <b>Focus:</b> <ul style="list-style-type: none"> <li>• One leg at a time</li> <li>• Athlete remains square to the shooter when moving in the crease</li> </ul> |
| <b>Ring Distribution</b>   |
| Introduce (Initiate) passing the ring like a Frisbee   |
| <b>Focus:</b> <ul style="list-style-type: none"> <li>• Keeping the ring low to the ice</li> </ul>  |
| Introduce Initiate “faking” when executing goalie ring passes  |
| Introduce Initiate using the goaltender stick to pass the ring   |
| Introduce Initiate the goaltender’s ability to communicate with the skaters in a defensive triangle  |
| <b>Team Tactics, Team Systems and Strategies</b>   |
| Introduce (Initiate) the use of the shot clock   |
| Introduce (Initiate) the concept of throwing a goalie ring within a 5 second count   |
| Introduce (Initiate) the concept and role of the goaltender in the triangle  |



| ETHICAL LITERACY   |  |
|--|--|
| <b>GO FOR IT</b>   |  |
| <ul style="list-style-type: none"> <li>Coach fosters an appreciation for the athlete's work ethic and its contribution to outcomes. Coach can highlight examples, reward effort over outcome, and model good behaviours</li> <li>Athlete begins to demonstrate the pursuit of personal excellence</li> </ul>   |  |
| <b>PLAY FAIR</b>   |  |
| <ul style="list-style-type: none"> <li>Program ensures that every athlete participates equally. Opportunities to compete are earned through effort and commitment, not just ability</li> <li>Consolidation of Play Fair. Play by the rules. Coach leads ethical discussions by asking "What would you do if..."</li> <li>Coach demonstrates and rewards sportsmanship by highlighting good examples of fair play and by discussing situations that are considered unfair</li> </ul>                                    |  |
| <b>STAY HEALTHY</b>  |  |
| <ul style="list-style-type: none"> <li>Program is set up to enhance each athlete's personal development through sport</li> <li>Coach is able to guide athlete's recognition that boys and girls grow and mature differently</li> </ul>   |  |
| <b>KEEP IT FUN</b>   |  |
| <ul style="list-style-type: none"> <li>Introduce and develop fun competitive elements to practices (for example: races between groups)</li> <li>Coach fosters and recognizes a strong work ethic</li> <li>Program's goal is to ensure athlete's high level of enjoyment while they learn and develop new skills</li> <li>It is important that every ringette program accentuates the importance of friendships in the context of the team. This is very important for girls to enjoy their sport experience</li> </ul> |  |
| <b>RESPECT OTHERS</b>  |  |
| <ul style="list-style-type: none"> <li>Program has clear procedures for selection of athletes according to their behaviour both on and off the ice</li> <li>Coach guides the athlete with clear definitions and demonstrations of respect towards officials, athletes, coaches and parents</li> <li>Consolidate and develop athlete's value of sportsmanship, honesty, work ethic, respect for rules as well as loyalty to the team and club</li> </ul>  |  |
| <b>INCLUDE EVERYONE</b>  |  |
| <ul style="list-style-type: none"> <li>Coach consolidates and develops athlete's priority to be friendly, respectful and kind with teammates, parents, coaches, officials, and opponents</li> </ul>  |  |
| <b>GIVE BACK</b>   |  |
| <ul style="list-style-type: none"> <li>Coach guides the athlete to think about their preferred True Sport Principle and asks them to share their choice and reason(s) for their choice with teammates</li> </ul>   |  |

**Exit: Train to Train - Pursuit of Excellence**

**OR**

**Active for Life – Competitive for Life**

## Train to Train

**Entry:** Learn to Train

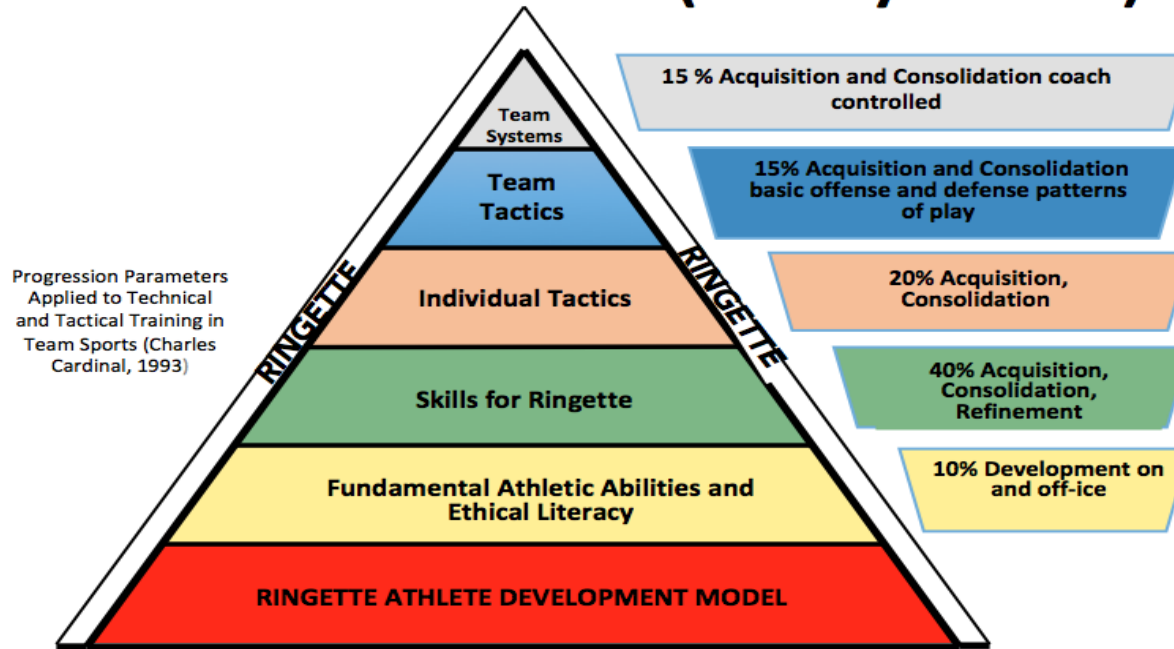
**Activity Time:** Main Sport: 66% Sport 2: 33%

**Training and Competition:** Training: 65% Competition: 35%

| Train to Train - Appropriate Training Ratios and Ranges adapted from Balyi and Cardinal | T2T (11-15)            |
|---|------------------------|
| Length of plan (weeks)  | 20 to 32 weeks         |
| Length of Prep Period   | 7 to 15 weeks          |
| Length of Competition Period  | 7 to 20 weeks          |
| Length of Transition Period   | 3 to 4 weeks           |
| Number of Competition Days  | 6 to 20 per season     |
| Number of Practice Days   | 40 to 120 per season   |
| Average length of Prep Practice (mins)  | 75 to 120 min/ session |
| Average training days/wk, Prep Period   | 2 to 4 days/ week      |
| Average length of Comp Practice (mins)  | 75 to 120 min/ session |
| Average training days/wk, Comp  | 3 to 4 days/ week      |
| % days devoted to Competition   | 20 to 35% ratio        |
| % days devoted to Practice or Training  | 65 to 80% ratio        |



## Train to Train (11-15 year olds)



play it. love it. live it

mon sport. ma passion.

| PSYCHOLOGICAL            |  |
|--------------------------|--|
| <b>QUADRANT GOALS</b>    | <ul style="list-style-type: none"> <li>Strong focus on the development of athlete's mental preparation</li> <li>Decision Training begins to focus on decision-making in competitive situations</li> <li>Seek feedback about the athletes thoughts and feeling about training and competition</li> <li>Developing a self focused and self centered way of thinking</li> </ul> |
| <b>Specific Skills</b>   |  |
| Visualization strategies | <ul style="list-style-type: none"> <li>Coach uses video of elite athletes to guide athlete to visualize themselves performing at that level</li> <li>Consolidate and develop athlete's visualisation and imagery skills using specific drills during practices</li> <li>Use video to provide immediate feedback to the athlete</li> </ul>                                    |

|                                  |  |
|----------------------------------|--|
| <b>Motivation</b>                |  |
| Mastery                          | <ul style="list-style-type: none"> <li>• Athlete can see the progress in her skill development in ringette</li> <li>• Athlete can see her contribution in the team's competition performance</li> </ul>  |
| Membership                       | Program prioritizes ways to ensure that each athlete feels that they are accepted by her teammates   |
| Meaning                          | Athlete is able to make the link between her goals and those of the team in order to be successful   |
| <b>Emotional Control</b>         |  |
| Regulation of One's Own Emotions | Athlete begins to master basic strategies to defuse emotional situations in the moment on her own (e.g. taking a time out, breathing, self-talk)   |
| <b>Goal Setting</b>              |  |
| Individual                       | <ul style="list-style-type: none"> <li>• Continue to set SMART goals that are process oriented and add: <ul style="list-style-type: none"> <li>• long-term goals</li> <li>• results-oriented goals</li> <li>• toward end of stage: add multi-year goals for each athlete in this stage</li> </ul> </li> <li>• Formally track and review each athlete's SMART goals every 2 months</li> </ul>   |
| Team                             | <ul style="list-style-type: none"> <li>• Coach leads team to set SMART team goals for team skills and tactics</li> <li>• Athlete develops her ability to be accountable to the team</li> <li>• Team develops performance goals with coach's guidance</li> </ul>  |
| <b>Anxiety Management</b>        |  |
| Relaxation strategies            | <ul style="list-style-type: none"> <li>• Athlete tracks and records when they experience anxiety</li> <li>• Athlete practices progressive relaxation in training and on her own</li> </ul>   |
| Arousal strategies               | <ul style="list-style-type: none"> <li>• Athlete is able to effectively use at least one arousal energizing tool introduced by her coach or IST</li> </ul>   |
| Concentration strategies         | <ul style="list-style-type: none"> <li>• Develop athlete's ability to identify and track her triggers for loss of attention</li> <li>• Coach guides athlete to develop, practice and use an attention refocusing routine for high stress situations</li> <li>• Coach and athlete develop word cues to sharpen athlete's focus during a game</li> <li>• Introduce skills and tools for the goaltender to focus for the entire length of the game</li> </ul>   |
| Coping strategies                | <ul style="list-style-type: none"> <li>• Develop athlete's ability to respond to setbacks as a normal part of ringette and athletic participation</li> <li>• Develop a systematic approach to analyse cause(s) of setback(s), and contextualize athlete's reactions or responses in a positive way</li> <li>• Develop athlete's ability to respond to errors as opportunities to learn and improve (errors are not failures)</li> <li>• Use the "Think Aloud" technique to determine if the athlete knows what to do but cannot do it or if they are confused about what they are supposed to do</li> <li>• Introduce skills and tools for the goaltender to mentally reset after a goal, not dwell on the goal but rather look forward and refocus</li> </ul> |
| Stress management                | <p>Early in stage:</p> <ul style="list-style-type: none"> <li>• Provide athlete the required tools to deal with different forms of stress in controlled environments</li> <li>• Guide the athlete to articulate what they perceives to be stressful</li> </ul>   |

|   |   |
|---|---|
|   | <p>Later in stage:</p> <ul style="list-style-type: none"> <li>• Through guided discovery and feedback, identify and select strategies that proactively reduce stress and anxiety in the ringette environment</li> <li>• Athlete tracks and journals when they experience anxiety, fatigue, and other forms of stress and how these impact her performance</li> </ul>  |
| <b>Perceptual Cognitive Development</b> |   |
| Sport-based Decision Making             | <ul style="list-style-type: none"> <li>• Coach leads athlete to use the "Think Aloud" technique to build reflective skills in decision making</li> <li>• Develop athlete's ability to make fast, accurate decisions based on pattern recognition</li> <li>• Develop athlete's skill execution, while making decisions based on rapid and correct perception of stimuli</li> </ul>   |
| Sensory/Visuospatial processing         | <p>Early in stage:</p> <ul style="list-style-type: none"> <li>• Develop and consolidate athlete's ability to recognize complex ringette movement patterns</li> <li>• Introduce to the athlete the tools and cues they need to discriminate useful from non-useful stimuli</li> <li>• Athlete develops effective visual search patterns for critical ringette movement patterns. (e.g., goalie depth in the crease is dependent on the speed and number of attackers, or how the triangle is set up)</li> <li>• Continue to develop athlete's ability to track multiple objects (about 5 objects)</li> </ul> <p>Later in stage:</p> <ul style="list-style-type: none"> <li>• Develop athlete's ability to discriminate and ignore distracting or non-useful stimuli (background noise)</li> <li>• Develop strong object tracking at increasing speeds through on and off-ice practice</li> <li>• Develop athlete's ability to see and effectively use ice space around athletes</li> </ul> |

| LIFE SKILLS  |   |
|--|---|
| <b>QUADRANT GOALS</b>  | <ul style="list-style-type: none"> <li>● Critical time for reinforcing behaviours that demonstrate a climate of acceptance and social connection</li> <li>● Include regular use of role models (more senior athletes) to demonstrate how progress can be made</li> <li>● Build a culture where training and competition are part of the developmental process: the outcome is secondary</li> <li>● Critical time for using sport to consolidate and refine understanding of game rules and team guidelines along with rewards and consequences of their actions</li> </ul>    |
| <b>Personal Development</b>  |   |
| Developing Autonomy  | <ul style="list-style-type: none"> <li>● Athlete is able to express which position they enjoy playing the most, but is open to playing other positions</li> <li>● Athlete develops the self-motivation to train on their own (physical training)</li> </ul>   |
| Develop Self-confidence and self-esteem                                | <ul style="list-style-type: none"> <li>● Develop athlete's confidence in their capacity to perform</li> <li>● Encourage athlete to consistently use the opportunities available to them, to use their voice and advocate for themselves</li> </ul>  |
| Working as Team member   | <ul style="list-style-type: none"> <li>● Athlete can demonstrate their understanding of their role on the team, and makes adjustments in their play to assist the team</li> <li>● Introduce opportunities for athletes to cooperate and work teammates on and off ice.</li> <li>● Develop athlete's awareness and sense of accountability to the group</li> <li>● Athlete can verbally express their understanding of the required interdependence of being part of a team</li> <li>● Team guidelines are created by the athletes and facilitated by the coach(es)</li> </ul> |
| Reduce Conflict  | A team "circle" is used to resolve team issues and explore differing values and perspectives  |
| Develop Leadership Skills  | <ul style="list-style-type: none"> <li>● Athlete independently takes on leadership tasks and roles on the team throughout this stage</li> </ul> <p>Early in stage:</p> <ul style="list-style-type: none"> <li>● Coaching staff alternates captains and assistant captains</li> </ul> <p>Later in stage:</p> <ul style="list-style-type: none"> <li>● Teammates are invited to provide input on selection of captains and assistant captains</li> </ul>  |
| Coping with Setbacks from Negative Sport and Non-Sport (Life) Outcomes | <ul style="list-style-type: none"> <li>● Athlete is able to use reframing techniques to perceive setbacks and errors as an expected part of ringette participation and uses them as learning experiences</li> <li>● Some athlete's teammates begin to develop as their support group of friends</li> </ul>  |
| <b>Moral Development</b>   |   |
| Understanding Rules  | <ul style="list-style-type: none"> <li>● Athlete is able to demonstrate their understanding that doping is cheating</li> <li>● Athlete develops their value of competing within the intention of the ringette rules</li> </ul>  |

|  |  |
|--|--|
| Doing What is Right                    | <ul style="list-style-type: none"> <li>• Develop a code of conduct for the team by the team</li> </ul>   |
| Linking Actions and Consequences       | <ul style="list-style-type: none"> <li>• Athlete is able to link their training commitment to their established long-term performance goals</li> </ul>   |
| Developing Empathy                     | <ul style="list-style-type: none"> <li>• Athlete is encouraged to intervene to prevent bullying</li> </ul>   |
| <b>Relationships</b>                   |  |
| Developing Relationship with teammates | <ul style="list-style-type: none"> <li>• Athlete is consistently helping teammates regulate energy levels, focus, emotions, and positive self-talk</li> <li>• Encourage an open and respectful two-way communication between teammates and between athlete and coach(es)</li> <li>• Create a sport and team culture of positive approaches to problems and problem solving</li> </ul>  |
| <b>Career in Sport</b>                 |  |
| Career Planning                        | <ul style="list-style-type: none"> <li>• The student-athlete: athlete is developing tools to balance education and sport goals</li> <li>• Athlete with parent and coach support, is learning to manage their time commitments using scheduling tools</li> <li>• Athlete and coach balance the team's periodized sport plan with other school, sport, and family commitments</li> </ul>   |
| <b>Media</b>                           |  |
| Social Media Management                | <ul style="list-style-type: none"> <li>• Remind athlete to communicate using online social media postings thoughtfully and respectfully because anything that appears online is permanent</li> </ul>   |
| <b>Nutrition and Health</b>            |  |
| Nutrition Basics                       | <ul style="list-style-type: none"> <li>• Educate athletes and parents about the nutrition needs for teenaged athletes</li> <li>• Develop and consolidate athlete's knowledge about proper sport nutrition and encourage them to make wiser food choices</li> <li>• Introduce, develop and encourage the female athlete to ensure that they have an adequate iron intake</li> <li>• Promote healthy eating over body composition</li> </ul> |
| Competition Nutrition                  | <ul style="list-style-type: none"> <li>• Introduce and encourage athlete to plan their nutrition requirements for local and regional tournaments, and ensure that their competition nutrition needs are met</li> </ul>   |
| Nutrition for Recovery                 | <ul style="list-style-type: none"> <li>• Introduce athlete to recovery nutrition post-training, including tools they can easily use</li> </ul>   |
| Hydration                              | <ul style="list-style-type: none"> <li>• Introduce athlete to the importance of pre-competition hydration</li> </ul>   |
| Nutrition supplement                   | <ul style="list-style-type: none"> <li>• Focus on encouraging and supporting athlete to select high quality foods and building sound nutrition foundations to replace water, energy and electrolytes</li> <li>• Teach athletes that supplements are not a shortcut to performance</li> <li>• Educate athlete on the dangers of inadvertent doping through use of supplements</li> </ul>  |
| Disordered Eating and Eating Disorders | <ul style="list-style-type: none"> <li>• Educate athlete on the signs and symptoms of disordered eating and eating disorders</li> </ul>  |
| Doping Control                         | <ul style="list-style-type: none"> <li>• Introduce athlete to the topic of doping control, and that all competitors are subject to testing</li> </ul>  |
| Sleep                                  | <ul style="list-style-type: none"> <li>• Remind athlete that early in this stage (12 to 14-year olds) require between 9 and 11 hours of uninterrupted sleep and later in this stage (14 to 15-year olds) require 8 to 10 hours of uninterrupted sleep</li> </ul>   |

| PHYSICAL                            |  |
|-------------------------------------|--|
| QUADRANT GOALS                      | <ul style="list-style-type: none"> <li>● Introduce single or double periodization (as per season competitive requirements)</li> <li>● Major fitness development and consolidation stage for stamina, whole body speed and strength</li> <li>● Due to onset of Peak Height Velocity (PHV), athlete's growth should be tracked</li> <li>● Athletes benefit from aerobic, speed and strength development consolidation and refinement</li> <li>● Continue refining focus on excellent technique and form and flexibility</li> <li>● Introduce self-monitoring and personal record keeping with systematic evaluations</li> </ul>      |
| Stamina (Endurance)                 |  |
| Aerobic Training                    | <ul style="list-style-type: none"> <li>● Development and consolidation of stamina focus should occur at onset of PHV</li> </ul>  |
| Aerobic Capacity                    | <ul style="list-style-type: none"> <li>● Exercise at targeted heart rate for timed durations</li> <li>● Long-slow distance to higher intensity intermittent workouts must be related to demands of ringette</li> <li>● Athlete develops their aerobic capacity through at least one other sport. (e.g. running, swimming, basketball, soccer, etc.)</li> </ul>   |
| Aerobic Power                       | <ul style="list-style-type: none"> <li>● Interval training is introduced, developed and consolidated towards the end of this stage</li> <li>● Increase rest intervals between bouts of aerobic activity throughout this stage</li> </ul>   |
| Anaerobic lactic capacity and power | <ul style="list-style-type: none"> <li>● Progressively increase the duration of high intensity exercise up to a maximum of 2 minutes with sufficient rest between each bout of exercise</li> <li>● Interval training should be done on and off the ice</li> <li>● Intervals between bouts of exercise should vary between 10 seconds and 2 minutes</li> </ul>  |
| Strength                            |  |
| Overall                             | Developing   |
| Maximum Strength                    | <ul style="list-style-type: none"> <li>● Incorporate continued development of fundamental compound movements</li> <li>● Greater load may be applied after the onset of PHV</li> <li>● Continue to develop using body-weight resistance. Increase sets and repetitions or duration to increase difficulty</li> <li>● Emphasis is on whole-body strength with greater ringette specificity near the end of this stage</li> <li>● Incorporate plyometrics (body weight movements (controlled load and unload) such as jumping, lateral bounding and burpees) in a controlled environment with lower volume and higher rest</li> </ul> |
| Strength Endurance                  | <ul style="list-style-type: none"> <li>● Introduce and Develop Incorporating systematic test-based resistance training with lower weight and higher repetitions towards the end of the growth spurt</li> <li>● Increase load by increasing the number of repetitions and sets</li> <li>● Emphasis is on full-body, multi-joint, compound movements</li> <li>● Increase ringette specific exercises near the end of this stage</li> </ul>   |



|                                      |  |
|--------------------------------------|--|
| Core Strength                        | <ul style="list-style-type: none"> <li>• Develop and Consolidate systematic core-strength training based on individual assessments</li> <li>• Equal emphasis for targeting the front core (rectus abdominals, obliques) and the back core (erector spinae, rhomboids)</li> <li>• Develop and Consolidate the core with isometric and dynamic exercises</li> </ul>  |
| Power                                | <ul style="list-style-type: none"> <li>• Develop and consolidate power on-ice with focus on the speed of movement before PHV and then add in strength with speed post-PHV</li> <li>• Develop and consolidate power off-ice with low-intensity plyometrics</li> </ul>   |
| <b>Speed</b>                         |  |
| Overall                              | Focus on alactic energy system for girls 11 to 13 years of age   |
| Multi-directional speed              | <ul style="list-style-type: none"> <li>• Peak time for developing multi-directional speed</li> <li>• Develop and consolidate more ringette-specific agility movements – agility in small and confined spaces; able to stop and go in any direction; transition forward to backward or backward to forward</li> <li>• Increase difficulty of agility with use of more open and unplanned training methods</li> <li>• Develop and consolidate off-ice multi-directional movements that are transferable to the ice</li> <li>• Incorporate more challenging perceptual and decision-making processes (reacting to external stimulus either visual and/or verbal; reacting to another athlete(s))</li> <li>• Introduce the use of plyometrics, strength training, and sprint training to develop and maximize speed gains</li> </ul> |
| Anaerobic alactic capacity and power | <ul style="list-style-type: none"> <li>• Training this component in this stage should focus on a 1:6 work to rest ratio</li> <li>• Introduce specific training of short duration (under 10-15 seconds), very high intensity, with adequate rest between bouts</li> <li>• Introduce drills on-ice that take between 5 and 15 seconds at high intensity with 30 to 90 seconds of rest between bouts</li> </ul>   |
| <b>Suppleness</b>                    |  |
| Overall                              | <ul style="list-style-type: none"> <li>• Special attention should be put on refining flexibility during PHV</li> <li>• Critical time to refine ROM through both static and dynamic mobility</li> </ul>   |

| TECHNICAL AND TACTICAL   |  |
|--|--|
| QUADRANT GOALS   | <ul style="list-style-type: none"> <li>• More abstract thinking so focus moves from skills focus to tactics and introduction to strategies</li> <li>• Consolidate individual tactics, consolidate team tactics, acquire basic team systems and strategy</li> <li>• Focus on 2 – 3 sports of choice</li> <li>• Use competition to apply skills, tactics and strategies learned in training</li> <li>• Pre-game routine includes: <ul style="list-style-type: none"> <li>• Arrival at the rink 45 to 60 minutes prior to start of the game</li> <li>• Off-ice warm up</li> </ul> </li> </ul> |
| Skating skills   |  |
| Consolidate individual skating skills: <ul style="list-style-type: none"> <li>• Forward stride and glide</li> <li>• Backward stride and glide</li> </ul> <b>Focus:</b><br>Increased efficiency of the athlete's skating stride   |  |
| Consolidate athlete's foot speed skills through knee drive and then glide efficiency and turn-over rate<br><b>Focus:</b> increased speed   |  |
| Consolidate and refine the following stops and starts: <ul style="list-style-type: none"> <li>• Two-foot parallel</li> <li>• Cross over start</li> </ul> <b>Focus:</b><br>Consolidate and refine a quicker transition between a stop and start<br>Athlete can accelerate to 80 - 100% from a stop in less than 5 seconds |  |
| Consolidate the following cross-over strides: <ul style="list-style-type: none"> <li>• Forwards</li> <li>• Backwards</li> </ul> <b>Focus:</b> <ul style="list-style-type: none"> <li>• The specific mechanics of the movement to increase the power of the stride</li> </ul>   |  |
| Consolidate and refine the following pivots while athlete is moving in the same direction: <ul style="list-style-type: none"> <li>• Forwards to backwards</li> <li>• Backwards to forwards</li> </ul>  |  |
| Develop (Acquire) and consolidate the following transitional Pivots to move in the opposite direction: <ul style="list-style-type: none"> <li>• Forwards to backwards</li> <li>• Backwards to forwards</li> </ul>  |  |

|   |
|---|
| <p>Develop (Acquire) and consolidate the following transition skating techniques:</p> <ul style="list-style-type: none"> <li>• Tight turns</li> <li>• Pivots</li> <li>• Transitional pivots</li> </ul>  |
| <p>Consolidate and refine the basic athletic skating stance:</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Stability</li> <li>• Body control in space</li> </ul>  |
| <p>Consolidate athlete's balance and agility on skates</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Edge use and control</li> <li>• Awareness of inside and outside edges</li> <li>• Posture</li> <li>• Stance (wider vs. narrower foot position and stance so athlete can maintain stance and stability)</li> </ul>   |
| <p><b>Individual skills</b></p>   |
| <p>Consolidate the following passing skills:</p> <ul style="list-style-type: none"> <li>• Stick to stick</li> <li>• Forehand</li> <li>• Backhand</li> </ul> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Athlete is developing the skills to execute passing, adjusting to the tactical needs based on timing and anticipation</li> <li>• Passing into a space</li> </ul>  |
| <p>Consolidate the following receiving skills:</p> <ul style="list-style-type: none"> <li>• Stabbing the ring</li> </ul> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Stick position and timing</li> <li>• Athlete is developing (acquiring) the skills to receive a pass, adjusting to the tactical needs based on timing, anticipation and pressure</li> <li>• Consolidating and refining readiness to receive the pass: hand position and strength</li> <li>• Develop (Acquiring) and consolidating receiving while moving</li> </ul> |
| <p>Consolidate the following shooting skills:</p> <ul style="list-style-type: none"> <li>• Consolidate shot selection decisions by reading what you see based on what the goalie gives you</li> <li>• Develop (Acquire) and consolidate Wrist shots</li> <li>• Refine sweep shot forehand along the ice</li> <li>• Refine backhand high</li> </ul>  |

|   |
|---|
| <b>Focus:</b> <ul style="list-style-type: none"> <li>• Development of an athlete's ability to shoot with more accuracy and power consistently</li> <li>• Consolidate ability to shoot under pressure</li> <li>• Consolidate athlete's shot selection</li> </ul> <p>Development of an athlete's tactical decision making ability to choose which shot to use based on what they see</p>  |
| <p>Consolidate the athlete's wrist shot skill</p> <b>Focus:</b> <ul style="list-style-type: none"> <li>• Consolidating the wrist shot with proper mechanics</li> <li>• Consolidating and developing the power and accuracy of the wrist shot</li> <li>• Consolidating the ability to consistently lift the ring off the ice</li> </ul>  |
| <p>Consolidate the athlete's individual and team tactical ability to create space</p>   |
| <p>Consolidate the following checking skills, individual and team tactics:</p> <ul style="list-style-type: none"> <li>• 1-on-1</li> <li>• 2-on-1</li> <li>• Three tactics of checking: contain, pressure, and engage</li> </ul> <b>Focus:</b> <ul style="list-style-type: none"> <li>• Body position</li> <li>• Body control</li> <li>• Inside/outside of the skate</li> <li>• Timing consistently to gain the advantage</li> <li>• Taking space away when opponent is about to receive the pass</li> <li>• Forcing an outcome when channelling the ring carrier</li> <li>• Ability to force the ring carrier to make a decision: <ul style="list-style-type: none"> <li>• to force a pass</li> <li>• to stop</li> <li>• to change direction</li> </ul> </li> </ul> |
| <p>Consolidate Drive skating skills to:</p> <ul style="list-style-type: none"> <li>• On the attack, create an advantage and separation in the space behind the ring carrier's opponent while in an offensive position</li> <li>• As a defence, create an advantage and separation from the athlete's opponent while transitioning with the ring from D to O transition to jump into the open pocket or space behind the person forechecking against you</li> </ul>  |
| <p>Consolidate athlete's ability to create a 1-on-1 offensive advantage using the following tactics:</p> <b>Focus:</b> <ul style="list-style-type: none"> <li>• Change of speed</li> <li>• Change of direction</li> <li>• Creation of separation from opponent</li> </ul>   |

|  |
|--|
| <p>Consolidate effective defensive skills when 1-on-1 using the following tactics:</p> <ul style="list-style-type: none"> <li>• Gap control</li> <li>• Goal side coverage</li> <li>• Consistent ice awareness</li> <li>• Ability to find a check/man</li> </ul>  |
| <p>Consolidate the following offensive deception skills and tactics:</p> <ul style="list-style-type: none"> <li>• Fakes</li> <li>• Dekes</li> <li>• Change of speed</li> <li>• Change of direction</li> </ul>  |
| <p>Consolidate the athlete's ring agility skills:</p> <ul style="list-style-type: none"> <li>• Athlete can consistently move the ring side to side while changing hand positions to protect the ring</li> </ul>  |
| <p>Consolidate the athlete's ability to gain the advantage when 1-on-1 in tight spaces</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Agility</li> <li>• Body control during body contact</li> </ul>  |
| <p><b>Team tactics, systems and strategy</b></p>   |
| <p>Consolidate athlete's ice awareness using the following skills:</p> <ul style="list-style-type: none"> <li>• Consistent use of the passing lanes</li> <li>• Consistent use of the quiet zones</li> <li>• Ability to pass from the edge of the middle lane</li> <li>• Ability to receive in the outside quiet zones</li> <li>• Ability to switch lanes to become a passing outlet versus a passer</li> <li>• Athlete can consistently "save ice" in order to create space for outlets or attack offensive space with speed</li> <li>• Athlete consistently demonstrates their awareness of the blue lines to decrease pressure from the opponent by using outlet pass options</li> </ul> |
| <p>Acquire and develop effectiveness of shifts and transition of shifts. Begin executing shifts of 45 seconds</p> <p><b>Focus:</b></p> <p>Changing when safe and effective</p>   |
| <p>Consolidate the following breakout tactics:</p> <ul style="list-style-type: none"> <li>• Transition from defense to offense from a goaltender ring</li> <li>• Develop athlete's ability to transition the ring up the full length of ice:</li> <li>• To attack and shoot on the opposition net</li> <li>• To create scoring opportunities</li> </ul>  |
| <p>Consolidate the following shot clock management skills:</p> <ul style="list-style-type: none"> <li>• Introduce the tactic of knowing when to force a shot clock re-set</li> <li>• Consolidate the skill and tactic of maintaining the ring for possession</li> <li>• Consolidate the skill of recovering the ring to maintain possession</li> </ul>   |
| <p>Consolidate the individual tactics of ring control and possession when the athlete is under pressure</p>  |

|  |
|--|
| <b>Focus:</b> <ul style="list-style-type: none"> <li>Consolidate athlete's ability to control the pace and flow of the game using ring possession.</li> <li>Consolidate the team tactic of supporting and providing easy "L" pass options to teammates under pressure to keep ring control</li> </ul>  |
| Consolidate the following Defensive Triangle skills and tactics: <ul style="list-style-type: none"> <li>Positional responsibilities</li> <li>Area of movement</li> <li>Movement mechanics</li> <li>Body control</li> <li>The use of hand and forearm positioning contact to control the attacker: for example, closed hands, rotating pressure on hips and body position by the defender</li> </ul>  |
| Consolidate the following defensive triangle skills and tactics: <ul style="list-style-type: none"> <li>Staying square to the shooter</li> <li>Skills to use active sticks to control shooter's advantage and space</li> </ul>   |
| Develop (Acquire) and consolidate the following offensive tactical support skills: <ul style="list-style-type: none"> <li>Regrouping the ring with one player remaining goal-side in the defensive and neutral zones</li> <li>Supporting the ring with at least one player remaining goal-side both in the defensive and neutral zones</li> <li>Supporting the ring with at least one player occupying the quiet lane which opens up by reversing the ring</li> </ul> <b>Focus:</b><br>Players without the ring, make themselves easy pass options to support the ring carrier   |
| Acquire and consolidate an offensive attack in a 3-on-3 Team Play situation using the following tactics: <ul style="list-style-type: none"> <li>Develop and consolidate the use of a basic offensive framework that creates 1 vs 1 and 2 vs 1 situations in small space</li> <li>Consolidate consistent use of a basic offensive framework ie. (2 side ring support or L offense)</li> <li>Acquire and develop the ability to recognize cues that benefit utilizing a basic offensive framework</li> </ul> <b>Focus:</b> <ul style="list-style-type: none"> <li>Consolidate athlete's ability to read the play in front of them</li> <li>Develop (Acquire) and consolidate athlete's ability to recognize how and when to create an advantage (2-on-1's) within a consistent structure:               <ul style="list-style-type: none"> <li>Low walks (below the dots)</li> <li>Give and Go in Small Space - High drops with a fade (F1 skates the ring up the wall toward the ringette line to draw out the opposition D and C from the triangle. F1 then passes to F2 who is trailing with a moderate gap, skating the same path just over the goal line toward the hash marks. F1 turns quickly inside the ringette line (fade behind the centre) to jump/ attack into open space right behind the C and D with an open lane to the net. F2 still on the wall with the ring passes the ring back to F1 for a shot)</li> <li>Driving the net 3v3 (one player in attack, one in attacking support (or support) and net front presence)</li> <li>Shooting under pressure</li> </ul> </li> </ul> |
| Consolidate an offensive attack on transition using the following tactics: <ul style="list-style-type: none"> <li>Gaining possession in the zone</li> <li>Driving the dot</li> <li>Creating a scoring opportunity when in a 2-on-1 situation</li> </ul>  |
| Consolidate individual tactical skills of man-on-man marking in the following situations:  |

|   |
|---|
| <ul style="list-style-type: none"> <li>• On a goaltender ring</li> <li>• When using forechecking</li> <li>• In the neutral zone: <ul style="list-style-type: none"> <li>• Goal-side</li> <li>• Inside positioning to gain advantage</li> </ul> </li> </ul>  |
| <p>Consolidate a 1-2-2 Aggressive Forecheck: 1-2-2: (Busy Bee) (video) Defensive team play system and strategy</p> <ul style="list-style-type: none"> <li>• Consolidate your athletes ability to execute an aggressive pressure forecheck</li> </ul>  |
| <p>Consolidate the following team tactic, system and strategy free pass skills:</p> <ul style="list-style-type: none"> <li>• Center</li> <li>• Offensive</li> <li>• Defensive</li> </ul> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Consistent execution</li> <li>• Gaining the zone (center)</li> <li>• Creating a scoring opportunity (offensive)</li> </ul> |
| <p>Consolidate the athlete's individual and team tactics relating to keeping possession of the ring, rather than the "dump-and-chase"</p>   |
| <p>Develop Competitive Drills such as small-area games to create and replicate competitive environments</p> <p><b>Focus:</b></p> <p>Increase athlete's level of compete and comfort with competitive drills</p>   |
| <p>Continue to provide opportunities for athletes to compete in different positions (utility athlete) (see glossary):</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Avoiding over-specialization</li> <li>• Maintaining development opportunities to increase athlete's adaptability</li> </ul>   |
| <p>Consolidate the following team tactics of close and long support:</p> <ul style="list-style-type: none"> <li>• Increase athlete's ability to use space to support the ring carrier</li> <li>• Increase athlete's ability to use time to support the ring carrier</li> </ul> <p><b>Focus:</b></p> <p>Consolidate athlete's ability to provide outlets to the ring carrier</p>   |
| <p>Consolidate team skills in the following situational plays:</p> <ul style="list-style-type: none"> <li>• 3-on-2 offensively</li> <li>• 3-on-2 defensively</li> <li>• Initiate and acquire 4-on-3 offensively</li> <li>• Initiate and acquire 4-on-3 defensively</li> </ul>   |

| Goaltender Skills  |
|--|
| <p>Consolidate the fundamental skills of the goaltender's stance:</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Keep the stick blade on the ice in front of the skates</li> <li>• Keep the glove and hands up and out (see glossary)</li> <li>• Movement is led by the head and hands</li> <li>• Body remains square to the shooter</li> </ul> |
| <p>Consolidate basic balance and agility skills for the goaltender</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Keep the knees bent</li> <li>• Keep feet shoulder width apart</li> <li>• Grip on the stick</li> <li>• Ability to hold the goalie stance while moving (not standing up during movement)</li> </ul>                             |
| <p>Introduce the goaltender to appropriate cues in order to react and adjust their position in relation to attacking offensive athletes and the positioning of their team's defensive athletes (ex. Low walks, screens, etc.)</p>  |
| <p>Introduce advanced skills necessary to allow the goaltender to challenge the shooter</p>  |
| <p>Introduce, acquire and consolidate the importance of angles, awareness of ice markings, and positioning in the crease</p>   |
| Saves  |
| <p>Consolidate the basic skills of the Butterfly save:</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Enter with control</li> <li>• Push knees to ice keeping butt up to show off the face of the pads</li> <li>• Position stick so it covers five hole (see glossary)</li> <li>• Glove remains up and out (see glossary)</li> </ul>            |
| <p>Introduce and develop (acquire) the correct movement for the one-pad slide when in close (see glossary)</p>   |
| <p>Introduce and develop (acquire) the fundamentals for recovery and rebounds using the correct leg to get up and lead with</p>  |
| <p>Introduce and develop (acquire) the skills used for to execute one-timer saves</p>  |
| <p>Develop the skills and tactics used for completing saving high and low saves:</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Positioning in the net</li> <li>• Stance</li> <li>• Staying square to the shooter</li> <li>• Moving the body</li> </ul>   |



| <b>Movement</b>   |
|---|
| <p>Consolidate goaltender's shuffling skills.</p> <ul style="list-style-type: none"> <li>Introduce quick movements: <ul style="list-style-type: none"> <li>"Post to post" – long push</li> <li>Across the arc of the crease – (short quick pushes). Skate blades in blue, red and white.</li> </ul> </li> </ul> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Remain in goaltender's stance</li> <li>Square to the shooter while tracking a pass or a shot</li> <li>Develop athlete's ability to combine several movements to create specific patterns that simulate game situations</li> </ul> |
| <p>Consolidate the T-Push:</p> <ul style="list-style-type: none"> <li>Develop quick movements: <ul style="list-style-type: none"> <li>Top of crease to low post (see glossary)</li> <li>Top of crease inverted V – to top far side</li> </ul> </li> </ul> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Consolidates ability to remain in compact goalie stance</li> <li>Leads with the head and hands</li> <li>Body remains square and level to the shooter</li> </ul>   |
| <p>Develops (Acquires) and Consolidates the Telescoping skill forward and backward transitions using C-cuts</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>One leg at a time</li> <li>Athlete remains square to the shooter when moving in the crease</li> </ul>   |
| <p>Introduce and acquire transition team tactics behind the net:</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Introduce and acquire the skill of tracking of the ring to use peripheral vision keep an eye on the player and potential threats</li> <li>Acquire the skill of keeping toe caps up ice while turning head to glance below goal line</li> </ul>   |
| <b>Ring Distribution</b>  |
| <p>Refine the skills for passing the ring like a Frisbee</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Keeping the ring low to the ice</li> </ul>   |
| Consolidate an athlete's ability to incorporate "faking" into goalie ring passes  |
| Consolidate an athlete's use of the goaltender stick to pass the ring   |
| Introduce potential ring distribution areas that will lead to future breakout options   |
| <b>Team Tactics, Team Systems and Strategies</b>  |
| Introduce and develop the skills to be able bounce the goalie (see glossary) during a delayed penalty   |
| Introduce and develop the skills to execute the tactics and strategies used by the goaltender when facing 3-on-2, and 4-on-3 situations   |
| Develop (acquire) and consolidate the mental skills for a goaltender to reset after a goal  |
| <p>Introduce and develop (acquire) basic communication techniques required between the goaltender and skaters</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Importance of communicating with skaters</li> </ul>   |

| ETHICAL LITERACY   |  |
|--|--|
| <b>GO FOR IT</b>   |  |
| <ul style="list-style-type: none"> <li>• Teach athlete to honour the game by giving their best</li> <li>• Coach guides athlete to recognize the value of winning and losing</li> </ul>   |  |
| <b>PLAY FAIR</b>   |  |
| <ul style="list-style-type: none"> <li>• Explore situations of winning or losing through role playing and ask athlete to discuss whether or not the situation reflects fair play.</li> <li>• Explore why cheating violates the integrity of the game. Use situations to help the athlete evolve their decision-making</li> </ul>   |  |
| <b>STAY HEALTHY</b>  |  |
| <ul style="list-style-type: none"> <li>• Educate athlete on the importation of positive body image, and educate athletes, parents, and coaches about normal body changes</li> <li>• Program provides each athlete education on current anti-doping information</li> </ul>  |  |
| <b>KEEP IT FUN</b>   |  |
| <ul style="list-style-type: none"> <li>• Program focuses on the joy that comes from the experience of participating in ringette</li> <li>• Coach encourages a balance between the demands of ringette, family, friends and school</li> </ul>   |  |
| <b>RESPECT OTHERS</b>  |  |
| <ul style="list-style-type: none"> <li>• Coach provides opportunity to discuss moral or ethical issues through scenarios and role playing (e.g. “how did it feel when?”)</li> <li>• Program strives for good team chemistry and a positive interaction between everyone involved in the game (coaches, parents, officials)</li> </ul>  |  |
| <b>INCLUDE EVERYONE</b>  |  |
| <ul style="list-style-type: none"> <li>• Athlete is able to intervene or inform their coach in difficult situations, in order to prevent bullying, shunning and hazing</li> <li>• Coach intentionally sets up their training groups to mix and match various skill sets and positions throughout the season</li> <li>• Team-building activities are incorporated into the program to help athletes and their families get to know one another and to learn more about each other</li> <li>• Assign coaches and captains weekly check in groups to develop your leadership core and make sure everyone has meaningful interactions</li> </ul> |  |
| <b>GIVE BACK</b>   |  |
| <ul style="list-style-type: none"> <li>• Encourage social giving throughout the club and team</li> <li>• Club and program encourage coaches, athletes and parents to become officials</li> </ul>   |  |

**Exit:** Train to Compete

**OR**

Active for life – Competitive for Life

## Train to Compete

**Entry:** Train to Train

**Activity Time:** Main sport: 100%

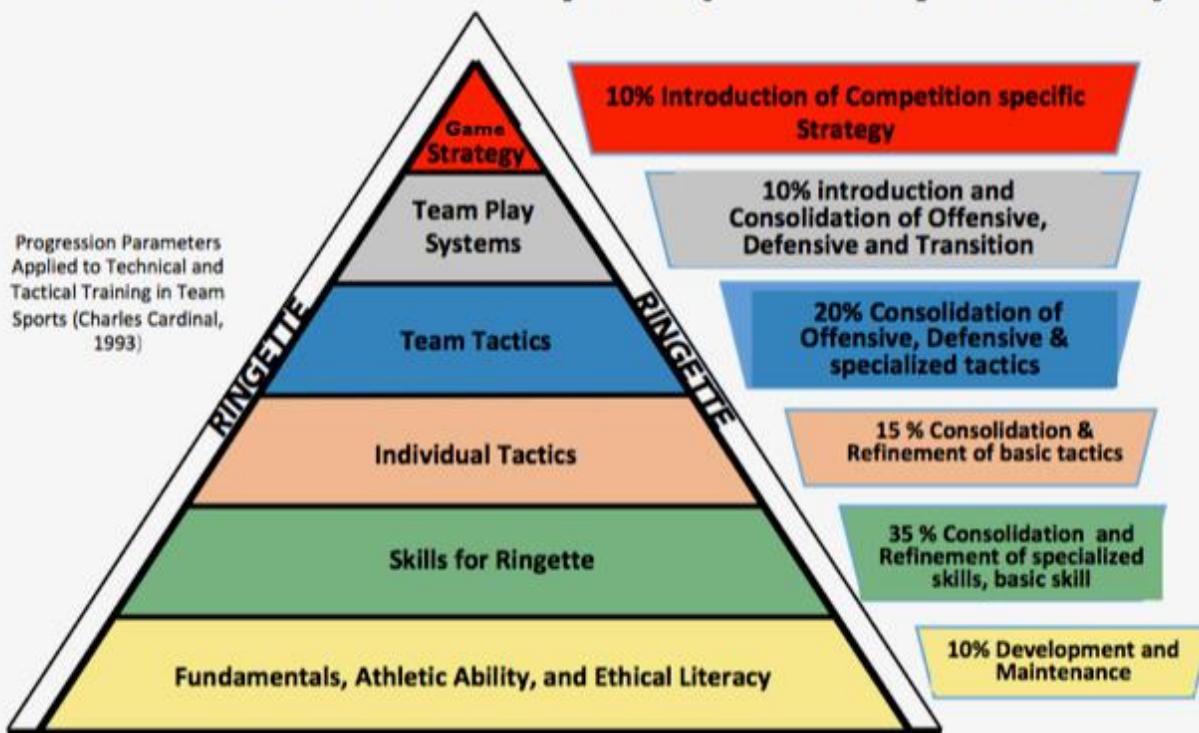
**Training: 40% Competition: 60%**

**Podium Potential stage of development**

| <b>Train to Compete - Appropriate Training Ratios and Ranges for adapted from Balyi and Cardinal</b> | <b>T2C (15-21)</b> |
|--|--------------------|
| Length of plan (weeks)   | 35-40 weeks        |
| Length of Prep Period  | 7 to 14 weeks      |
| Length of Competition Period   | 7 to 20 weeks      |
| Length of Transition Period  | 3 to 6 weeks       |
| Number of Competition Days   | 6 to 20 days       |
| <b>Number of Practice Days</b>   | 105 to 240 days    |
| Average length of Prep Practice (mins)   | 75 to 120 minutes  |
| Average training days/wk, Prep Period  | 5 to 6 days/week   |
| Average length of Comp Practice (mins)   | 75 to 120 minutes  |
| Average training days/wk, Comp   | 5 to 6 days/week   |
| % days devoted to Competition  | 60% ratio          |
| % days devoted to Practice or Training   | 40% ratio          |



## Train to Compete (15-18+ year olds)



### PSYCHOLOGICAL

#### QUADRANT GOALS

- Development of advanced mental preparation skills
- Decision Training focuses on correct decision making in all competitive situations
- Increased opportunity for self-reflection and introduction to athlete led personal improvement plans
- Practices are set up to resemble and prepare athlete for the competitive environment

| Specific Skills          |  |
|--------------------------|--|
| Visualization strategies | <ul style="list-style-type: none"> <li>• Coach uses video of top ringette athletes to guide athlete to visualize themselves performing at that level</li> <li>• Consolidate athlete's visualisation and imagery skills through drills integrated into each practice and training session</li> <li>• Coach guides athlete to consolidate and refine their critical thinking skills and visualize specific plays in competitive situations</li> <li>• Consolidate athlete's ability to visualize appropriate body responses (arousal, calmness) required in a competitive environment</li> </ul> |
| Positive Self-Talk       | <ul style="list-style-type: none"> <li>• Athlete uses critical thinking skills to self-identify triggers and keep track of their own and teammate's body language and verbal language</li> <li>• Athlete develops scripts and consolidates skills to track their ability to implement positive self-talk</li> <li>• Team develops interventions and strategies to reframe externally expressed negative self-talk</li> </ul>   |
| Motivation               |  |
| Membership               | <ul style="list-style-type: none"> <li>• Athlete is able to articulate the importance of representing their team in league play, tournaments and play-offs in a respectful and mature manner</li> <li>• Each athlete continues to feel accepted as a contributing member of the team through positive team interactions and coach to athlete feedback</li> </ul>   |
| Meaning                  | <ul style="list-style-type: none"> <li>• Athlete has a sound understanding of the link between personal and group contributions to the team</li> <li>• Practices and training sessions consistently provide intrinsic rewards for athlete: feelings of competence; progressive success, positive self-image (confidence), health and vitality, and social engagement (connection)</li> </ul>   |
| Goal Setting             |  |
| Individual               | <ul style="list-style-type: none"> <li>• Athlete's short, medium and long-term goals are linked to their team's goals</li> <li>• Athlete sets intermediate goals to achieve longer term goals, under the mentorship of their coach or IST</li> <li>• Formally track and review each athlete's SMART goals every 2 months</li> </ul>  |
| Team                     | <ul style="list-style-type: none"> <li>• Coach leads team to set short, medium and long-term SMART goals for the team using a collaborative process with athletes and, where applicable, the IST</li> <li>• Team goals are both result and process oriented</li> <li>• Coach sets up training sessions that track and reward progress rather than immediate results. For example, the number of possessions or the length of ring possession is tracked</li> </ul>   |
| Anxiety Management       |  |
| Relaxation strategies    | <ul style="list-style-type: none"> <li>• Athlete practices progressive relaxation in training and on their own</li> <li>• Athlete consistently uses controlled breathing to prepare for competition</li> </ul>   |
| Arousal strategies       | <ul style="list-style-type: none"> <li>• Athlete is able to effectively use several arousal energizing tools</li> </ul>  |
| Concentration strategies | <ul style="list-style-type: none"> <li>• Refine athlete's ability to consistently identify and track their triggers for loss of attention</li> <li>• Refine athlete's ability to consistently use an attention refocusing routine for high stress situations</li> <li>• Refine athlete and coaches' ability to consistently use word cues to sharpen focus during a game</li> <li>• Refine goaltender's ability to focus for the entire length of the game</li> </ul>  |

|   |  |
|---|--|
| Coping strategies                       | <ul style="list-style-type: none"> <li>• Coach interventions are aimed at explanations and key changes to improve athlete's play and performance</li> <li>• Athlete is developing their ability to recognise training and competition emotional triggers</li> <li>• Refine goaltender's ability to mentally reset after a goal, not dwell on the goal, but rather look forward and refocus</li> </ul>  |
| Stress management                       | <ul style="list-style-type: none"> <li>• Through guided discovery and feedback athlete is able to consolidate their ability to logically identify and select strategies that proactively reduce their stress and anxiety in the ringette environment</li> <li>• Athlete develops a strategy to respond to negative incidents under high stress situations</li> </ul>   |
| <b>Perceptual Cognitive Development</b> |  |
| Sport-based Decision Making             | <ul style="list-style-type: none"> <li>• Consolidate athlete's accuracy to make quick decisions based on pattern recognition and logic</li> <li>• Consolidate athlete's skill execution, and tactical and strategic decision-making skills, based on their ability to rapidly and correctly interpret stimuli</li> <li>• Develop and consolidate an athlete's ability to create a specific mindset when defending a lead or when behind in the scoring during a game</li> </ul>  |
| Sensory/Visuospatial processing         | <ul style="list-style-type: none"> <li>• Refine athlete's accuracy and perception speed to make the right decision under high-stress and distracting conditions</li> <li>• Consolidate athlete's ability to discriminate between useful stimuli (time on shot clock, penalty time clock, time left in game, teammates calling) and background noise (chirping opponents, previous errors, teammates not being constructive, music between stoppages)</li> <li>• Consolidate athlete's ability to track objects at increasing speeds through on and off-ice practice</li> <li>• Consolidate athlete's effective use of visual search patterns for critical movement patterns. (e.g. goalie depth in net is dependent on speed, width and number of attackers, how triangles are set up.)</li> <li>• Consolidate athlete's ability to see and use ice space around athletes effectively</li> </ul> |

| LIFE SKILLS  |  |
|--|--|
| <b>QUADRANT GOALS</b>  | <ul style="list-style-type: none"> <li>• Reinforce athlete's ethical approach to sport, including respect for their opponents, fair play, and their sense of responsibility to doping-free sport</li> <li>• Reinforce athlete's ability to balance sport, school, family and friends and other life obligations</li> <li>• Acceptance and social connection continue to be a cornerstone of ringette programs in this stage</li> <li>• Critical thinking has been developed to allow athletes to take part in team decisions</li> </ul>  |
| <b>Personal Development</b>  |  |
| Developing Autonomy  | <ul style="list-style-type: none"> <li>• Athlete demonstrates the ability to train appropriately on their own (physical development)</li> <li>• Athlete can consistently arrive prepared and on time for training and other team events on their own</li> </ul>  |
| Develop Self-confidence and self-esteem                                | <ul style="list-style-type: none"> <li>• Refines athlete's confidence to perform well under stress</li> <li>• Athlete consolidates their ability to consistently use the opportunities available to them, to use their voice and advocate for themselves</li> </ul>  |
| Working as Team member   | <ul style="list-style-type: none"> <li>• Athlete learns to accept their assigned position and role on the team and can perform their assigned role</li> <li>• Athlete consolidates and refines ways to value all members of the team</li> <li>• Refine athlete's sense of accountability to the team</li> <li>• Athlete refines their ability to consistently demonstrate and verbally express their understanding of the required interdependence of being part of a team</li> <li>• Athlete refines their ability to make choices that support the team's core values</li> <li>• Program incorporates teambuilding activities to develop and consolidate trust amongst team members</li> <li>• Team guidelines are created by the athletes and facilitated by the coaches</li> <li>• Athlete collaborates with teammates to regulate energy levels, focus, emotions, and share positive self-talk</li> <li>• Athlete consistently demonstrates understanding and respect for captains and assistant captains</li> <li>• Develop consistent team communication style and cues (e.g. use standard expression to pass) with team members</li> </ul> |
| Reduce Conflict  | <ul style="list-style-type: none"> <li>• Athlete can collaborate to solve problems around team issues and explores differing values and perspectives, using the team "circle"</li> </ul>   |
| Develop Leadership Skills  | <ul style="list-style-type: none"> <li>• Athlete takes responsibility for team leadership roles, both on and off the ice</li> <li>• Develop athlete's ability to demonstrate their ability to lead and follow. Athlete can sometimes demonstrate their ability to adapt to lead at times, and at others, to follow</li> </ul>  |
| Awareness of Diversity   | <ul style="list-style-type: none"> <li>• Develop athlete's awareness and acceptance of diversity,</li> <li>• Prior to overseas travel, inform the athlete about the host culture, laws and attitudes towards diverse populations – particularly, laws and attitudes related to religious observation, clothing expectations, gender differences, and sexual orientation</li> </ul>   |
| Coping with Setbacks from Negative Sport and Non-Sport (Life) Outcomes | <ul style="list-style-type: none"> <li>• Consolidate an athlete's ability to develop resilience to deal with training setbacks, being cut from a team, failing to make performance standards, or a catastrophic injury</li> <li>• Encourage athlete to seek professional help if they are unable to handle a situation</li> <li>• Athlete consolidates their ability to consistently use reframing techniques to perceived setbacks and errors as an expected part of ringette participation, and uses them as learning experiences</li> </ul>   |

| Moral Development                             |  |
|---|--|
| Understanding Rules                           | <ul style="list-style-type: none"> <li>• Athlete consolidates their ability to demonstrate a conscious effort to engage in ethical sport</li> <li>• Refine athlete's ability to compete by the spirit of the rule versus the letter of the rule</li> </ul>   |
| Doing What is Right                           | <ul style="list-style-type: none"> <li>• Refine athlete's ability to be a good sport ambassador and accepts diversity during travel and hosting</li> </ul>   |
| Linking Actions and Consequences              | <ul style="list-style-type: none"> <li>• Athlete can make short-term sacrifice(s) to achieve long-term objectives</li> </ul>   |
| Develops Empathy                              | <ul style="list-style-type: none"> <li>• Consolidate athletes ability to intervene or informs coach to prevent bullying, shunning and hazing</li> </ul>  |
| Make Ethical Decisions                        | <ul style="list-style-type: none"> <li>• Consolidate athlete's involvement in implementing the True Sport Principles</li> </ul>  |
| Relationships                                 |  |
| Developing Positive Relationships with adults | <ul style="list-style-type: none"> <li>• Educates athlete regarding boundaries and provides them with tools and strategies for dealing with inappropriate physical, psychological, emotional or sexual actions of coach or other sport personnel</li> <li>• A culture of trust is developed and maintained using a team code of conduct for player, staff and coaches</li> </ul>   |
| Developing Relationship with teammates        | <ul style="list-style-type: none"> <li>• Athlete consistently takes responsibility and refines their ability for intervening to create positive team environment and acts accordingly</li> <li>• Develops and consolidates tools and strategies to support open and respectful two-way communication between athlete-and-athlete; and athlete-and-coach</li> <li>• Refine a sport team culture of positive approaches to problems and values-based decision making</li> </ul>  |
| Career in Sport                               |  |
| Mentorship                                    | <ul style="list-style-type: none"> <li>• Athlete has the opportunity to learn from more experienced team members and actively seeks their help</li> <li>• Athlete acts as role model and mentor to other athletes</li> </ul>   |
| Travel  |  |
| Travel Preparation                            | <ul style="list-style-type: none"> <li>• Athlete begins to develop personal adaptation tools and strategies to time zone travel</li> <li>• Athlete manages travel demands including documentation and packing</li> </ul>   |
| Media   |  |
| Social Media education                        | <ul style="list-style-type: none"> <li>• Refine athlete's understanding that as they becomes more successful, they should expect a greater scrutiny of their electronic posts</li> <li>• Refine athlete's understanding that online social media postings are permanent, and encourage them to communicate respectfully</li> <li>• Refine athlete's understanding of the team, club, Ringette Canada and International Ringette Federation's governing policies relating to social media</li> <li>• Ensure athletes are aware that they need to respect and follow the Rule of 2 when communicating with their coaches and staff.</li> </ul> |
| Dealing with the media                        | <ul style="list-style-type: none"> <li>• Team and athlete develop a working relationship with the local media to develop local community support</li> </ul>  |
| Technology                                    | <ul style="list-style-type: none"> <li>• Online platforms are used by coaching staff and IST to enable individual communication with each athlete around goals and planning</li> </ul>   |



| Nutrition and Health                |   |
|-------------------------------------|---|
| Nutrition Basics                    | <ul style="list-style-type: none"> <li>• Athlete refines knowledge and application of their appropriate nutrition needs in ringette</li> <li>• Athlete chooses healthy eating over the use of supplements</li> <li>• Program staff are aware of disordered eating patterns, and can appropriately refer athlete to nutrition professional and/or mental performance professional</li> </ul> |
| Cooking Skills and Food Preparation | <ul style="list-style-type: none"> <li>• Athlete refines their ability to prepare basic nutritional meals and snacks</li> <li>• For international travel, athlete can prepare for food choices available in target countries</li> </ul>   |
| Competition Nutrition               | <ul style="list-style-type: none"> <li>• Athlete consolidates their ability to consistently plan their nutrition requirements for local and regional tournaments, and can ensure that their competition nutrition needs are met</li> </ul>  |
| Travel Nutrition                    | <ul style="list-style-type: none"> <li>• Educate athletes on nutrition challenges and strategies when traveling, including meal/snack planning and preparation on the road and restaurant/ buffet eating</li> </ul>   |
| Nutrition for Recovery              | <ul style="list-style-type: none"> <li>• Athlete is developing an individual recovery plan with the support of the IST</li> </ul>   |
| Hydration                           | <ul style="list-style-type: none"> <li>• Develop athlete's ability to address their personal hydration needs around training and competition</li> </ul>   |
| Nutrition supplement                | <ul style="list-style-type: none"> <li>• Introduce athlete to basic education on the Canadian Anti-Doping Program (CADP) and World Anti-Doping Agency (WADA) codes, and the doping control process</li> <li>• With medical or IST support, athlete is able to analyze if there is a need for supplements</li> </ul>   |
| Doping Control                      | <ul style="list-style-type: none"> <li>• Athlete can comply with doping regulations with IST support</li> <li>• Athlete is practicing appropriate doping control procedures and carries required documentations at all events, including TUE, and prescriptions</li> </ul>  |
| Sleep                               | <ul style="list-style-type: none"> <li>• Refine athlete's understanding of the importance of sufficient uninterrupted sleep per night for optimal development and performance</li> </ul>  |

| ATHLETIC ABILITIES (PHYSICAL and MOTOR) |   |
|---|---|
| QUADRANT GOALS                          | <ul style="list-style-type: none"> <li>• Must have achieved train to train objectives prior to entering this stage, regardless of age.</li> <li>• Introduce single, double, or triple periodization based on program length</li> <li>• Sport-specific technical, tactical and physical training between 9 and 12 times per week (sessions can be combined)</li> <li>• To identify athlete's strengths and weaknesses regular testing and assessments are used to build evidence-based training to refine athletic ability development</li> <li>• In this stage, training becomes specific to ringette and playing position to maximize development</li> <li>• Peak time for developing multi-directional speed</li> </ul> |
| Stamina (Endurance)                     |   |
| Aerobic Training                        | Refine athlete's physical aerobic capacity  |
| Aerobic Capacity                        | <ul style="list-style-type: none"> <li>• For high performance programs, individualized training of aerobic capacity for each athlete is designed, based on systematic testing</li> <li>• Incorporate graded exercise tests to determine each athlete's maximum heart rate and VO<sup>2</sup> max at the beginning, middle and close to end of season</li> <li>• Focus on workouts using predominantly the same muscle groups as in ringette; such as cycling or a skating treadmill</li> <li>• Incorporate aerobic training during the off-season for effective and sustained development of the athlete's anaerobic power and capacity</li> </ul>  |
| Aerobic Power                           | <ul style="list-style-type: none"> <li>• Increase the intensity of interval training to consolidate and refine power</li> <li>• Focus on ringette specific demands should increase</li> </ul>   |
| Anaerobic lactic capacity and power     | <ul style="list-style-type: none"> <li>• Progressively increase the duration of high intensity exercise starting at 2 minutes; with sufficient rest between each bout of exercise to consolidate and refine</li> <li>• Increase specificity of training for ringette</li> <li>• Individualized training is based on systematic testing and evaluation completed at the beginning and middle of the season</li> </ul>  |
| Strength                                |   |
| Overall                                 | <ul style="list-style-type: none"> <li>• Developing and consolidating, while refining technique</li> <li>• Incorporate rigorous individualized testing, exercise prescription, and performance monitoring to meet or exceed national and/or world class standards</li> </ul>  |
| Maximum Strength                        | <ul style="list-style-type: none"> <li>• Maintain individualized strength development for all positions, with increasing focus on ringette-specific movement patterns</li> <li>• Focus on developing, consolidating and refining maximum strength gains during the off-season and maintenance during the ringette season</li> </ul>   |

|                                      |   |
|--------------------------------------|---|
|                                      | <ul style="list-style-type: none"> <li>• Focus on consolidating explosive movements that simulate requirements to excel on-ice – (strength capacity to decelerate quickly from any direction (forwards, backwards, laterally); lateral strength/power; lateral jumping and bounding)</li> <li>• Incorporate and develop high intensity plyometrics for the lower body, core, and the upper body (e.g. 2-foot vertical jumps and plyometric push-ups)</li> <li>• Adjust body weight exercises to appropriately develop, consolidate and refine overload the body</li> <li>• High priority for centres, forwards and defense: greater leg strength will allow for the capacity to generate greater skating speed. Offense requires upper body strength to refine forceful shots, checking, and battling for the ring. Defense requires upper body strength to prevent opposition from penetrating triangle, for hard checking, and for winning ring-battles</li> <li>• Medium priority for goaltenders</li> </ul> |
| Strength Endurance                   | <ul style="list-style-type: none"> <li>• Maintain individualized strength endurance development for all positions, with an increasing focus on sport-specific movement patterns, lower weights and higher repetitions</li> <li>• Emphasize full-body, multi-joint, compound movements</li> </ul>  |
| Core Strength                        | <ul style="list-style-type: none"> <li>• High priority for all positions</li> <li>• Goaltenders focus must be on strength and flexibility</li> </ul>  |
| Power                                | <ul style="list-style-type: none"> <li>• Develop power training for all positions on and off the ice. Ensure it is periodized based on the competition schedule</li> <li>• Incorporate plyometrics to be developed on and off the ice</li> </ul>  |
| <b>Speed</b>                         |   |
| Overall                              | <ul style="list-style-type: none"> <li>• Refine linear (forwards and backwards), lateral, and multi-directional speed</li> </ul>  |
| Multi-directional speed              | <ul style="list-style-type: none"> <li>• Consolidate and refine athlete's sport-specific agility; ability to stay agile in small and confined spaces; able to stop and go any direction; transition forward to backward or backward to forward</li> <li>• Develop and refine difficulty level of athlete's agility with the use of more open and unplanned training methods</li> <li>• Consolidate and refine off-ice multi-directional movement drills that are transferable to the ice</li> <li>• Consolidate and refine the level of challenge of athlete's perceptual and decision-making processes (reacting to external stimulus either visual and/or verbal; reacting to another athlete(s))</li> <li>• Develop plyometrics, strength training, and sprint training to maximize speed gains</li> </ul>   |
| Anaerobic alactic capacity and power | <ul style="list-style-type: none"> <li>• To consolidate ensure full recovery between bouts of exercise</li> <li>• Consolidate sport specificity of this type of training; increase on-ice conditioning with additional off-ice training</li> <li>• Manage training development and maintenance, rest and recovery to ensure athlete peaks at major event(s)</li> </ul>  |
| <b>Suppleness</b>                    |   |
| Overall                              | <ul style="list-style-type: none"> <li>• Maintain athlete's range of motion and develop ringette-specific flexibility</li> </ul>  |

| TECHNICAL AND TACTICAL   |  |
|--|--|
| QUADRANT GOALS   | <ul style="list-style-type: none"> <li>Overall performance, consolidate and refine positional specific skills are honed</li> <li>Learn to compete</li> <li>Off-ice warm up and cool-down are important for refining skill development, recovery and regeneration</li> <li>Arrival at the rink 60 minutes prior to start of the game</li> </ul> |
| <b>Skating:</b>  |  |
| Refine individual skating skills   |  |
| <b>Focus:</b> <ul style="list-style-type: none"> <li>Increasing speed</li> <li>Increasing power</li> <li>Increasing efficiency</li> </ul>  |  |
| Refine athlete's agility and body control in the following situations:   |  |
| <ul style="list-style-type: none"> <li>During body contact</li> <li>While gaining advantage</li> <li>1-on-1 in tight spaces</li> </ul>   |  |
| <b>Individual skills</b>   |  |
| Refine athlete's individual ring skills:   |  |
| <ul style="list-style-type: none"> <li>Handling the ring</li> <li>Passing stick to stick</li> <li>Receiving stick to stick</li> <li>Passing into space, while in motion</li> <li>Defending from the opposition</li> </ul>  |  |
| Refine athlete's ability to tactically and critically select high percentage passes  |  |
| Refine athlete's ability to complete high percentage passes  |  |
| Refine athlete's shooting skills and shot selections   |  |
| Refine athletes Drive skating skills and individual tactic:  |  |
| <ul style="list-style-type: none"> <li>On the attack, create an advantage and separation in the space behind the ring carrier's opponent while in an offensive position</li> <li>As a defence, create an advantage and separation from the athlete's opponent while transitioning with the ring from D to O transition to jump into the open pocket or space behind the person forechecking against you</li> </ul> |  |
| Refine athlete's ability to create individual tactical opportunities for high percentage shots   |  |
| <b>Team tactics, systems and strategy</b>  |  |
| Refine shot clock management skills:   |  |
| <ul style="list-style-type: none"> <li>Develop athlete's ability to use the shot clock strategically to regain possession of the ring</li> </ul>   |  |
| Refine individual tactics of ring control and possession when the athlete is under pressure:   |  |

|   |
|---|
| <b>Focus:</b> <ul style="list-style-type: none"> <li>• Athlete almost never uses the “dump and chase”</li> <li>• Refine athlete’s ability to control the pace and flow of the game using ring possession</li> </ul>   |
| Refine athlete’s execution of complex offensive tactics and team play frameworks for attack: <ul style="list-style-type: none"> <li>• Creating an opportunity when in a 2-on-1 situation               <ul style="list-style-type: none"> <li>○ Drops</li> <li>○ Cross-crease</li> <li>○ High cycle or fading in and out</li> <li>○ Creating a quick strike offensive attack opportunity from the transition after gaining possession in the zone</li> <li>○ Driving the dot</li> </ul> </li> </ul> |
| Refine athlete’s execution of the free pass, team strategy for set up and ability to maintain possession from the free passes   |
| Refine athlete’s technical and tactical ability to execute plays to create high chance scoring opportunities while reading the defensive strategy   |
| Refine situational team plays: <ul style="list-style-type: none"> <li>• 3-on-2 offensively</li> <li>• 3-on-2 defensively</li> <li>• 4-on-3 offensively</li> <li>• 4-on-3 defensively</li> </ul>   |
| Develop athlete’s ability to execute the responsibilities of defined offensive and defensive roles  |
| <b>Goaltender Skills</b>  |
| Refine the advanced skills of the goaltender stance: <b>Focus:</b> <ul style="list-style-type: none"> <li>• Consolidate and refine athlete’s spatial awareness in net</li> <li>• Consolidate and refine athlete’s ability to make minor movement adjustments in the proper goaltender stance</li> </ul>   |
| Refine balance and agility skills for the goaltender: <b>Focus:</b> <ul style="list-style-type: none"> <li>• Develop and refine athlete’s ability to move more quickly in a balanced position</li> <li>• Consolidate athlete’s ability to make stronger, more efficient movements in the crease</li> </ul>  |
| Develop and consolidate goaltender’s awareness of positional play in the triangle and correct positioning in the crease   |
| Develop and consolidate goaltender’s ability of spatial awareness to appropriately challenge the skater; pushing out to take away corners   |
| <b>Saves</b>  |
| Consolidate and refine the advanced skills of the Butterfly save: <b>Focus:</b> <ul style="list-style-type: none"> <li>• Push pads to ice with core control, hips forward, butt up</li> <li>• Show off the face of the pads, chest up</li> <li>• Position stick so stick blade remains on ice so it covers “five hole”</li> <li>• Glove and hands remains up and out</li> </ul>   |
| Consolidate and refine the correct movement for the one pad slide when in close   |
| Consolidate and refine the athlete’s speed and power to get into the correct position at the required time  |

|  |
|--|
| <p>Consolidate and refine the skills used for completing high and low saves</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Staying square to the shooter</li> <li>• Movement starts with head and hands as a unit</li> </ul>  |
| <p>Consolidate and refine goaltenders ability to control rebounds</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Refining ability to cushioning the shot</li> <li>• Consolidate deflection to intended area</li> <li>• Refining ability to control their body on the save so they are ready for a second shot</li> </ul>  |
| <p><b>Movement</b></p>   |
| <p>Refine goaltenders shuffling skills to develop quick movements:</p> <ul style="list-style-type: none"> <li>• Post to post – long push</li> <li>• Across the arc of the crease – short quick push</li> </ul> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Athlete is able to remain in goalie stance</li> <li>• Athlete is often able to stay square to the shooter while tracking a pass or shot</li> <li>• Develop athlete's power and speed that result in efficient, purposeful movements</li> </ul>  |
| <p>Refine the T-Push:</p> <ul style="list-style-type: none"> <li>• Develop quick movements: <ul style="list-style-type: none"> <li>• Top of the crease to low post</li> <li>• Top of crease inverted V - to far side</li> </ul> </li> </ul> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Athlete consistently remains in goalie stance</li> <li>• Athlete consistently leads with their hands</li> <li>• Athlete body consistently stays square and level to the shooter</li> <li>• Develop athlete's power and speed that result in efficient, purposeful movements</li> </ul>   |
| <p>Consolidate and refine Telescoping forward and backward using C-cuts:</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Athlete can sometimes move one leg at a time</li> <li>• Athlete remains square to the shooter when moving in the crease</li> <li>• Develop athlete's power that will result in efficient, purposeful movements</li> </ul>   |
| <p>Consolidate and refine the skills for transitions behind the net</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Refine athlete's awareness of this situation during play</li> <li>• Refine athlete's ability to track the ring to keep an eye on the play</li> <li>• Refine athlete's ability to stay square to the shooter</li> <li>• Consolidate and refine athlete's ability to react to these transitions by: tracking the ring, using peripheral vision to locate athletes and identify potential threats, while focussing on the athlete with the ring and anticipate or read where the play is going</li> </ul> |

| <b>Ring Distribution</b>  |
|---|
| Consolidate and refine athlete's ability to read the opponent's defensive coverage to execute a successful breakout pass        |
| Refine the athlete's ability to incorporate "faking" into goalie ring passes  |
| Refine athlete's use of the goaltender stick to distribute the ring   |
| Introduce and develop (acquire) the tactic of getting the ring out before the opposition has time to set                        |
| <b>Team Tactics, Team Systems and Strategies</b>  |
| Consolidate and refine athlete's ability to execute "bouncing the goalie" during a delayed penalty                              |
| Consolidate and refine athlete's ability to execute strategies used by the goaltender when facing 3-on-2, and 4-on-3 situations |
| Develop (acquire) and consolidate the athlete to the "4-in-the-zone" situation: bringing the goalie back and forth to the bench |
| Consolidate and refine the athlete's communication skills with the defensive athletes   |

| ETHICAL LITERACY   |  |
|--|--|
| <b>GO FOR IT</b>   |  |
| <ul style="list-style-type: none"> <li>Define excellence with the athlete so they contribute to the shared objectives</li> <li>Work with the athlete to help them master the emotional elements of ringette</li> </ul>   |  |
| <b>PLAY FAIR</b>   |  |
| <ul style="list-style-type: none"> <li>Refine and insist the rules be applied consistently and guide the athlete to reason through their behaviour as well as the behaviour of other athletes, parents, officials and staff</li> </ul>   |  |
| <b>STAY HEALTHY</b>  |  |
| <ul style="list-style-type: none"> <li>Refine athlete's knowledge about sport nutrition, doping, sport psychology, positive body image, fitness training, and proper equipment usage</li> </ul>  |  |
| <b>KEEP IT FUN</b>   |  |
| <ul style="list-style-type: none"> <li>Foster continuous athletic improvement by maintaining a level of fun for each athlete</li> <li>Recognize each athlete's and the team's achievement of objectives</li> <li>Stress the importance of social networks (connection) both in and out of ringette</li> </ul>        |  |
| <b>RESPECT OTHERS</b>  |  |
| <ul style="list-style-type: none"> <li>Refine your Code of Conduct and apply it consistently developing a culture of respect</li> <li>Make a Coaches' Assessment Form available to athletes and parents</li> <li>Coach encourages athlete to speak both for and against social issues that matter to them</li> </ul> |  |
| <b>INCLUDE EVERYONE</b>  |  |
| <ul style="list-style-type: none"> <li>Assign coaches and captains weekly check in groups to develop your leadership core and to make sure everyone has meaningful interactions</li> <li>Host a free drills and skills program for younger athletes from clubs, local schools, or community</li> </ul>               |  |
| <b>GIVE BACK</b>   |  |
| <ul style="list-style-type: none"> <li>Provide opportunities for each athlete to share their experiences through public speaking and role modeling</li> <li>Club/Team/Program pledges to the True Sport Principles and encourage each athlete to become a True Sport <a href="#">champion</a></li> </ul>             |  |

**Exit:** Learn to Win/Train to Win



## Learn to Win/Train to Win

### Entry: Train to Compete

**Activity Time:** Main sport: 100%

**Training:** 30% **Competition:** 70%

**Stage Focus:** Podium performance at the highest levels in ringette.

| Learn and Train to Win - Appropriate Training Ratios and Ranges for adapted from Balyi and Cardinal | L2W/T2W (18+)     |
|---|-------------------|
| Length of plan (weeks)  | 45-50 weeks       |
| Length of Prep Period   | 9 to 14 weeks     |
| Length of Competition Period  | 8 to 30 weeks     |
| Length of Transition Period   | 3 to 6 weeks      |
| Number of Competition Days  | 16 to 20 days     |
| Number of Practice Days   | 225 to 300 days   |
| Average length of Prep Practice (mins)  | 75 to 120 minutes |
| Average training days/wk, Prep Period   | 5 to 6 days/week  |
| Average length of Comp Practice (mins)  | 75 to 120 minutes |
| Average training days/wk, Comp  | 5 to 6 days/week  |
| % days devoted to Competition   | 70 - 75% ratio    |
| % days devoted to Practice or Training  | 25 – 30% ratio    |



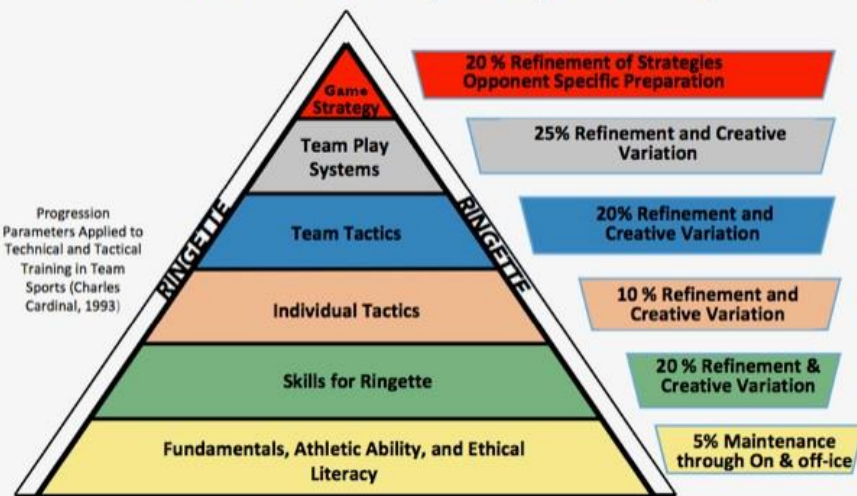
## Learn to Win (19 + year olds)

Progression Parameters  
Applied to Technical  
and Tactical Training in  
Team Sports (Charles  
Cardinal, 1993)



## Train to Win (19 + year olds)

Progression  
Parameters Applied to  
Technical and Tactical  
Training in Team  
Sports (Charles  
Cardinal, 1993)



| PSYCHOLOGICAL            |  |
|--------------------------|--|
| QUADRANT GOALS           | <ul style="list-style-type: none"> <li>• Consolidation and Refine advanced mental preparation skills</li> <li>• Consolidate and Refine Decision Training skills to focus on correct decision making in all competitive situations</li> <li>• Foster pride and respect when representing Canada on the world stage</li> <li>• Structure program to develop competency, feelings of belonging and purpose for each athlete</li> </ul>  |
| Specific Skills          |  |
| Visualization strategies | <ul style="list-style-type: none"> <li>• Refine athlete's visualization skills to prepare for large crowds and international differences in sport venues</li> <li>• Refine athlete's visualization and refocus skills to include contingency plans for errors, equipment failures or poor officiating</li> <li>• Refine athlete's ability to visualize appropriate body responses (arousal, calmness) required in a competitive environment</li> </ul>   |
| Positive Self-Talk       | <ul style="list-style-type: none"> <li>• Athlete identifies triggers and works to reframe their own and teammate's negative body and verbal language into positive self-talk and support</li> <li>• Athlete develops, scripts and refines their ability to implement positive self-talk</li> <li>• Team develops interventions and strategies to limit and reframe externally expressed negative self-talk</li> </ul>  |
| Positive Attitude        |  |
| Attitude is a Choice     | <ul style="list-style-type: none"> <li>• Refine a culture where the team believes they are unstoppable, and each athlete believes they are unstoppable as a result</li> <li>• Foster and refine athlete's intrinsic optimism in a mature way. Athlete chooses an "I Can" attitude or approach instead of an "I Can't/Won't" attitude</li> <li>• Refine athlete's work ethic by developing their willingness to work as hard as they are capable including harder than those around them on the team</li> <li>• Foster each athlete's desire to push themselves to be the best that they can be</li> <li>• Foster in each athlete the principle of "Kaizen" of continuous improvement</li> <li>• Refine athlete's ability to embrace change</li> <li>• Athlete consistently demonstrates persistence and determination so they can effectively work through challenges</li> <li>• Athlete consistently demonstrates behavioural integrity, where they do what they says they will do</li> </ul> |
| Motivation               |  |
| Mastery                  | <ul style="list-style-type: none"> <li>• Foster and refine athlete's creative skills: athlete has the ability, experience and skill to be creative in the competitive environment</li> <li>• Athlete demonstrates their skills at being a "Student of the Game". These include their willingness to refine their critical thinking by analyzing video of the opposition regarding their style of play, trends, and strategies to control or overcome the opposition's strengths and capitalize on their weaknesses</li> </ul>  |

|                           |   |
|---------------------------|---|
| Meaning                   | <ul style="list-style-type: none"> <li>• Athlete demonstrates a passion for the game that allows them to refine and make the decisions necessary to achieve long-term goals</li> <li>• Athlete refines and demonstrates their ability to be coachable at the national level. They demonstrate a willingness to be open to feedback regarding their performance and respond in a constructive and positive way</li> <li>• Athlete refines and demonstrates their ability to have fun in the competitive environment required at this stage of development. They are aware of the pressure and importance of being part of a national team program but also able to find the fun in the experience</li> <li>• Athlete effectively completes individual reflections on their personal contributions to the team dynamics at the national team and/or NRL level(s)</li> </ul> |
| <b>Goal Setting</b>       |   |
| Individual                | <ul style="list-style-type: none"> <li>• Athlete's individual goals are aligned with the team goals</li> <li>• Formally track, review and refine each athlete's SMART goals every 2 months</li> <li>• Athlete consistently develops multi-year plans that are detailed, specific and written</li> <li>• Athlete demonstrates the ability to delay short-term gratification to achieve long-term goals</li> </ul>  |
| Team                      | <ul style="list-style-type: none"> <li>• Coach leads team to set short, medium and long-term SMART goals for the team using a collaborative process with athletes and, where applicable, the IST</li> <li>• Team goals are both result and process oriented</li> </ul>  |
| <b>Anxiety Management</b> |   |
| Relaxation strategies     | <ul style="list-style-type: none"> <li>• Refine athletes' ability to control and reduce anxiety by tracking and recording anxiety levels in ringette and non-sport situations</li> <li>• Athlete effectively uses strategies such as controlled breathing to prepare for competition</li> </ul>   |
| Arousal strategies        | <ul style="list-style-type: none"> <li>• Athlete can effectively select their arousal level for optimal performance in all situations, including response to negative incidents under high stress</li> </ul>  |
| Concentration strategies  | <ul style="list-style-type: none"> <li>• Athlete identifies and tracks their triggers for loss of attention and effectively refines their attention refocusing routine for high stress situations</li> <li>• Refine goaltender's ability to focus and re-focus for the entire length of the game</li> <li>• Athlete consistently demonstrates sharp focus during key practice and games situations, through advanced personal focus management techniques</li> </ul>  |
| Coping strategies         | <ul style="list-style-type: none"> <li>• Refine goaltender and skaters ability to mentally reset after a goal: not dwell on the goal, look forward to the next play, and refocus</li> <li>• Program uses strategies to ensure that each athlete does not relate their personal worth to their performance</li> </ul>  |
| Stress management         | <ul style="list-style-type: none"> <li>• Athlete effectively uses their vast toolbox and systematic routine to prevent anxiety in sport and non-sport related situations</li> <li>• Through guided discovery and feedback athlete effectively identifies and selects strategies that proactively reduce their stress and anxiety in the ringette environment</li> </ul>   |

| Perceptual Cognition Development |  |
|----------------------------------|--|
| Sport-based Decision Making      | <ul style="list-style-type: none"> <li>• Refine athlete's reflection and sensory integration skills while in a competitive environment: "Listen, process and perform"</li> <li>• Refine athlete's ability to problem-solve on the go. This means the ability to discuss, analyze, communicate, question, and create a plan to overcome the opposition's tendencies or strengths (offensive, defensive, transition, goaltending) in a competitive environment</li> <li>• Refine athlete's ability to effectively make tactical and strategic decisions based on rapid and correct perception of stimuli</li> <li>• Refine athlete's optimal accuracy and speed of perception to make the right decision based on reactive pattern recognition</li> <li>• Refine athlete's optimal accuracy and speed of perception to make the right decision under high-stress distracting conditions</li> </ul> |
| Sensory/Visuospatial processing  | <ul style="list-style-type: none"> <li>• Refine athlete's ability to discriminate between useful stimuli (time on shot clock, penalty time clock, time left in game, teammates calling) and background noise (chirping opponents, previous errors, teammates not being constructive, music between stoppages)</li> <li>• Refine athlete's ability to track objects at increasing speeds through on and off-ice practice</li> <li>• Refine athlete's effective use of visual search patterns for critical movement patterns. (e.g. goalie depth in net is dependent on speed, width and number of attackers, how triangles are set up)</li> <li>• Refine athlete's ability to see and use ice space around opponents effectively</li> </ul>   |

| LIFE SKILLS                             |  |
|---|--|
| QUADRANT GOALS                          | <ul style="list-style-type: none"> <li>• Play and fun are purposefully prioritized as integral elements of a high-performance lifestyle</li> <li>• Acceptance and social connection continue to be a cornerstone of ringette programs in this stage</li> </ul>   |
| Personal Development                    |  |
| Developing Autonomy                     | <ul style="list-style-type: none"> <li>• Athlete is able to effectively train appropriately on their own (physical development)</li> <li>• Athlete effectively manages sport and non-sport demands through organizational and time management tools</li> <li>• Refine athlete's self-awareness to use their life experiences and judgement to make the best choices possible within the team and in everyday life</li> </ul>   |
| Develop Self-confidence and self-esteem | <ul style="list-style-type: none"> <li>• Refine athlete's confidence to perform well under stress and on demand</li> <li>• Refine athlete's confidence in herself and in the team</li> <li>• Consolidate and refine athlete's trust in the abilities of the individuals that surround them. (Teammates, coaches, IST, family and organization)</li> <li>• Consolidate and refine athlete's comfort in pushing their personal limits or boundaries within the realm of competition and training</li> <li>• Refine athlete's opportunity and ability to effectively use the opportunities available to the, to use their voice and advocate for themselves</li> </ul>  |
| Working as Team member                  | <ul style="list-style-type: none"> <li>• Athlete accepts and can effectively perform their assigned role on the team and as part of a smaller unit. They can commit to extra training sessions to define and refine their role and unit tasks</li> <li>• Athlete is able to put what is best for the team ahead of what is good for them within a safe environment</li> <li>• Athlete effectively demonstrates their understanding of the required interdependence of being part of a team through their decisions and choices</li> <li>• Refine athlete's sense of accountability to the team and the program</li> <li>• Foster athlete's commitment to doing things for the right reason and doing them well, the right way, the first time</li> <li>• Athlete demonstrates their commitment to the program's team-building activities by being fully engaged and present</li> <li>• Program incorporates planned, and allows for random activities that build positive team dynamics (e.g. physical or mental challenges, discussions, out of venue gatherings, social media hangouts, etc.)</li> <li>• Athlete collaborates with their teammates to regulate their energy levels, focus, emotions, and share positive self-talk</li> <li>• Athlete effectively uses developed team communication style and cues (e.g. use standard expression to pass) with teammates</li> </ul> |
| Reduce Conflict                         | <ul style="list-style-type: none"> <li>• Athlete effectively collaborates to solve problems around team issues and explores differing values and perspectives, using the team "circle"</li> <li>• Program develops a clear team conflict resolution process with the support of IST or other experts</li> </ul>  |

|  |   |
|--|---|
| Develop Leadership Skills  | <ul style="list-style-type: none"> <li>• Athlete increases their responsibilities for self-initiated leadership roles</li> <li>• Athlete consistently demonstrates their ability to adapt to lead at times, and at others, to follow</li> </ul>   |
| Awareness of Diversity   | <ul style="list-style-type: none"> <li>• Refine athlete's awareness and acceptance of diversity</li> <li>• Prior to overseas travel, inform the athlete about the host culture, laws and attitudes towards diverse populations – particularly, laws and attitudes related to religious observation, clothing expectations, gender differences, and sexual orientation</li> </ul>  |
| Coping with Setbacks from Negative Sport and Non-Sport (Life) Outcomes | <ul style="list-style-type: none"> <li>• Foster an inclusive environment that includes athlete's support system of friends and family</li> <li>• Encourage and support athlete to seek professional help if they are unable to handle a situation</li> <li>• Athlete effectively refines their ability to use reframing techniques to perceive setbacks and errors as an expected part of ringette participation, and uses them as learning experiences</li> <li>• Foster and refine athlete's perseverance. Athlete can effectively recover from adversity or perceived failure quickly</li> <li>• Refine athlete's ability to recognize adversity, understand that unpredictable events occur and that we can only control our response to these</li> </ul> |
| <b>Moral Development</b>   |   |
| Understanding Rules  | <ul style="list-style-type: none"> <li>• Refine athlete's ability to compete by the spirit of the rule versus the letter of the rule</li> </ul>   |
| Doing What is Right  | <ul style="list-style-type: none"> <li>• Athlete can express their understanding that doping is cheating and chose to play clean</li> <li>• Athlete is a good sport ambassador, accepts diversity and is inclusive of all others</li> </ul>   |
| Linking Actions and Consequences                                       | <ul style="list-style-type: none"> <li>• Athlete can effectively link training commitments to their long-term performance goals</li> </ul>  |
| Develops Empathy   | <ul style="list-style-type: none"> <li>• Athlete refines their ability to effectively intervene or informs coach to prevent bullying, shunning and hazing</li> </ul>  |
| Make Ethical Decisions   | <ul style="list-style-type: none"> <li>• Refine athlete's involvement in implementing and living the True Sport Principles</li> </ul>   |
| <b>Relationships</b>   |   |
| Developing Positive Relationships with adults                          | <ul style="list-style-type: none"> <li>• A team code of conduct with staff and coaches is used and identifies how a culture of trust can be maintained</li> <li>• Program supports and provides coaches and athlete with tools and strategies for dealing with inappropriate physical, psychological or sexual actions of coach or other sport personnel</li> <li>• Athletes understand and respect the rationale for the implementation of the Rule of Two when interacting with team staff</li> </ul>   |
| Developing Relationship with teammates                                 | <ul style="list-style-type: none"> <li>• Athlete refines their ability to effectively takes responsibility for intervening to create a positive team environment and acts accordingly</li> <li>• Program develops tools and strategies to support and refine open and respectful two-way communication between athlete-and-athlete; and athlete-and-coach</li> <li>• Refine a sport team culture of positive approaches to problems and values-based decision making</li> </ul>   |



| Career in Sport        |   |
|------------------------|---|
| Career Planning        | <ul style="list-style-type: none"> <li>● Prepare athlete for the end of their high-performance career, and transition to the next stage of life</li> </ul>  |
| Mentorship             | <ul style="list-style-type: none"> <li>● Foster opportunities for experienced athlete's ability to assist new team members, and towards the end of their career, take on a more explicit mentor role</li> <li>● Athlete effectively demonstrates their role as national level sport ambassador and as a role model for youth</li> </ul>   |
| Training Environment   | <ul style="list-style-type: none"> <li>● Refine a culture of positive approaches to problems and values-based decision making</li> <li>● Incorporate ways to recognize accomplishments of great teams of the past (in and out of Ringette)</li> <li>● Program integrates opportunities for the team and athlete to be visible through activities like open practices, social media sites, clinics, opening ceremonies, autograph signings, and media interviews</li> <li>● Coach provides clear, specific and ongoing communication to each athlete about what is expected for them to contribute consistently and effectively within the coach's framework</li> <li>● Integrate regular team meetings so each athlete knows their role and those of their teammates</li> <li>● Integrate positional meetings, so each athlete identifies/ knows the role of the unit they play within</li> <li>● Program thoughtfully selects competitive events to provide a continuum and realistic expectations of meeting the program's clearly defined success</li> </ul> |
| Travel                 |   |
| Travel Preparation     | <ul style="list-style-type: none"> <li>● Athlete consistently ensures their passport is valid for at least 6 months beyond the date of overseas competition and renews their passport in a timely manner</li> <li>● Athlete effectively refines their ability to manage travel demands including booking, documentation, packing, acclimatization and jetlag management, and supporting new athletes to travel</li> <li>● Program develops and provides athlete with international travel guidelines and strategies, for example with respect to time change and jetlag management, food intake and potential intestinal issues</li> </ul>  |
| Media                  |   |
| Social Media education | <ul style="list-style-type: none"> <li>● Refine athlete's understanding that as they become more successful, they should expect a greater scrutiny of their electronic posts</li> <li>● Athlete effectively demonstrates their understanding that online social media postings are permanent, and consistently communicates respectfully</li> <li>● Athlete effectively demonstrates their understanding of the team, club, Ringette Canada and International Ringette Federation's governing policies relating to social media</li> </ul>  |
| Dealing with the media | <ul style="list-style-type: none"> <li>● Program fosters athlete's value of a good working relationship with the local, provincial, and national media and being available for interviews</li> <li>● Program refines athlete's media competency to develop well-articulated public communication skills</li> <li>● Refine athlete ability to practice their strategy for not answering questions they are not immediately prepared to answer</li> </ul>   |



|                             |  |
|-----------------------------|--|
| Technology                  | <ul style="list-style-type: none"> <li>● Refine athlete's ability to use video analysis as a regular training tool</li> <li>● Online platforms are used by the coaching staff and IST to enable individual communication with each athlete around goals and planning</li> </ul>  |
| <b>Nutrition and Health</b> |  |
| Nutrition Basics            | <ul style="list-style-type: none"> <li>● Athlete trials and adjusts their nutrition for peak performance</li> <li>● With IST and coach support, athlete demonstrates appropriate nutrition to fuel training, competition and recovery; including during international travel and within the framework of the periodization plan</li> <li>● Program supports athlete's ability to prioritize their long-term health when balancing high performance demands</li> <li>● Program staff are aware of disordered eating patterns, and can appropriately refer athlete to nutrition professional and/or mental performance professional</li> </ul> |
| Competition Nutrition       | <ul style="list-style-type: none"> <li>● Athlete effectively plans and refines, with some IST support, their nutrition requirements for local and regional tournaments, and can ensure that their competition nutrition needs are met</li> </ul>   |
| Travel Nutrition            | <ul style="list-style-type: none"> <li>● Athlete is able to use learned tools and strategies for appropriate nutrition when traveling, including meal/snack planning and preparation on the road and restaurant/ buffet eating</li> </ul>  |
| Hydration                   | <ul style="list-style-type: none"> <li>● Athlete is able to effectively address their personal hydration needs around training and competition</li> </ul>  |
| Nutrition supplement        | <ul style="list-style-type: none"> <li>● Athlete knows the risks of a doping infraction with the use of untested supplements</li> <li>● With IST support, athlete effectively uses an evidence supported, individualized training and competition supplement plan if necessary that has been well trialed and is well tolerated</li> </ul>   |
| Doping Control              | <ul style="list-style-type: none"> <li>● Athlete effectively complies with doping regulations with IST support</li> <li>● Athlete is practicing appropriate doping control procedures and carries required documentations at all events, including TUE, and prescriptions</li> <li>● Athlete is able to express athlete's rights and responsibilities with relation to doping control</li> <li>● Program has a zero tolerance for substance abuse: both recreational, illegal and doping</li> </ul>  |
| Sleep                       | <ul style="list-style-type: none"> <li>● Athlete demonstrates their understanding of the importance of sufficient sleep for optimal development and performance</li> <li>● Athlete ensures they are getting an optional number of hours of uninterrupted sleep per night</li> </ul>  |

| ATHLETIC ABILITY (PHYSICAL and MOTOR ABILITY) |   |
|---|---|
| QUADRANT GOALS                                | <ul style="list-style-type: none"> <li>• Program requires single, double, or triple periodization</li> <li>• Sport-specific technical, tactical and physical training sessions between 9 and 15 times per week. (Consider where training gains can be combined)</li> <li>• To refine and maximize athletic abilities, identify athlete's strengths and weaknesses, regular testing and assessments are used to build evidence-based training</li> <li>• Enhancing performance, integrate preventative breaks, recovery and regeneration for athlete's long-term health</li> <li>• Important to manage training for each athlete to peak at World Championships</li> </ul> |
| Stamina (Endurance)                           |   |
| Aerobic Training                              | <ul style="list-style-type: none"> <li>• Maintain athlete's physical aerobic capacity</li> <li>• Complete graded exercise tests to determine each athlete's maximum heart rate, VO<sup>2</sup> max, and anaerobic and lactate thresholds multiple times throughout year, according to the competition schedule</li> <li>• Training prescription is based on rigorous testing and evaluations done throughout the program cycle</li> </ul>   |
| Aerobic Capacity                              | <ul style="list-style-type: none"> <li>• Individualized training of aerobic capacity for each athlete is refined and designed, based on systematic testing and competition demands</li> <li>• Focus on workouts using predominantly the same muscle groups as in ringette for maintenance; such as cycling or a skating treadmill</li> </ul>  |
| Aerobic Power                                 | <ul style="list-style-type: none"> <li>• Refine and maintain high intensity interval training</li> <li>• Focus on refining position-specific demands</li> </ul>   |
| Anaerobic lactic capacity and power           | <ul style="list-style-type: none"> <li>• Progressively refine and increase the duration of high intensity exercise with sufficient rest between each bout of exercise</li> <li>• Intervals and mode are refined specifically to the athlete's position and periodized for specific competition(s)</li> </ul>  |
| Strength                                      |   |
| Overall                                       | <ul style="list-style-type: none"> <li>• Refine and Maintain athlete's overall strength (if strength training development has reached the athlete's peak for optimal performance)</li> <li>• Incorporate rigorous individualized testing, exercise prescription, and performance monitoring to refine and meet or exceed national and/or world class standards</li> <li>• Reinforce self-monitoring and personal record keeping by each athlete</li> </ul>  |

|   |  |
|---|--|
| Maximum Strength  | <ul style="list-style-type: none"> <li>• Refine and Maintain individualized all-around strength development for all positions, with increasing focus on ringette-specific movement patterns</li> <li>• Focus on refining strength gains during the off-season and maintenance during the ringette season</li> <li>• Focus on refining explosive movements that simulate requirements to excel on-ice – (strength capacity to decelerate quickly from any direction (forwards, backwards, laterally); lateral strength/power; lateral jumping and bounding)</li> <li>• Incorporate high intensity plyometrics for the lower body, the core, and the upper body on and off the ice</li> <li>• Adjust body weight exercises to appropriately overload</li> <li>• Maximum lower and upper strength is a high priority for all centres, forwards and defense: <ul style="list-style-type: none"> <li>• Greater leg strength will allow for the capacity to generate greater knee drive, power through extension so increased skating speed</li> <li>• Offense requires upper body strength for forceful shots, checking, and battling for the ring</li> <li>• Defense requires upper body strength to prevent opposition from penetrating triangle, and hard checking</li> </ul> </li> <li>• Maximum strength is a medium priority for goaltenders</li> </ul> |
| Strength Endurance  | <ul style="list-style-type: none"> <li>• Maintain individualized all-around strength endurance development, with greater focus on sport-specific movement patterns, lower weights and higher repetitions</li> <li>• Emphasize full-body, multi-joint, compound movements</li> </ul>  |
| Core Strength   | <ul style="list-style-type: none"> <li>• High priority for all positions</li> </ul>  |
| Power   | <ul style="list-style-type: none"> <li>• Refine power training for all positions on and off the ice. Ensure it is periodized based on the program's competition schedule</li> </ul>  |
| <b>Speed</b>  |  |
| Overall   | Maintain linear (forwards and backwards), lateral, and multi-directional speed   |
| Multi-directional speed   | <ul style="list-style-type: none"> <li>• Refine and maintain using off-ice multi-directional movement drills that are transferable to the ice</li> <li>• High priority for all positions</li> <li>• Incorporate plyometrics, strength training, and sprint training to maximize speed gains</li> </ul>   |
| Anaerobic alactic capacity and power  | Incorporate predominantly ringette-specific exercises  |
| <b>Suppleness</b>   |  |
| <ul style="list-style-type: none"> <li>• Maintain athlete's range of motion and refine ringette-specific flexibility <ul style="list-style-type: none"> <li>• Important for athlete to have full range of motion for a complete stride and adequate hip/low back mobility to get low when defending</li> <li>• Increase in ROM with strength, reduces risk of injury and allows for wider sweep when carrying the ring making the athlete harder to defend</li> </ul> </li> <li>• Very high priority for goaltenders</li> </ul> |  |

| TECHNICAL AND TACTICAL  |   |
|---|---|
| <b>QUADRANT GOALS</b>   | <ul style="list-style-type: none"> <li>Focus on position specific refinement and enhancement of technical, tactical and decision making skills</li> </ul> |
| <b>All Athlete on-ice skills</b>  |   |
| Refine speed of skating skills: <ul style="list-style-type: none"> <li>foot speed</li> <li>change of direction:               <ul style="list-style-type: none"> <li>forwards to backwards</li> <li>lateral - side to side</li> </ul> </li> </ul>   |   |
| Refine individual tactic of agility skills combining change of speed:<br><b>Focus:</b> <ul style="list-style-type: none"> <li>Ability to create scoring opportunities and adapt to playing 1-on-1's</li> <li>Ability to defend change of speed while maintaining tight gap control and defensive side positioning</li> </ul>  |   |
| Refine tactical awareness skills and body control when in a "battle" for ring possession or body position: <ul style="list-style-type: none"> <li>Willingness, ability and capacity to battle and physically control the opposition:               <ul style="list-style-type: none"> <li>Refine ability to compete with a controlled higher level limit of contact within the parameters of the rules or the officials on the ice with safety in mind</li> </ul> </li> </ul>             |   |
| Refine skills used for effective line change strategy: <ul style="list-style-type: none"> <li>Understanding when to safely and effectively change lines:</li> </ul> <b>Focus:</b> <ul style="list-style-type: none"> <li>Awareness of how possession and control affect strategic line changes</li> </ul>   |   |
| Refine the team's ability to effectively execute a 5-Man Defensive team play system and strategy: <ul style="list-style-type: none"> <li>Man-on Marking (the ability to mark man-on and stay goal-side/inside while maintaining defensive pressure)</li> </ul> <b>Focus:</b> <ul style="list-style-type: none"> <li>All positions on defensive transition</li> <li>All the way to defensive ringette line</li> <li>Release only when your team has secured control of the ring</li> </ul> |   |
| Refine a 1-2-2 Aggressive Forecheck: 1-2-2: (Busy Bee) (video) Defensive team play system and strategy <ul style="list-style-type: none"> <li>Refine your athletes ability to execute an aggressive pressure forecheck</li> </ul>   |   |
| Refine a 2-1-2 forecheck defensive team play system and strategy: <ul style="list-style-type: none"> <li>Delayed 2-on until the goaltender distributes the ring with centre high, taking first check across blue line - if ring not recovered, transition to 1-on-1 (man-on-man, check-on-check)</li> </ul>   |   |
| Refine standard breakout team play systems or patterns from goalie ring: <ul style="list-style-type: none"> <li>Power left with high option</li> <li>Power left with low option</li> <li>Power Left with flat forward option (both start on level at the defensive free play line)</li> </ul>   |   |

|  |
|--|
| <ul style="list-style-type: none"> <li>• Power Right with high option</li> <li>• Power Right with low option</li> <li>• Power Right with flat forward option</li> </ul>  |
| <p>Refine a “Double D behind” breakout team system and strategy from defensive zone goalie ring or transition from the D zone with either:</p> <ul style="list-style-type: none"> <li>• Strong side stretch</li> <li>• High/low</li> <li>• flat forwards (both start on level at the defensive free play line) (videos)</li> </ul>   |
| <p>Refine team play systems and strategies such as “quick execution ” breakouts from defensive zone</p> <ul style="list-style-type: none"> <li>• quick punch breakout that does not allow opposition to set up</li> </ul> <p>with either:</p> <ul style="list-style-type: none"> <li>• Strong side stretch or high/low flat forwards (videos)</li> </ul>   |
| <p>Refine athlete’s presence on the ice defensively and offensively:</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Relentless pressure and presence on the opponent using forecheck, backcheck, man-on</li> <li>• Athlete is always aware and accountable on the ice</li> </ul>  |
| <p><b>Forward or Centre Athlete Profile: Skills, Tactics and Abilities</b></p>   |
| <p><b>Position Specific Abilities:</b></p> <ul style="list-style-type: none"> <li>• Refined ability to learn, understand and execute an organized offensive attack including a set 3-on-3 strategy and transition strategy</li> <li>• Willingness and flexibility to play with and learn multiple line combinations</li> <li>• Scoring – athlete wants to score but is also able to be a playmaker and create opportunity for others</li> <li>• Physical characteristics: strong, stable, and able to compete against the opposition, and can win the 1-on-1's</li> </ul>  |
| <p><b>Defensive Transition and Neutral zone:</b></p> <ul style="list-style-type: none"> <li>• Ability, and courage to forecheck 2-on-1 or mark man on man and maintain pressure on the ring to force a pass or turnover - goal-side / inside positioning - inside and outside lanes to the boards</li> <li>• Man-on-Man: Discipline to maintain man-on-man pressure without releasing the man and retreating to a zone defense when transitioning over our defensive blue line</li> </ul>  |
| <p><b>Offensive Transition and Neutral zone:</b></p> <ul style="list-style-type: none"> <li>• Refined speed, deception and ability to create open space and passing options for the defenders to provide the first pass over the blue line: utilize the outside quiet lanes / zones to create advantage over their mark. Willingness to execute the transition and pass over the second blue line (outside lanes) to have the advantage of utilizing the wide drive and creating a scoring opportunity</li> <li>• Ability and discipline to attack on transition: wide drive and create opportunity for others - create a scoring opportunity (first shot or second and third attacker)</li> <li>• Create scoring opportunities on line changes: set up opportunity for incoming attacker off the bench</li> <li>• Ice Awareness: Good peripheral vision, knowing where the ring is in relation to the opposition all times</li> <li>• The determination to gain possession and battle to be first to the ring: create an advantage and opportunity</li> </ul> |

|   |
|---|
| <p><b>1-on-1 Offensively (Skills and Tactics):</b></p> <ul style="list-style-type: none"> <li>• Ability to create separation and drive at the defender, maintain possession to gain advantage and create an offensive threat</li> <li>• Receive the first pass out of the defensive zone stick to stick (controlled to the outside lanes)</li> <li>• Ability to recognize and utilize support (use of outlet) or to provide the outlet to the ring carrier</li> </ul>   |
| <p><b>3-on-2 or 4-on-3 Power Play Team Systems:</b></p> <ul style="list-style-type: none"> <li>• Physical stamina to play high intensity short shift - maintain possession on shift changes and utilize shot clock effectively</li> <li>• Ability to move the ring and create scoring opportunities - set plays (overloaded side to quick pass to post, set picks, etc.)</li> <li>• Willingness to battle and gain possession of rebounds for quick shot</li> <li>• Ability to receive the ring and shoot when under defensive pressure</li> <li>• Possesses a hard, accurate one time shot</li> <li>• Awareness of defensive responsibility: when the opponent's penalty is done can regain goal-side / inside presence</li> </ul>   |
| <p><b>Essential Tactical and Strategic Characteristics:</b></p> <ul style="list-style-type: none"> <li>• Willingness and ability to create opportunity for others: creating advantage and 2-on-1's offensively</li> <li>• Refined ability to shoot under defensive pressure: ability to shoot while being checked and physically challenged in traffic</li> <li>• Shot Selection: understanding of how to move the goaltender and create advantage / shot selection - use of deception (fake/speed) and awareness of short support / shooting options / patience and courage with the ring while under defensive pressure – staying poised with the ring - taking their shot rather than being forced to shoot</li> <li>• Refined willingness to drive defenders 1-on-1 to gain advantage and separation – to drive the defender back or gain the ice behind the defender by driving tight to their back pockets</li> <li>• Refined ability to play away from the ring - delay and jump to open space to be a shooting threat support</li> <li>• Refined ability to effectively utilize the shot clock: regain possession and initiate an organized attack</li> <li>• Refined ability to control the ring for efficient line changes</li> <li>• Refined ability to creating a shooting threat / offensive threat off of each line change: controlling and moving the ring into the outside high quiet zone to provide opportunity for the fresh attacker to receive the high drop or flat pass and attack the net with speed</li> </ul> |
| <p><b>Outside Double offensive zone attack vs. 3-on-3 set triangle (video)</b></p> <ul style="list-style-type: none"> <li>• Refine, establish and consistently execute in order to allow an organized offensive execution</li> <li>• 1/2 Ice offensive zone cycle with a low walk (below offensive dots) (add option for kick back cross crease)</li> <li>• Fade / High Drop and hard drive on low defender to create either low walk or cross crease play</li> <li>• Drive and Drop</li> <li>• Wide drive with a diagonal pass --&gt; low man one timer</li> <li>• Wide drive --&gt; 2 steps behind the net --&gt; quick back pass (jackhammer) to shooter on the dot</li> <li>• Wide drive with a flat pass --&gt; F3 floater attacks from high over the blue line - flat to the boards neutral</li> <li>• 1/2 ice offensive zone cycle with high drop and drive low D (high drop received by high fade)</li> <li>• 1/2 ice offensive zone cycle with flat pass to late F3</li> <li>• Combination of above framework with line combination creativity and individualized play</li> </ul>  |

|   |
|---|
| <b>Offensive Attack on Transition:</b> <ul style="list-style-type: none"> <li>• Wide drive --&gt; Low walk --&gt; (Option 1) shot or (Option 2) cross crease to the trailer</li> <li>• Wide drive --&gt; wrap --&gt; (Option 1) low walk --&gt; shot (Option 2) shooting threat --&gt; cross crease</li> <li>• Wide drive --&gt; high and wide on boards --&gt; (1) diagonal pass to shooter on opposite post (2) flat pass to F# late attacker / shooter opposite side (3) drive and drop to trailer (4) high drop to F3 late attacker (floater through the neutral zone)</li> <li>• Wide drive --&gt; 2 steps behind the net --&gt; quick back pass (jackhammer) to shooter on the dot</li> </ul>                               |
| <b>Defense and Centre Athlete Profile: Skills and Abilities</b>   |
| <b>Position Specific Abilities:</b> <ul style="list-style-type: none"> <li>• Refined Triangle Play: Dynamic, controlled, sequenced movement in the triangle.</li> <li>• Contact with the shooter (hand on hip or stick to stick), shoulders square to the shooter, head on a pivot, agility and mobility side to side and up and back, ability to communicate with partners and maintain a 1-on-2 with the shooter</li> </ul>   |
| <b>Defensive Transition and Neutral zone:</b> <ul style="list-style-type: none"> <li>• Refined ability / capacity/ courage to mark man-on-man and maintain goal-side/ inside positioning</li> <li>• Refined Man-on-Man Coverage: Discipline to maintain man-on-man pressure without releasing the man and retreating to a zone defense when transitioning over our defensive blue line</li> </ul>   |
| <b>Offensive Transition and Neutral zone:</b> <ul style="list-style-type: none"> <li>• Developed speed and capacity to join the attack on transition: utilizing a refined wide drive and creating a scoring opportunity</li> <li>• Ability to receive the ring from the goaltender, jump middle, and make the first pass over the blue line - stick to stick</li> <li>• Ice Awareness: knowing where all attackers are at all times - head on a pivot and an urgency to maintain defensive side positioning</li> </ul>  |
| <b>1-on-1 - Offensively in the defensive zone:</b> <ul style="list-style-type: none"> <li>• Refined ability to use individual tactics to create separation and drive at the forechecker, setting them back on their heels or moving to the space past them, maintain possession to gain the passing lane (jump to the edge of the middle lane)</li> <li>• Refined ability to deliver the first pass out of the zone stick to stick (controlled to the outside lanes)</li> <li>• Refined ability to recognize and utilize defensive support (use of outlet) or to provide the outlet to the ring carrier</li> </ul>  |
| <b>Penalty Kill – 2-on-3 Tactics and Team Play:</b> <ul style="list-style-type: none"> <li>• Developed physical stamina to play high intensity short shift - up and back or side to side</li> <li>• Refined ability to keep their shoulders square to the shooter, remains agile, contacts with stick, and maintains a physical presence. Athlete avoids staying bent over, putting their stick down, immobile, and attempting to cut off passes</li> <li>• Refined ability to switch with the man on the line: short shifts to maintain pressure</li> <li>• Refined ability to gain possession and provide a support pass to partner or first pass over the line: maintain possession and gain transition opportunity</li> </ul> |
| <b>Power Play – 4-on-3 or 4-on-2 Tactics and Team Play:</b> <ul style="list-style-type: none"> <li>• Refined ability to jump in the offensive zone and contribute to the offensive attack: box set up or outside attack</li> <li>• Possesses a hard, accurate shot (wrist shot or on ice)</li> <li>• Awareness of defensive responsibility - when the opponent penalty is done and regain goal-side / inside presence</li> </ul>  |

|   |
|---|
| <b>Essential Tactical and Strategic Characteristics:</b> <ul style="list-style-type: none"> <li>• “Defense first” mentality: always aware of last man back and goal-side positioning</li> <li>• Refined awareness and desire to jump into the offensive rush when the opportunity is presented: complement partner and ensure support</li> <li>• Refined ability to regroup the ring in the neutral zone and patience in providing a stick to stick or pass to space to ensure possession - no dump and chase</li> <li>• Refined goal-side / Inside positioning</li> <li>• Refined communicator: ability to communicate within the defensive squad as well as with the offensive outlets - what is working, what isn't, what they see and how to overcome the pressure of the opponent</li> </ul> |
| <b>Goaltender Skills</b>  |
| Refine the advanced skills of the goaltender:<br><b>Focus:</b> <ul style="list-style-type: none"> <li>• Consolidate goaltender’s spatial awareness in net</li> <li>• Refine athlete’s ability to make minor movement adjustments in the proper goaltender stance, based on the opponent</li> </ul>  |
| Refine balance and agility skills for the goaltender:<br><b>Focus:</b> <ul style="list-style-type: none"> <li>• Refine athlete’s ability to move more quickly in a balanced position</li> <li>• Refine athlete’s ability to make stronger, more efficient movements in the crease</li> <li>• Refine athlete’s balance and agility while making a sequence of movements. For example: executing a T-push to a Butterfly save, and back up to prepare for another shot on goal</li> </ul>   |
| Refine athlete’s ability to read and anticipate offensive plays, adjust to the framework of the opposing team and to the defensive triangle   |
| Refine athlete’s ability to appropriately challenge the shooter; pushing out to take away corners   |
| <b>Saves</b>  |
| Refine the skills used for one-timer saves<br><b>Focus:</b> <ul style="list-style-type: none"> <li>• Increase power, speed, and control of one timer saves (cross crease one timers (through the goalie crease), shots from the low posts, and one-timers that come from the top). This skill includes ready position control for second shot from rebound</li> </ul>   |
| Refine the athlete’s ability to work with the defense/triangle to identify or take away inside threats or rolls   |
| Refine the advanced skills of the Butterfly save:<br><b>Focus:</b> <ul style="list-style-type: none"> <li>• Refine the technique (drive knees down, hands out, stick blade on the ice, butt and chest up)</li> <li>• Athlete’s decision-making: when to use the butterfly save, and when to stay on their feet</li> </ul>   |
| Refine the correct movement for the one-pad slide when in close (see glossary)<br><b>Focus:</b> <ul style="list-style-type: none"> <li>• Increase athlete’s speed to get back to their ready position</li> <li>• Refine athlete’s mobility on their knees when getting back in the ready position is not possible</li> </ul>  |



|   |
|---|
| <p>Refine the skills for recovery and rebounds</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Refine the goaltender's ability to direct the rebound where they want it to go</li> <li>• Develop the athlete's speed and power to recover into the correct ready position</li> <li>• Refine the goaltender's ability to appropriately respond to multiple rebounds and staying with the play (alert, ready and anticipating the play unfolding in front of their)</li> </ul>  |
| <p>Refine the skill used for high and low shot saves</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Staying square to the shooter</li> <li>• Movement starts with the head and hands with body staying square to the shooter</li> <li>• Refine the athlete's ability to anticipate and make the correct decision regarding when to use these skills</li> </ul>   |
| <p><b>Movement</b></p>  |
| <p>Refine athlete's shuffling skills:</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Goaltender is able to consistently maintain goalie stance</li> <li>• Goaltender is able to consistently lead with their head and hands</li> <li>• Refine goaltender's ability to remain square to the shooter while tracking a pass or shot</li> <li>• Refine goaltender's power and speed that result in efficient, purposeful movements</li> </ul>  |
| <p>Refine the T-Push:</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Goaltender is able to consistently remain in goalie stance</li> <li>• Goaltender is able to consistently lead with their head and hands</li> <li>• Refine goaltender's ability to remain square to the shooter while tracking a pass or shot</li> <li>• Refine goaltender's power and speed that result in efficient, purposeful movements</li> </ul>   |
| <p>Refine forward and backward transitions using C-cuts:</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Goaltender is able to refine c-cut push dependent on angle by moving appropriate while cutting down angle at the same time</li> <li>• Goaltender consistently remains square to the shooter when moving in the crease</li> <li>• Refine athlete's power and speed that result in efficient, purposeful movements</li> </ul>  |
| <p>Refine the skills for attacks starting behind the net</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Refine goaltender's awareness and ability to anticipate this situation during play</li> <li>• Refine goaltenders's ability to track the ring, to keep eye on play and to keep toe caps up-ice</li> <li>• Refine goaltenders's ability to consistently stay square to the potential shooter</li> <li>• Refine goaltender's ability to react to these transitions by: tracking the ring, using peripheral vision to locate athletes and identify potential threats, while focussing on the athlete with the ring and anticipate or read where the play is going</li> </ul> |

| <b>Ring Distribution</b>  |
|---|
| Refine athlete's ability to read the play   |
| Refine goaltender's ability to choose the best option to pass to an athlete for a successful breakout   |
| Refine goaltender's ability to make a quick and correct decision to start the breakout  |
| Refine goaltender's ability to read the opponent's defensive coverage to execute a successful breakout pass   |
| Refine the goaltender's ability to incorporate "faking" into goalie ring passes   |
| Refine goaltender's use of the goaltender stick to distribute the ring  |
| Refine the skill of getting the ring out before the opposition has time to set  |
| <b>Team Systems and Strategies</b>  |
| Refine goaltender's ability to execute "bouncing the goalie" (see glossary) during a delayed penalty  |
| Refine goaltender's ability to execute strategies used by the goaltender when facing 3-on-2, and 4-on-3 situations  |
| Refine the goaltender's skills in a "4-in-the-zone" situation: bringing the goalie back and forth to the bench  |
| Refine goaltender's communication skills of attacking offense and defensive positioning.  |
| <b>Focus:</b> <ul style="list-style-type: none"> <li>• Goaltender is able to communicate appropriate information to the athletes in the triangle</li> <li>• Goaltender is able to express to the skaters where the non-ring carriers are, where the ring is going, and they are seeing develop in the play</li> </ul> |

| ETHICAL LITERACY        |   |
|-------------------------|---|
| <b>GO FOR IT</b>        |   |
|                         | <ul style="list-style-type: none"> <li>Refined and increased the emphasis on personal commitment to achieve individual and collective outcomes</li> </ul>   |
| <b>PLAY FAIR</b>        |   |
|                         | <ul style="list-style-type: none"> <li>Athlete advocates drug-free sport, equity, fair play, safety and non-violence</li> <li>Encourage athletes to speak to younger athletes about the value, of upholding fair play principles</li> </ul>   |
| <b>STAY HEALTHY</b>     |   |
|                         | <ul style="list-style-type: none"> <li>Ensure athlete thinks about their future sporting life and long-term health</li> </ul>   |
| <b>KEEP IT FUN</b>      |   |
|                         | <ul style="list-style-type: none"> <li>Emphasize the joy and privilege of effort and competition and the commitment to excel</li> </ul>   |
| <b>RESPECT OTHERS</b>   |   |
|                         | <ul style="list-style-type: none"> <li>Refine athlete's ability to translate the True Sport Principles into real actions</li> <li>Recognize successes/strengths of opponents within planned tactical sessions, to reinforce that respect and awareness of our opponent allows us to plan for success</li> <li>Athletes are respectful, speak highly of and interact with officials, administrators, host committee members and media professionally</li> <li>Team members respect and work together to support, and build up each other's skill and ability.</li> <li>Athlete learn to self-reflect constructively and to use that energy positively for their development</li> </ul> |
| <b>INCLUDE EVERYONE</b> |   |
|                         | <ul style="list-style-type: none"> <li>Athlete are expected to embrace and accept diversity within all members of the team</li> <li>Athletes are responsible for ensuring all members of their team are included</li> </ul>   |
| <b>GIVE BACK</b>        |   |
|                         | <ul style="list-style-type: none"> <li>Club/Team/Program pledges to the True Sport Principles and encourage each athlete to become a True Sport <a href="#">champion</a></li> <li>Athlete values and honors where they comes from (family and community) and gets involved to give back in order to be a role model for youth</li> </ul>  |

**Exit:** Active for Life – Competitive for life or Fit for life

## Active for Life

### Durable by Design

**Entry:** Any time after Learn to Train

**Competitive for life:** for athletes of all ages choosing to stay competitive but who are NOT involved in a high-performance stream

**Stage goals:** Personal Excellence at selected level of participation

| Training Ratios and Ranges adapted from Balyi and Cardinal | Ratio considerations dependent on Age & Team Goals |             |            |
|--|--|-------------|------------|
|  | T2T (11-15)  | T2C (15-21) | LT2W (18+) |
| Length of plan (weeks)                                     | 20   | 35          | 45         |
| Length of Prep Period                                      | 7  | 7           | 9          |
| Length of Competition Period                               | 7  | 7           | 8          |
| Length of Transition Period                                | 3  | 3           | 3          |
| Number of Competition Days                                 | 6  | 6           | 16         |
| Number of Practice Days                                    | 40   | 105         | 225        |
| Average length of Prep Practice (mins)                     | 75   | 75          | 75         |
| Average training days/wk, Prep Period                      | 2  | 5           | 5          |
| Average length of Comp Practice (mins)                     | 75   | 75          | 75         |
| Average training days/wk, Comp                             | 3  | 5           | 5          |
| % days devoted to Competition                              | 20%  | 60%         | 75%        |
| % days devoted to Practice or Training                     | 65%  | 40%         | 25%        |

| PSYCHOLOGICAL                   |  |
|---------------------------------|--|
| <b>QUADRANT GOALS</b>           | <ul style="list-style-type: none"> <li>• Consolidate or refine skills</li> <li>• Accountable for long-term active lifestyle</li> <li>• Contribute to a positive sport culture</li> <li>• Learn to transfer consolidated skills to life outside sport</li> </ul>                  |
| <b>Specific Skills</b>          |  |
| Visualization strategies        | <ul style="list-style-type: none"> <li>• Program incorporates visualization to meet the needs and aspirations of each individual</li> <li>• Program can incorporate watching video or real game of top athletes to form a picture of how to improve</li> </ul>                   |
| Positive Self-Talk              | <ul style="list-style-type: none"> <li>• Program trains athlete to identify areas of negative self-talk and replace with positive wording</li> </ul>   |
| <b>Motivation</b>               |  |
| Mastery                         | <ul style="list-style-type: none"> <li>• Able to engage in Ringette programs that allow, where applicable, self-selected teammates and opponents</li> </ul>  |
| Membership                      | <ul style="list-style-type: none"> <li>• Program allows for a strong social component for sport participation and also develops personal meaning for ringette participation by each athlete</li> </ul>   |
| <b>Goal Setting</b>             |  |
| Individual                      | <ul style="list-style-type: none"> <li>• Program allows athlete to set their own personal short-medium and long-term goals</li> <li>• SMART goals are set as necessary and desirable, based on the athlete's program goals</li> </ul>  |
| <b>Anxiety Management</b>       |  |
| Relaxation strategies           | <ul style="list-style-type: none"> <li>• Train athletes to continue to refine their anxiety reduction techniques</li> </ul>  |
| Concentration strategies        | <ul style="list-style-type: none"> <li>• Train athlete to recognize sport-related emotional triggers and help them develop a strategy for responding to negative incidents</li> <li>• Train athlete to recognize what they should focus on during key times in a game</li> </ul> |
| <b>Decision Training</b>        |  |
| Sport-based Decision Making     | <ul style="list-style-type: none"> <li>• Train athlete to recognize strategic positional configurations of their opponent in order to implement appropriate reactive strategies</li> </ul>   |
| Sensory/Visuospatial processing | <ul style="list-style-type: none"> <li>• Train athlete to discriminate between useful stimuli and background noise</li> </ul>  |

| LIFE SKILLS                                     |   |
|---|---|
| <b>QUADRANT GOALS</b>                           | <ul style="list-style-type: none"> <li>• Increase focus on social connectedness and team dynamics to increase athlete's performance and success, as well as increase chances of retention</li> <li>• Active for Life – Competitive for life programs create a sport team culture of positive approaches to problems and values-based decision making</li> </ul>                                   |
| <b>Personal Development</b>                     |   |
| Developing Autonomy                             | <ul style="list-style-type: none"> <li>• Program allows athlete to select a position that they enjoy the most while being open and flexible to playing other positions</li> <li>• Introduce athlete to self-coaching</li> <li>• Train athlete to develop the motivation to train appropriately on their own</li> </ul>  |
| Working as Team member                          | <ul style="list-style-type: none"> <li>• Develop an intentional team culture of positive approaches to problems and appreciation of diversity</li> <li>• Encourage each athlete to work with teammates in the best interest of the team and club</li> <li>• Develop athlete's ability to consistently use team communication style and cues (e.g. use standard expression to pass)</li> </ul>     |
| Develop Leadership Skills                       | <ul style="list-style-type: none"> <li>• Program encourages athlete to engage in leadership opportunities as desired</li> </ul>   |
| <b>Moral Development</b>                        |   |
| Understanding Rules                             | <ul style="list-style-type: none"> <li>• Train athlete to pursue Ringette in an ethical manner as it is a key contributor to their sport enjoyment</li> </ul>   |
| Doing What is Right                             | <ul style="list-style-type: none"> <li>• Train athlete to respect the integrity of fair play and rules in a fun recreational or competitive context</li> <li>• Train athlete to intervene and inform coach to prevent bullying, shunning and hazing</li> </ul>  |
| <b>Career in Sport</b>                          |   |
| Career Planning                                 | <ul style="list-style-type: none"> <li>• Athletes are supported whose sport engagement becomes secondary to their career and relationship responsibilities</li> <li>• Program and club support alternate options for each athlete's role other than "athlete" if it becomes too difficult for the, to continue in their current role (ex: coach, instructor, spare, official, manager)</li> </ul> |
| Mentorship                                      | <ul style="list-style-type: none"> <li>• Program and club invite and encourage athlete to act as a mentor or role model with programs for younger athletes</li> </ul>   |
| Training Environment (specifically for females) | <ul style="list-style-type: none"> <li>• Build a training environment that creates a climate of acceptance and social connection</li> <li>• Finds ways to value all members of the team and openly share positive views of others</li> <li>• Athlete (with coach leadership) analyzes setbacks and normalizes as part of the learning process</li> </ul>  |
| <b>Travel</b>                                   |   |
| Travel Challenges                               | <ul style="list-style-type: none"> <li>• Train athlete to make any necessary adjustments based on their body's response to time zone travel</li> <li>• Develop travel guidelines and strategies to plan for adequate nutrition if traveling to locations where usual foods are not available</li> </ul>   |

| Media Management                       |  |
|--|--|
| Technology                             | <ul style="list-style-type: none"> <li>• Educate and develop athlete's social media skills in a respectful and appropriate manner</li> <li>• Club and program have clearly written procedures for acceptable team communication to avoid toxic communication and protect both the coach and the athlete</li> <li>• Club and program have clearly written procedures to communicate respectfully with any online social media postings</li> </ul> |
| Nutrition/Hydration                    |  |
| Nutrition Basics                       | <ul style="list-style-type: none"> <li>• Educate and monitor athlete's ability to maintain effective balance of energy based on daily demands on their body</li> </ul>   |
| Competition Nutrition                  | <ul style="list-style-type: none"> <li>• Educate athlete on the nutritional requirements of single day and multi-day competitions</li> </ul>   |
| Hydration                              | <ul style="list-style-type: none"> <li>• Educate athlete regarding the need for adequate hydration for both health and performance</li> </ul>  |
| Nutrition supplement                   | <ul style="list-style-type: none"> <li>• Educate and support athlete to use supplements using medical experts</li> </ul>   |
| Disordered Eating and Eating Disorders | <ul style="list-style-type: none"> <li>• Train athlete to make healthy food choices based on energy demands, rather than based on body composition</li> <li>• Educate athlete on signs and symptoms of disordered eating and eating disorders</li> <li>• Program and club have strategies to identify disordered eating and eating disorders in athletes along with treatment and recovery strategies</li> </ul>                                 |
| Doping Control                         | <ul style="list-style-type: none"> <li>• Train athlete to understand their rights and responsibilities regarding anti-doping</li> </ul>  |
| Sleep                                  | <ul style="list-style-type: none"> <li>• Educate and support athlete to achieve optimal personal hours per night of uninterrupted sleep</li> </ul>   |

| ATHLETIC ABILITY (PHYSICAL and MOTOR ABILITY)  |   |
|--|---|
| <b>QUADRANT GOALS</b>  | Increase physical capacities in the context of the program and athlete's personal goals to achieve their personal best  |
| <b>Stamina/Endurance</b>   |   |
| Aerobic Training   | <ul style="list-style-type: none"> <li>Maintained or continues to be improved based on demands of the program</li> </ul>  |
| Aerobic Capacity   | <ul style="list-style-type: none"> <li>Aerobic training is developed or maintained consciously at a predetermined percentage of maximum heart rate</li> </ul>   |
| Aerobic Power  | <ul style="list-style-type: none"> <li>Interval training is included in periodization plan based on the demands of the program</li> </ul>   |
| Anaerobic lactic capacity and power  | <ul style="list-style-type: none"> <li>Include in periodization plan based on the demands of the program</li> </ul>   |
| <b>Strength</b>  |   |
| Overall  | <ul style="list-style-type: none"> <li>Maintained or continues to be improved based on individual goals and demands of the program</li> </ul>   |
| General Strength   | <p>Strength program includes the following focus points:</p> <ul style="list-style-type: none"> <li>Is balanced for overall health and wellness</li> <li>For Maximum strength, uses progressive overload with higher weights and lower repetitions</li> <li>Incorporates full-body, multi-joint, compound movements</li> <li>Body weight exercises are incorporated into warm-up and cool down</li> <li>For strength endurance, uses progressive overload, with lower weights, higher number of repetitions and sets</li> </ul> |
| Core Strength  | <ul style="list-style-type: none"> <li>Maintain core strength for Ringette and for long-term health and wellness</li> </ul>   |
| Power  | <ul style="list-style-type: none"> <li>Maintain muscle mass to maintain power required to play Ringette in Active for Life programs</li> </ul>  |
| <b>Speed</b>   |   |
| Overall  | <ul style="list-style-type: none"> <li>Maintaining linear, lateral (forwards and backwards), and multi-directional speed</li> </ul>   |
| Anaerobic alactic capacity and power   | <ul style="list-style-type: none"> <li>This system will automatically be trained in practices and games</li> </ul>  |
| <b>Suppleness</b>  |   |
| <ul style="list-style-type: none"> <li>Flexibility program is included to maintain athlete's range of motion for Ringette program and for long-term health and wellness</li> </ul> |   |



| TECHNICAL AND TACTICAL   |   |
|--|---|
| <b>QUADRANT GOALS</b>  | <ul style="list-style-type: none"> <li>Pre-game routine includes: <ul style="list-style-type: none"> <li>Arrival at the rink 30 to 45 minutes prior to start of the game</li> </ul> </li> <li>Off-ice warm up</li> <li>Focus on developing the listed skills to the best of athlete's ability throughout Active for Life – Competitive for Life stage of development (will range from Development to Refinement)</li> </ul> |
| <b>Skating skills</b>  |   |
| Consolidate the following skating skills: <ul style="list-style-type: none"> <li>Forward stride</li> <li>Backward stride</li> </ul> <b>Focus:</b> <ul style="list-style-type: none"> <li>Increased efficiency of the athlete's skating stride</li> </ul>           |   |
| Consolidate athlete's foot speed skills <b>Focus:</b> <ul style="list-style-type: none"> <li>Increased speed</li> </ul>  |   |
| Consolidate athlete's skating stride frequency<br>Note: Athlete's skating stride frequency should decrease as their efficiency in the skill increases  |   |
| Consolidate the following stops and starts: <ul style="list-style-type: none"> <li>Two-foot parallel</li> <li>Cross over start</li> </ul> <b>Focus:</b> <ul style="list-style-type: none"> <li>Develop a quicker transition between a stop and start</li> </ul>    |   |
| Consolidate the following cross-over strides: <ul style="list-style-type: none"> <li>Forwards</li> <li>Backwards</li> </ul> <b>Focus:</b> <ul style="list-style-type: none"> <li>Focus on the mechanics of the movement to increase the power of stride</li> </ul> |   |
| Develop (Acquire) the following pivots while athlete is moving in same direction: <ul style="list-style-type: none"> <li>Forwards to backwards</li> <li>Backwards to forwards</li> </ul>   |   |
| Develop (Acquire) the following transitional Pivots while moving in the opposite direction: <ul style="list-style-type: none"> <li>Forwards to backwards</li> <li>Backwards to forwards</li> </ul>   |   |

|  |
|--|
| <p>Develop (Acquire) the following transition skating techniques:</p> <ul style="list-style-type: none"> <li>• Tight turns</li> <li>• Pivots</li> <li>• Transitional pivots</li> </ul>   |
| <p>Consolidate the athletic stance:</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Stability</li> <li>• Body control in space</li> </ul>  |
| <p>Consolidate athlete's balance and agility on skates</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Edge use and control</li> <li>• Awareness of inside and outside edges</li> <li>• Posture</li> <li>• Stance (wider rather than a narrower foot position and stance so athlete is able to maintain stance and stability)</li> </ul>   |
| <p><b>Individual skills</b></p>  |
| <p>Consolidate the following passing skills:</p> <ul style="list-style-type: none"> <li>• Stick to stick</li> <li>• Forehand</li> <li>• Backhand</li> </ul> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Athlete is developing the skills to execute passing, adjusting to the needs based on timing and anticipation</li> <li>• Passing into space</li> </ul>                                    |
| <p>Consolidate the following receiving skills:</p> <ul style="list-style-type: none"> <li>• Stick to stick</li> </ul> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Athlete is developing the skills to execute passing, adjusting to the needs based on timing and anticipation</li> <li>• Readiness to receive the pass: hand position and strength</li> <li>• Receiving while moving</li> </ul> |
| <p>Consolidate the following shooting skills and individual tactics:</p> <ul style="list-style-type: none"> <li>• Shot selection</li> <li>• Wrist shot</li> <li>• Sweep shot forehand along the ice</li> <li>• Backhand high</li> </ul>  |

|   |
|---|
| <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Develop athlete's ability to shoot with more accuracy and power consistently</li> <li>• Ability to shoot with pressure</li> <li>• Ability to shoot under pressure</li> <li>• Consolidate athlete's shot selection</li> </ul> <p>Develop athlete's ability to decide which shot to use</p>   |
| <p>Consolidate the athlete's wrist shot</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Completing the wrist shot with proper mechanics</li> <li>• Develop the power and accuracy of the wrist shot</li> <li>• Consistently lifting the ring off the ice</li> </ul>   |
| <p>Develop the athlete's ability to develop the individual tactic and create space</p>  |
| <p>Consolidate the following tactical checking skills:</p> <ul style="list-style-type: none"> <li>○ 1-on-1</li> <li>○ 2-on-1</li> <li>○ Three stages of checking: contain, pressure, and engage</li> </ul> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Body position</li> <li>• Body control</li> <li>• Inside/outside of the skate</li> <li>• Timing consistently to gain the advantage</li> <li>• Taking space away when opponent is about to receive the pass</li> <li>• Forcing an outcome when channelling the ring carrier</li> <li>• Ability to force the ring carrier to make a decision: <ul style="list-style-type: none"> <li>• To force a pass</li> <li>• To stop</li> <li>• To change direction</li> </ul> </li> </ul> |
| <p>Consolidate Drive skating tactical skills to:</p> <ul style="list-style-type: none"> <li>• On the attack , create an advantage and separation in the space behind the ring carrier's opponent while in an offensive position</li> <li>• As a defence, create an advantage and separation from the athlete's opponent while transitioning with the ring from D to O transition to jump into the open pocket or space behind the person forechecking against you</li> </ul>  |
| <p>Consolidate athlete's ability to create a 1-on-1 offensive advantage using the following tactics:</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Change of speed</li> <li>• Change of direction</li> <li>• Create separation</li> </ul>   |

|   |
|---|
| <p>Consolidate effective defensive skills when 1-on-1 using the following tactics:</p> <ul style="list-style-type: none"> <li>• Gap control</li> <li>• Goal side coverage</li> <li>• Consistent ice awareness</li> <li>• Ability to find a check/man</li> </ul>   |
| <p>Consolidate the following Deception skills and tactics:</p> <ul style="list-style-type: none"> <li>• Fakes</li> <li>• Dekes</li> <li>• Change of speed</li> <li>• Change of direction</li> </ul>   |
| <p>Consolidate the athlete's ring agility skills:</p> <ul style="list-style-type: none"> <li>• Athlete can often move the ring from side to side while changing hand positions to protect the ring</li> </ul>   |
| <p>Consolidate an athlete's ability to gain the advantage when 1-on-1 in tight spaces</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Agility</li> <li>• Body control during body contact</li> </ul>  |
| <p><b>Team Tactics, Team Systems and Strategies</b></p>   |
| <p>Consolidate athlete's ice awareness using the following skills:</p> <ul style="list-style-type: none"> <li>• Consistent use of the passing lanes</li> <li>• Consistent use of the quiet zones</li> <li>• Ability to pass from the edge of the middle lane</li> <li>• Ability to receive in the outside quiet zones</li> <li>• Ability to switch lanes to become an outlet versus a passer</li> <li>• Athlete can consistently "save ice" to create space for outlets</li> <li>• Athlete consistently demonstrates their awareness of the blue lines to decrease pressure from the opponent by using outlet pass options</li> </ul> |
| <p>Incorporating effective shifts and line changes. Begin executing a shift strategy of 45 seconds</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Changing when safe and effective</li> </ul>  |
| <p>Consolidate the following team play system and breakout skills:</p> <ul style="list-style-type: none"> <li>• Transition from defense to offense from a goaltender ring</li> <li>• Develop athlete's ability to transition the ring up the full length of ice:</li> <li>• To shoot on the opposition net</li> <li>• To create scoring opportunities</li> </ul>  |
| <p>Consolidate the following shot clock management strategies:</p> <ul style="list-style-type: none"> <li>• Knowing when to force a shot clock re-set</li> <li>• Maintaining the ring for possession</li> <li>• Recovering the ring for possession</li> </ul>   |
| <p>Consolidate the individual tactics of ring control and possession when the athlete is under pressure.</p>  |

|  |
|--|
| <b>Focus:</b> <ul style="list-style-type: none"> <li>Decrease athlete's reliance on the "dump and chase"</li> <li>Consolidate athlete's ability to control the pace and flow of the game using ring possession.</li> </ul>   |
| Consolidate and refine the following Defensive Triangle skills and tactics: <ul style="list-style-type: none"> <li>Positional responsibilities</li> <li>Area of movement</li> <li>Movement mechanics</li> <li>Body control</li> <li>The use of hand and forearm positioning contact to control the attacker: for example, closed hands, rotating pressure on hips and body position by the defender</li> </ul>   |
| Consolidate the following defensive triangle skills and tactics: <ul style="list-style-type: none"> <li>Staying square to the shooter</li> <li>Skills to use active sticks to control shooter's advantage and space</li> </ul>   |
| Consolidate the following defensive support skills in an offensive system: <ul style="list-style-type: none"> <li>Regrouping the ring goal side in the defensive and neutral zones</li> <li>Supporting the ring goal side both in the defensive and neutral zones</li> </ul> <b>Focus:</b> <ul style="list-style-type: none"> <li>Athlete looks for the opposite quiet lane which opens up by reversing the ring</li> </ul>  |
| Consolidate an offensive team system attack in a 3 on 3 using the following tactics: <ul style="list-style-type: none"> <li>Develop a basic offensive framework</li> <li>Consolidate consistent use of a basic offensive framework</li> </ul> <b>Focus:</b> <ul style="list-style-type: none"> <li>Consolidate athlete's ability to read the play</li> <li>Consolidate athlete's ability to recognize when advantage is created (2v1's) with a consistent structure:               <ul style="list-style-type: none"> <li>Low walks (below the dot)</li> <li>Give and Go in Small Space - High drops with a fade (F1 skates the ring up the wall toward the ringette line to draw out the opposition D and C from the triangle. F1 then passes to F2 who is trailing with a moderate gap, skating the same path just over the goal line toward the hash marks. F1 turns quickly inside the ringette line (fade behind the centre) to jump/ attack into open space right behind the C and D with an open lane to the net. F2 still on the wall with the ring passes the ring back to F1 for a shot)</li> <li>Driving the net 3v3 (one player in attack, one in attacking support (or support) and net front presence)</li> <li>Shooting under pressure</li> </ul> </li> </ul> |
| Consolidate an offensive attack on transition using the following tactics: <ul style="list-style-type: none"> <li>Gaining possession in the zone</li> <li>Driving the dot (to commit a defender)</li> </ul> Creating an opportunity when in a 2-on-1 situation   |

|   |
|---|
| <p>Consolidate man-on-man marking in the following defensive team play situations:</p> <ul style="list-style-type: none"> <li>• On a goaltender ring</li> <li>• When using forechecking</li> <li>• In the neutral zone: <ul style="list-style-type: none"> <li>• Goal-side</li> <li>• Inside positioning to gain advantage</li> </ul> </li> </ul>   |
| <p>Consolidate the following free pass skills and team play systems and strategies:</p> <ul style="list-style-type: none"> <li>• Center</li> <li>• Offensive</li> <li>• Defensive</li> </ul> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Consistent execution</li> <li>• Gaining the zone (center)</li> <li>• Creating a scoring opportunity (offensive)</li> </ul>                                   |
| Develop the athlete's individual tactics relating to keeping possession of the ring   |
| <p>Incorporate the use of Competitive Drills such as small-area games to create and replicate competitive environments</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Increase athlete's level of comfort with competitive drills</li> </ul>   |
| <p>Encourage the utility athlete:</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Increase athlete's adaptability</li> </ul>  |
| <p>Consolidate the following tactics of close and long support:</p> <ul style="list-style-type: none"> <li>• Increase athlete's ability to use space to support the ring carrier</li> <li>• Increase athlete's ability to use time to support the ring carrier</li> </ul> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Consolidate athlete's ability to provide outlets to the ring carrier</li> </ul> |
| <p>Consolidate team systems and strategies in the following situational plays:</p> <ul style="list-style-type: none"> <li>• 3-on-2 offensively</li> <li>• 3-on-2 defensively</li> <li>• 4-on-3 offensively</li> <li>• 4-on-3 defensively</li> </ul>   |
| <b>Goaltender Skills</b>  |
| <p>Consolidate the fundamental skills of the goaltender's stance:</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Keep the stick blade on the ice in front of the skates</li> <li>• Keep the glove and hands up and out (see glossary)</li> <li>• Head up and square to the shooter</li> </ul>  |
| Consolidate basic balance and agility skills for the goaltender   |

|   |
|---|
| <b>Focus:</b> <ul style="list-style-type: none"> <li>• Keep the knees bent</li> <li>• Keep feet shoulder width apart</li> <li>• Grip on the stick</li> <li>• Ability to hold the goalie stance while moving (not standing up during movement)</li> </ul>  |
| Introduce the goaltender to appropriate cues in order to react and adjust their position in relation to attacking offensive athletes and the positioning of their team's defensive athletes (ex. Low walks, screens, etc.)  |
| Introduce the skills necessary to allow the goaltender to challenge the shooter at the level competing  |
| Introduce the importance of angles, awareness of ice markings, and positioning in the crease  |
| <b>Saves</b>  |
| Develop the basic skills of the Butterfly save:   |
| <b>Focus:</b> <ul style="list-style-type: none"> <li>• Enter butterfly with control (drive knees down, keeping butt in and chest up)</li> <li>• Show off the face of the pads</li> <li>• Position stick blade so it covers five hole (see glossary)</li> <li>• Glove and blocker remains up and out (see glossary)</li> </ul> |
| Introduce as needed the correct movement for the one-pad slide when in close (see glossary)   |
| Introduce as needed the fundamentals for recovery and rebounds using the correct leg to get up and lead with  |
| Introduce as needed the skills used for one-timer saves   |
| Consolidate the skills used for completing saving high and low saves:   |
| <b>Focus:</b> <ul style="list-style-type: none"> <li>• Staying square to the shooter</li> <li>• Moving the body</li> </ul>  |
| <b>Movement</b>   |
| Develop goaltender's shuffling skills. The following movements simulate game play and will help the goalie develop muscle memory and awareness in the crease.   |
| <ul style="list-style-type: none"> <li>• Introduce quick movements: <ul style="list-style-type: none"> <li>• "Post to post" Long shuffle (see glossary)</li> <li>• Post to post around top of crease paint (skate blades in blue, red and white paint) Short, quick shuffles</li> </ul> </li> </ul>                           |
| <b>Focus:</b> <ul style="list-style-type: none"> <li>• Remain in goaltender's stance</li> <li>• Square to the shooter while tracking a pass or a shot</li> <li>• Develop athlete's ability to combine several movements to create specific patterns that simulate game situations</li> </ul>                                  |
| Develop the T-Push:   |
| <ul style="list-style-type: none"> <li>• "high to post"</li> </ul>  |

|   |
|---|
| <b>Focus:</b> <ul style="list-style-type: none"> <li>• Remain in goalie stance</li> <li>• Lead with the head and hands</li> <li>• Square to the shooter</li> </ul> <p>Consolidate Telescoping Develop forward and backward transitions using C-cuts:</p> <b>Focus:</b> <ul style="list-style-type: none"> <li>• One leg at a time</li> <li>• Athlete remains square to the shooter when moving in the crease</li> </ul> |
| <p>Introduce transitions behind the net:</p> <b>Focus:</b> <ul style="list-style-type: none"> <li>• Tracking of the ring to keep an eye on the play</li> <li>• Athlete remains square to the shooter</li> <li>• Goaltender toe caps remain pointed up ice.</li> </ul>   |
| <b>Ring Distribution</b>  |
| <p>Refine the skills for passing the ring like a Frisbee</p> <b>Focus:</b> <ul style="list-style-type: none"> <li>• Keeping the ring low to the ice</li> </ul>  |
| <p>Develop athlete's ability to incorporate "faking" into goalie ring passes</p>  |
| <p>Develop athlete's use of the goaltender stick to pass the ring</p>   |
| <p>Introduce breakout patterns</p>  |
| <b>Team Tactics, Team Systems and Strategies</b>  |
| <p>Introduce the athlete to the concept of bouncing the goalie (see glossary) during a delayed penalty</p>  |
| <p>Introduce the athlete to strategies used by the goaltender when facing 3 on 2, and 4 on 3 situations.</p>  |
| <p>Introduce the athlete to skills to reset after a goal</p>  |
| <p>Introduce basic communication techniques required between the goaltender and skaters</p> <b>Focus:</b> <ul style="list-style-type: none"> <li>• Importance of communicating with skaters</li> </ul>  |



| ETHICAL LITERACY   |  |
|--|--|
| <b>GO FOR IT</b>   |  |
| <ul style="list-style-type: none"> <li>• Program encourages athlete to try new sports, engaged in other sports than Ringette</li> <li>• Program encourages athlete to always try and do their best</li> </ul>  |  |
| <b>PLAY FAIR</b>   |  |
| <ul style="list-style-type: none"> <li>• Programs and coaches promote playing by the rules</li> <li>• Athlete is encouraged to live and play by the rules as a team member regardless of their role</li> </ul>   |  |
| <b>STAY HEALTHY</b>  |  |
| <ul style="list-style-type: none"> <li>• Ringette recreation programs allow for each athlete to find a positive work-life-play balance</li> <li>• The structure of recreational Ringette programs allows for each athlete to adjust to the sport without increased stress to perform or compete</li> </ul> |  |
| <b>KEEP IT FUN</b>   |  |
| <ul style="list-style-type: none"> <li>• Recreational Ringette Programs allow for and encourage social connections to enhance the athlete's enjoyment of their involvement</li> <li>• Recreational Ringette programs allow for athlete to try our sport at any age</li> </ul>                              |  |
| <b>RESPECT OTHERS</b>  |  |
| <ul style="list-style-type: none"> <li>• Games and leagues are set up to create a culture of respect for all at all times</li> </ul>   |  |
| <b>INCLUDE EVERYONE</b>  |  |
| <ul style="list-style-type: none"> <li>• Recreational Ringette programs are set up to allow all levels of ability to engage in the sport</li> <li>• Activities, games and leagues are set up to accommodate everyone – of all ages and abilities</li> </ul>  |  |
| <b>GIVE BACK</b>   |  |
| <ul style="list-style-type: none"> <li>• Athletes of all abilities are encouraged and invited to stay involved in a variety of roles in Ringette: official, coach, administrator, manager, role model</li> <li>• Teams, leagues, and clubs are encouraged to give back to their community</li> </ul>       |  |

**Exit:** Fit for Life

## Fit for life – for all

### Stage goal: Participation in physical activity for lifelong enjoyment and wellness

#### Entry: Learn to Train, Train to Train, Train to Compete or Train to Win

| <b>Appropriate Physical Activity</b>  |
|---|
| <ul style="list-style-type: none"> <li>Individual is engaging in appropriate physical activity and sport for their age</li> <li>Ringette programs are set up and adjust to the athlete's changing priorities and consider the following: <ul style="list-style-type: none"> <li>Age of athletes</li> <li>Level of play and competitiveness of athlete</li> </ul> </li> </ul>  |
| <b>Cognitive Function</b>   |
| <ul style="list-style-type: none"> <li>Physical activity has been shown to maintain or improve cognitive function</li> <li>Ringette's aerobic benefit can have a positive impact on an individual's maintenance of optimal cognitive function through age-appropriate programming</li> </ul>  |
| <b>Psychological Well-being</b>   |
| <ul style="list-style-type: none"> <li>Psychological components such as confidence, self-esteem, social connectedness and happiness are essential an individual's psychological well-being</li> <li>Ringette age-appropriate programs and leagues can contribute to an individual's psychological well-being</li> </ul>   |
| <b>Social Connection</b>  |
| <ul style="list-style-type: none"> <li>Social interaction is an important component of healthy aging</li> <li>Ringette has a strong social component that keeps each athlete involved throughout their life</li> <li>Ringette programs should include a social component, particularly for the adult athlete. Often the social component is what will lead to higher ringette program retention</li> </ul>  |
| <b>Embracing Life Transitions</b>   |
| <ul style="list-style-type: none"> <li>Major life transitions affect an individual's desire or ability to engage in physical activity or sport</li> <li>A diverse spectrum of recreational ringette programs for adults will allow athletes facing major life transitions to maintain their involvement</li> </ul>  |
| <b>Managing Chronic Conditions</b>  |
| <ul style="list-style-type: none"> <li>Chronic conditions negatively and sometimes permanently affect an individual's involvement in ringette</li> <li>Promote involvement throughout adulthood, adult recreational programs must consider flexible options for entry and exit into programs, based on an athlete's medical condition(s)</li> <li>Regular involvement in a sport like ringette can help an individual live well with a chronic medical condition</li> </ul> |
| <b>Mindful Nutrition</b>  |
| <ul style="list-style-type: none"> <li>Nutrition is important at every stage and age of adulthood</li> <li>Ringette can consider opportunities to inform and increase awareness of proper nutrition for all athletes in adult recreational programs</li> </ul>  |



### **Durability by Design**

- Recreational Ringette programs must be adapted to the changing needs of each athlete throughout their lifespan
- These programs will help ensure a healthy individual and athlete who can engage in the sport of ringette throughout their life
- The sport of ringette provides athletes of all ages opportunity to engage in aerobic exercise, balance and flexibility which are all components of a durable body as it ages

**Exit:** Death

## GLOSSARY

**Executive Function:** Is a set of interrelated skills that allow developing athletes to work with the information in their brains, focus their attention, filter out distractions, and quickly switch mental gears from one task to another. For more information on Executive Function, visit the Harvard University Center for the Developing Child website [here](#).

**SMART Goals:** To make sure goals are clear and reachable, each one should be:

- **Specific** (simple, sensible and significant)
- **Measurable** (meaningful and motivating)
- **Achievable** (agreed, attainable)
- **Relevant** (reasonable, realistic and resourced, results-based)
- **Time-bound** (time-based, time limited, time/cost limited, timely, time-sensitive)

**TGfU (Teaching Games for Understanding) :** The approach focuses on helping athletes learn fundamental movement skills, concepts and principles that they can apply to a wide range of physical activities rather than emphasizing specific sports skills. TGfU provides a learner-centred approach that puts the needs and abilities of the athletes first, and in doing so increasing the athlete's level of enjoyment and participation, all while providing them with the skills they need to move confidently in a wide range of physical activities.

**Think Aloud:** Think-aloud methods asks the athlete to verbalize their thoughts while performing a task.

### Technical/Tactical:

---

**Advantage:** means to teach athlete how to “win” a 1v1 – it is simply how we teach them to drive in combination with where they position the ring and their body in relation to their opponent

**L support:** means that the ring carrier has two open passing outlets – we teach in the concept of an L because it is easily relatable. This is transferred in later stages to short and long support – available passing options

**Outlet:** A pass option for a ring carrier to pass to.

**Pivot:** The skill of changing direction without losing momentum

**Reversing the ring:** sending the ring to the other side of the rink to create more time and space.

**Save ice:** Athlete skates laterally across the ice to create time and space in order to preserve the ice further ahead, in order to attack the space at the moment that is most advantageous.

**Utility Athlete:** An athlete that is able to perform the responsibilities of offensive and defensive positions.

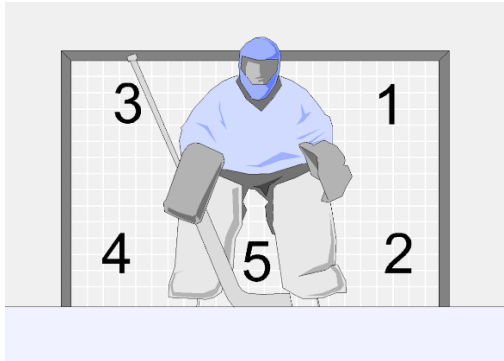
### For Goaltenders:

---

**Bouncing the goalie:** When the team needs a goal, the strategy the team may take is to gain possession of the ring in the offensive zone, pull the goalie (goalie skates to the bench and goes into the players' bench, gate closed) so their team can have four skaters in the offensive zone. When the team loses possession, an athlete steps out of the zone and the goalie will skate back onto the ice and to their net.

**Cutting down the angles:** Refers to the process of getting to the right depth for each situation and getting in a square position so as to block as much of the net as possible from the shooter's perspective.

**Five hole:** The space between goalie pads created when in the goalie stance. With proper positioning of the goalie stick hand, the blade of the stick will cover the ice and a portion of the stick will cover the space defined as "five hole". See image below:



**Glove position "up and out":** The hand that is not holding the stick is bent at the elbow with the glove held just below the athlete's shoulder and out in front of their body like a target. ( see image below)



**Hugging post:** Pressing the outside leg and skate up to the post, wrapping the elbow around the goal post to seal the space between the goalie and the post. See image below



**One timer:** is a quick shot that occurs when an athlete meets a teammate's pass with a continuous motion, an immediate shot, without any attempt to control the ring on their stick.

**Post and out:** Goalie starts by “hugging the post” and moves out to the top of the crease. Can move in a straight line straight out or move to the middle or far side to be in position for a shot. The movement simulates the ring movement when there is a pass from the lower part of the ice (by the goal line or below) and if a shot was taken.

**Pushed out position:** Goaltender stands at or just inside the boundary of the top of the crease in order to decrease the amount of net visible to the skaters and which cuts down the angles.

**Top of crease to low post is the reverse of a “post and out” movement:** A pass comes from the slot (the middle area of the ice) or an area in front of the net and passes down low (to the goal line area for a shot).

**When in close:** When a shooter is a stick length or less away from the crease. This could be a save for a rebound shot or a one-timer/quick release shot.

## References:

---

True Sport Foundations, Ethical Literacy Matrix, 2012

Sport for Life, Long-Term Development in sport and physical Activity 3.0, 2019

Sport for Life, Generic Athlete Development Matrix, 2016