LONG TERM
ATHLETE
DEVELOPMENT

Ringette U9 to U12 Program

BC RINGETTE

The athlete, parent, and administrator's guide to the Ringette Development Program in British Columbia.

RINGETTE CANADA RINGUETTE CANADA
www.ringette.ca

"Parents should understand LTAD and coaches should have knowledge on how to train the developmental athlete."
- Charles Cardinal M.Sc

OUR SPORT. OUR PASSION.

WHAT IS LTAD

LTAD is a training, competition, and recovery framework for individuals at all stages of life.

LTAD offers equal opportunity for participation and recreation.

LTAD is athlete centered, administrators, parents, sport medicine & sport sciences and sponsors supported.

LTAD focuses on the general framework of athlete development with special reference to growth, maturation, and development.

LTAD is a framework for full sport system alignment in Canada, integrating health and education with sport and physical activity.

"At the first four stages, our children are competing too often with over-zealous parents and coaches wanting to win, robbing them of the opportunity to have fun and develop skills that will enable them to be successful."
- Steve Norris PhD

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play it. love it. live it.

Long Term Athlete Development

By respecting the principles of Sport Canada's Long Term Athlete Development (LTAD) model, we will ensure that our programs and structure meet the developmental needs of participants in each stage of LTAD. LTAD supports the four goals of the ***Canadian Sport Policy***:

Enhanced Participation ~ Enhanced Excellence ~ Enhanced Capacity ~ Enhanced Interaction

LTAD reflects a commitment to contribute to the achievement of these goals. LTAD has been successfully adopted by numerous Canadian and international sport organizations. It is participant-centered, coach-driven and administration, sport science and sponsor supported. Athletes who progress through the stages of LTAD experience instruction, training and competition in programs that have been developed in consideration of their specific biological and developmental needs.

LTAD in Canada

- Is based on the physical, mental, emotional and cognitive development of children and adolescents, Each of the stages of LTAD reflects a different point in athlete development.
- Ensures physical literacy upon which excellence can be built and
- Builds literacy in all children, from early childhood to late adolescence by promoting quality daily physical activity in the schools and a common approach to developing physical abilities through community recreation and elite sport programs.
- Recognizes the need to involve all Canadians in LTAD, including athletes with a disability.
- Promotes a healthy, physically literate nation whose citizens participate in lifelong physical activity.
- Ensures that optimal training, competition and recovery programs are provided throughout an athlete's career.
- Provides an optimal competition structure for the various stages of an athlete's development.
- Has an impact on the entire sport continuum, including participants, parents, coaches, schools, clubs, community recreation programs, provincial sport organizations (PSOs) national sport organizations (NSOs), sport science specialists, municipalities and several government ministries and departments (including health and education) at the provincial/territorial and federal levels.
- Integrates elite sport, community sport and recreation, scholastic sport and physical education in schools.
- Is 'Made in Canada", recognizing international best practices, research and normative data

Ringette Programs for Athletes with a Disability

The LTAD process is appropriate for all athletes and Ringette Canada has made a commitment to the ongoing development and delivery of programs for athletes with a disability.

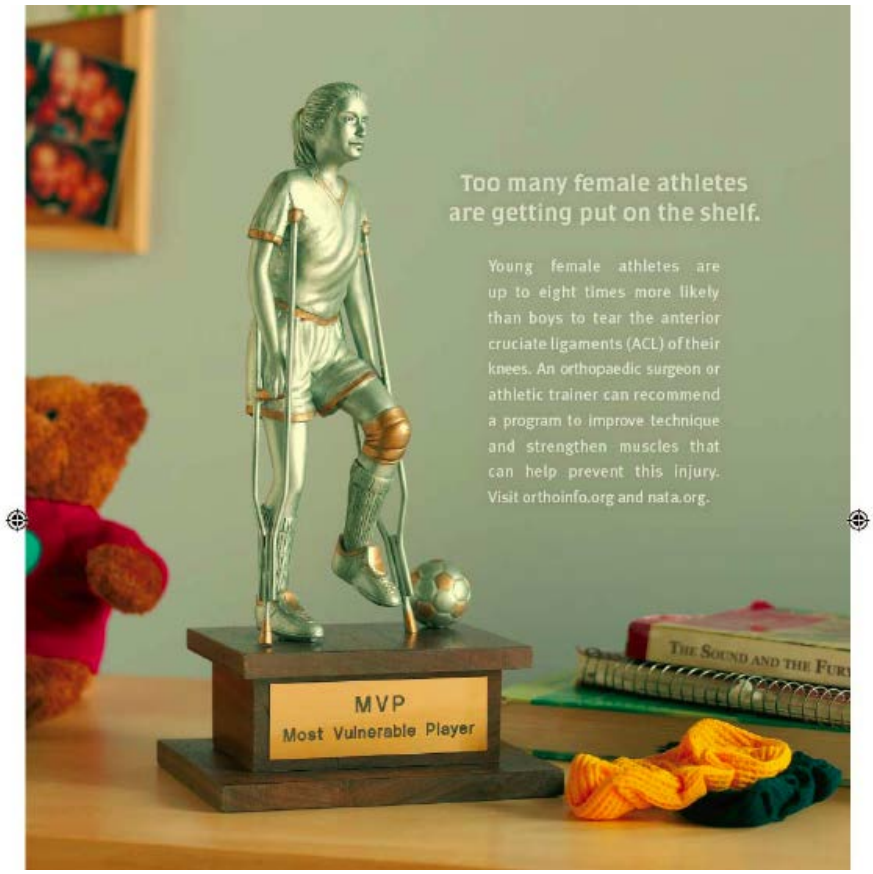
All the principles of LTAD are applicable to athletes with a disability, whether the disability is acquired or congenital. However the rate at which these athletes will progress through the stages of LTAD, and the age at which the athlete enters each stage will vary according to the individual and the nature of the disability. LTAD is a starting point for ALL athletes.

Why are we Doing This?

It is imperative that we spread the word on LTAD. There has been excellent documents and presentations developed around this program, however this needs to be disseminated throughout our associations and its members. It is the job of the associations leaders and coaches to spread this message.

Did you know that

- 2million Canadian children and youth participate in sport
- 1/3 of participants age 10-17 withdraw from sport each year
- Researchers and practitioners are concerned



Reasons for withdrawal

- Lack of fun
- Coach conflicts
- Lack of play time
- Conflicts of interest

Along with the great resources available, coach and member knowledge of the LTAD program will be key in passing this along. When conflict arises with players and parents, the LTAD program will be used as a resource for coaches, associations and parents in order to understand why children are developing at their current rate physically, mentally and ringette skill-wise.

It is important to understand why Ringette Canada, BC Ringette and Local Associations are not promoting serious competitive programs until age 13. Associations need to ensure that ALL Coaches are informed and review the intent of the LTAD program - especially focusing on the age group and development stage.

We need to start to train players and parents at the U9 level that rigid competition and Provincial Championships shouldn't and won't begin until the U14 level. Communicate to all players and parents about the fun and excitement that can be had with the proposed format of the U12 player development program and year end championship compared to the provincial championships format.

LTAD is a working Tool, used to determine player and team formation, injury prevention
Sport and Well-being: physical literacy and holistic approach,

LEARN MORE ABOUT LTAD and SPREAD THE WORD!
Integrity - Respect - Fairness - Excellence

The Ten Key Factors

The LTAD Sport Research points to 10 key factors that influence athlete development. By building sports programs around these factors, LTAD ensures that athletes experience both optimal development in their chosen sport and lifelong retention in physical activity for improved wellness.

The FUNdamentals

- The FUNdamentals are basic movement and sport skills taught through fun games and activities that engage small children and motivate them to continue in activity. While these basics are fun in nature, they also serve another purpose: they teach the essential skills required as a foundation for more complex physical activities and sports.

- It is important that all children develop a good base of these skills before puberty to optimize both future performance and lifelong ac tivity. This basic set of FUNdamental movement (dance) and sports skills is referred to as “physical literacy” and it includes things such as skipping, hopping, jumping, throwing, catching, hitting, and swimming. Physical literacy also implies that children need to have the cognitive ability to read and react to their sport environment to make correct decisions. For example, in soccer, children develop increased confidence and learn not to automatically kick the ball away when it comes to them, but also consider passing to an open teammate.

Specialization

- Sports are classified as either early or late specialization. Early specialization sports such as gymnastics, diving, and figure skating require children to learn complex skills before physical maturation since it is extremely difficult to fully master these skills if they are introduced after puberty.

- Late specialization sports such as ringette, soccer, hockey, basketball, and baseball can still be mastered for elite levels of competition if specialization begins between the ages of 12 and 15, but it is essential that these athletes have already acquired physical literacy prior to adolescence. As a parent, you should talk to your child’s coaches if you sense they are pushing your child to specialize prematurely. Children need to develop as athletes before they become specialized as players.

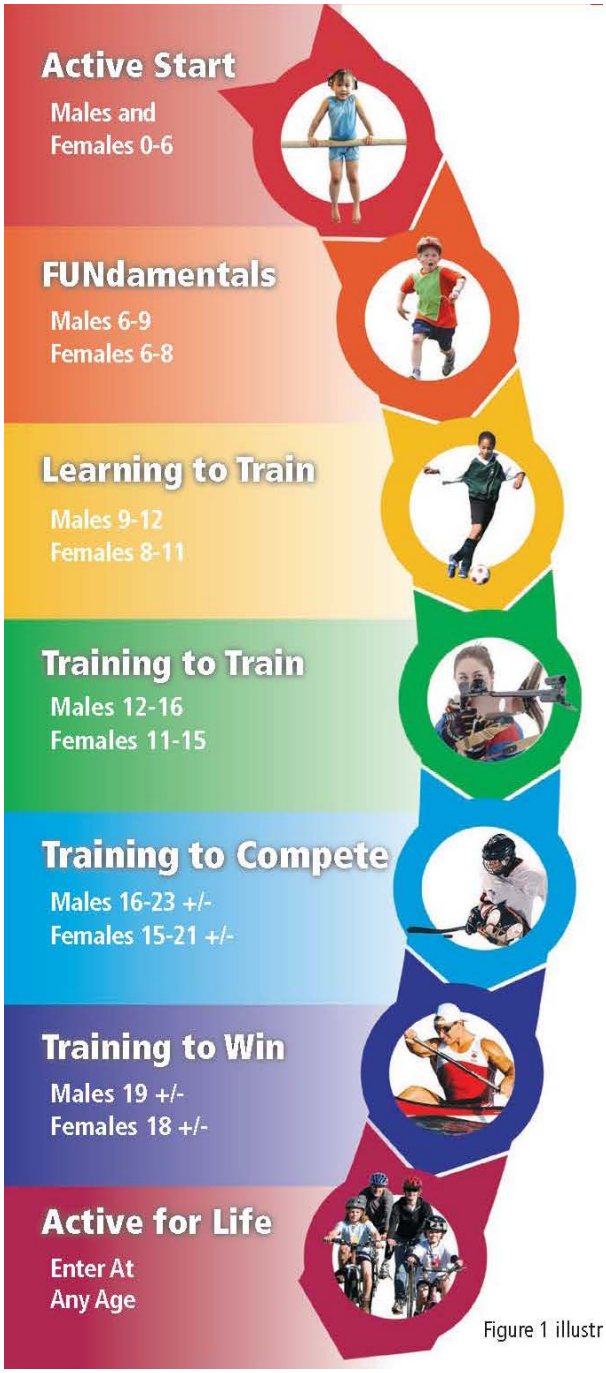


Figure 1 illustr

Developmental Age

- If we talk about child development, we need to define what we mean because children develop at different rates. Growth and maturation are two aspects of development that are often confused with each other. Growth refers to measurable changes such as height, weight, and fat percentage. Maturation refers to more subtle qualitative changes, such as cartilage changing to bone. Development describes the relationship between growth and maturation over time, including social, emotional, intellectual, and motor aspects.

- Similarly, chronological age refers to the number of years and days since birth, while developmental age refers to the degree of physical, mental, cognitive, and emotional maturity. Keeping these growth and maturation concepts in mind, you can identify if your child is an early, average, or late maturer. You can then ensure that coaches design training and competition programs that fit your child's level of trainability and readiness.

- You also need to recognize the relative age effect. Research is showing that selection to top-tier or representative teams favours children born in the first third of the year due to most sports having age cut-off dates based on the calendar year. If your child is born near the end of the year, you should ensure that your child is in a good program with excellent coaching, since research also shows that if children with late birthdays can be kept in quality programs, their development catches up and they do succeed at a later age.

Physical, Mental, Cognitive, Ethical, and Emotional Development

- LTAD says that training, competition, and recovery programs should be designed to match the physical, mental, cognitive, and emotional development of each athlete. Ethics, fair play, and character building should also be taught according to each child's ability to understand these concepts at different ages.

- **Late Childhood:** Prior to puberty, physical training should emphasize large muscle groups and basic coordination, and children should be led with clear, brief instructions through structured routines. Simple trial and error is not enough; children need accurate demonstrations of the correct skills. The development of their self-esteem and confidence also requires that they taste success regularly, so activities should create many opportunities for success and children should be recognized regularly. Ethical and character building values should also begin to be integrated into the training regime.

- **Early Adolescence:** In early adolescence, children undergo significant changes in bone, muscle, and fat tissue, and they also undergo mental and emotional changes. They lose much flexibility, so they become more prone to injuries. Mentally, they can be coached to make more decisions and take responsibility for them. Their social relationships become more important, so they need opportunities to interact socially with their peers. They still need to be recognized for their success, but "success" may vary: some children may develop early and make quick progress, while late developers may make slower progress but actually outperform the early developers over the long-term.

- **Late Adolescence:** Older teens have mature muscles, though their muscular strength continues to increase into their 20s. Meanwhile, the rate at which they are able to develop new skills decreases. Mentally, they are ready to understand the technical requirements of their sport, and their increasing sense of fairness demands that they become part of decision making processes. Emotionally, they have needs for social interaction and self-expression that must be respected. Parents can talk to coaches and associations to assess how they accommodate these aspects of their child's development.

Periodization

- Periodization is time management applied to training. Over time, it optimizes each child's improvement by providing a logical training schedule that respects their stage of development. Periodized plans specify how much and how often athletes should train through the year, and they often describe a specific sequence of training components over weeks, days, and individual sessions. As a parent, you should check to see that your child is training according to a periodized plan – problems in periodization often arise when children have more than one coach.

Trainability

- Trainability refers to the genetic endowment of athletes as they respond individually to specific training stimuli and adapt to it. Malina and Bouchard (1991) defined trainability as "the responsiveness of developing individuals at different stages of growth and maturation to the training stimulus.

Competition Calendar

- For each stage of development, LTAD recommends that sports identify specific training to competition ratios. Every sport is different, but in essence very young children should be neither training nor competing formally. As they get older and develop, they should progress from fun-based activities to a combination of formal training and competition. At young ages, training time should far exceed competition time.

The 10-Year Rule

- If one of your child's goals is high performance sporting achievement, remember that winning at a young age doesn't guarantee winning performances at older ages. To achieve excellence in the long-term, young athletes have to put more hours into training than they do competing – and to ensure children train for the hours and years required, programs should emphasize fun, development, and wellness, and not necessarily winning. Sport science research has shown that it takes a minimum of 10 years and 10,000 hours of training for gifted athletes to achieve the highest levels of elite competition. This translates into approximately three hours of training or competition daily for 10 years for athletes who are identified as having a special talent in a particular sport or activity.

System Alignment

- LTAD tries to get everyone in the sport system on the same page: one country, one vision, one system. Because many different institutions, agencies, and groups are involved in delivering sports programs, LTAD recommends that parents, teachers, schools, coaches, clubs, recreation centres, and governments coordinate their efforts for the greatest welfare of the children in their programs. In this regard, LTAD has big implications for the entire Canadian sport system.

Continuous Improvement

- LTAD doesn't pretend that everything about child development and sports is already known. LTAD recognizes that new research is constantly emerging and recommends that new knowledge and insight should be reviewed and incorporated into the model as necessary. In this regard, parents have a

responsibility to their children to stay informed about new developments affecting their children's activities.

The LTAD Stages

U7: Watch me Start (Active Start)

Ages: 0-6 years (Males and Females)

In Active Start participants are identified by stage of development (not age). Each stage has a plus/minus 4 month expected minimum variant associated with the approximate ages listed above. There may be considerable overlap between Active Start and Fundamentals stages.

- 18 months – 3 years: toddler, mature walker (child with parent or support person)
- 3 – 6 years: preschool independent (may require parent or support person)
- Participants with an intellectual disability can enter at any age (with parent or support person)

General Objectives

- Initiation of fundamental movement and development of physical literacy through general sport participation
- To introduce overall motor skills like balance, coordination, agility in a fun and safe environment that promotes self-confidence on skates.
- To introduce all fundamental movement skills, including skating
- To develop an awareness of ringette and create a welcoming environment for all participants

Guiding Principles

- Fundamental movement skills, agility, balance, coordination and skating skills learned through the process of "play"
- Participation in community-based learn-to-skate programming that is well planned and well structured
- Create a stimulating, positive learning environment through active, creative, imaginative play.
- Activities are continuous and fun for all
- Parents or support person should participate with the child
- Parents are important to introduce participants to a range of activities, provide encouragement and participate in activities such as parent days, winter festivals and parent/child classes.
- Parents provide support and share a spirit of participation and a joy of learning new skills
- Encourage participation in a variety of non-structured supervised activities, including skating with family and friends
- Encourage participation in gymnastics, swimming programs to help develop physical literacy
- Encourage a variety of daily physical activities, at least 60 minutes of non-structured supervised activities every day
- Movement skills (adaptation to ice) – skating, passing, receiving, gliding, etc.
- Motor skills – agility, balance, coordination, speed, time/space orientation, etc.
- Technical instruction should be limited, with minimal feedback on skills
- Encourage movement exploration within a safe, structured environment
- Maintain a 1:5 adult/participant ratio or lower (children under 4 years should be 1:1) to provide quality supervision.

What does an Active Start Learn to Skate program look like?

- Programs focus on having FUN and becoming comfortable on the ice using group skating games and fun activities
- Maximum participation: everyone involved and active at all times
- Use modified or divided ice surface to allow more groups to participate at once
- Use modified equipment in keeping with the size of the participant (e.g. smaller nets)
- Including parents/support person provides additional supervision and allows for larger groups (10-12 participants)
- Develop basic skating skills (basic stance, falling and getting up, edges, balance on skates, start, stop, walking all directions, forward/backward stride and glide
- Introduce sticks and rings, playing fun games to learn how to send, receive and carry a ring (on or off-ice)
- For older children in this stage, introduce the concept of Ringette using the art of imitation
- There is no place for competition in an active start program. Activities should encourage the development of group social skills (interactions, sharing, taking turns, helping), showing what you can do, and confidence.
- For children under 4 years: 30min learn-to-skate classes, once per week for 6-24 weeks (1-2 sessions of 6-12 weeks)

- For children 4-6 years: 45-60min learn-to-skate classes, once per week for 6-24 weeks (1-2 sessions of 6-12 weeks)
- For participants with an intellectual disability: begin with 30-40 minute learn-to-skate classes and progress to 60 minutes once or twice per week

U9: I AM Skating (FUNdamentals)

Ages: 6-8 Years (Males and Females)

General Objectives – Description of the Stage

- To continue to develop the components of physical literacy: fundamental movement and motor skills
- To introduce fundamental ringette skills in a fun and safe environment that promotes self-confidence
- To increase awareness of ringette and create a welcoming environment for all participants
- To introduce structured, sport specific programming and modified game situations

Guiding Principles

- Community-based programming for all participants
- There are no competitive programs for players in this stage
- Practice time provides repetitions through active "play", modified games and a varied, structured environment
- Instruction and technical feedback on skills is minimal, simple, and developmentally-appropriate
- Emphasis on social interaction
- Active time is greater than non-active time
- 1:5 adult/participant ratio or lower as required to provide quality supervision

Technical Skill Benchmarks

- **Basic skating skills:** basic stance, falling and getting up, edges, balance on skates, start, stop, walking all directions, forward/backward stride and glide
- **Basic ring skills:** basic skills, grip, carrying the ring, passing, receiving, checking, shooting – all within a controlled environment
- **Introduce Goalkeeping:** introduce concept and rotate position to all players, basic grip, stance, stick on ice, use modified equipment

Tactical Skill Benchmarks

- **Offensive**: introduce concepts of offensive skills and tactics, concepts of 1v1 offensive skills and team work, individual 1v1 offensive skills, team tactics
- **Defensive**: introduce concepts of defensive skills and tactics, individual 1v1 defensive skills with no contact, basic team tactics

What does a FUNdamentals Ringette program look like?

- The focus is on FUN, with lots of action and repetition
- Maximum participation: everyone involved and everyone wins (no bench warmers)
- All sessions are well-planned and well-structured. The focus is on progressive skill development and learning how to play ringette in a fun, success-oriented environment.
- Begin to develop group dynamics – encourage teamwork, fair play, sportsmanship, ethics
- Continue motor skill development – agility, balance, coordination, speed, time/space orientation, etc
- Include activities that develop speed; there is a sensitive period for speed development between the ages of 6-8 for females, and 7-9 for males
- Include activities to develop flexibility during warm-up and cool down
- Incorporate the development of basic motor and movement skills into warm up activities and games
- Introduce basic ring and skating skills, and continue the development of physical literacy skills
- Equipment is modified, and the rink is divided so that several groups can be on the ice at once
- 1-2 weekly sessions of 60 minutes each. Programs run from October to March, and may be divided into two seasons of 6-12 weeks. There is no competitive period; modified games run throughout the year
- Programs are offered through local ringette associations

U9: I AM Skating (FUNdamentals) continued

Game Modifications

- Introduce basic game skills and simple rules of the sport
- Although there are no formal competitive events in this stage, some competitive-type activities can be introduced during practices. Focus on the process of learning about competition, not on winning. Ringette festivals are a good way to develop sport skills in a fun environment.
- Vary play situations: 1 vs. 1, 2 vs. 2 etc., with and without goalkeeper
- Participants play all positions, including goalkeeper
- Coaches are on the ice; keep game-type activities fun and fair
- Rules are modified so they are appropriate to young, beginning players, for example:
  No score keeping, Free pass is allowed, Modified goalkeeper position, Goalkeeper ring, Only the goalkeeper may be inside the goal-crease, No contact, Players may pass over the blue lines, Smaller ice surface

What can parents do?

- Introduce participants to a range of activities, provide encouragement and show interest in active participation in sport and physical activity
- Encourage daily physical activity, and unstructured outdoor and indoor play
- Support the development of excellent basic skills as a pre-requisite to playing the game
- Ensure that a balance is maintained with school, other sport and non-sport activities
- Understand the need to transport participants to activities, to pay for these activities, and to purchase required equipment for the activities (e.g. skates, helmet)

Participant Monitoring

Coaches can begin to monitor growth by taking standing height measurements on the birthday (or first practice of the season) and recording for future reference

U10 & U12: I AM Playing (Learning to Train)

Age:

Early in Stage (Stage 1): U10 – Females 8-9 years, males 9-10 years
Later in Stage (Stage 2): U12 – j Females 10-11 years, males 11-12 years
Athletes with a disability: enter at any age, with or without parent or support person

This is an important stage, one in which participants learn sound basics of ringette, but also begin to play formal games. Many participants in this stage will enter puberty, and it is important that height be monitored regularly to help determine when the player begins the growth spurt. Toward the end of this stage, individual rates of growth and development become quite obvious. Since each player has a different rate of development, it is important to be flexible with training programs to ensure appropriate challenges and to meet the needs of players who are growing rapidly.

General Objectives – Description of the stage

- To develop fundamental ringette skills in a fun, participation-based environment
- To continue to develop physical and motor capacities
- To develop general physical fitness
- To introduce the development of mental skills
- To introduce and develop simple tactics
- To introduce game play with focus on application of skills learned in training
- To introduce and develop decision-making skills in standard/controlled conditions
- To encourage players to strive to succeed and do their best

Guiding Principles

- Community-based programming
- Game play introduces an environment of competition, but there is no "competitive" program.
- Teams are created based on equal abilities distribution – no tiering
- Practices well organized, varied, game-like, and active participation of all
- Emphasize motor skill development, technical skill instruction, time-space orientation and team play
- Increase skill repertoire through a gradual progression of skill acquisition
- Include activities to develop flexibility during warm-up and cool down
- Introduction to the game – modified rules.
- Ensure that players experience all positions; toward the end of this stage, identify players who show an ability and interest in goalkeeping
- Maintain high frequency of practice and # repetitions: 70% success rate for learning to occur
- 1:6 adult/participant ratio or lower as required to provide quality supervision.
- Throughout the year, encourage players to participate in a variety of school and summer sports
- Toward the end of the stage:
    - Introduce understanding of how to use skills to resolve tactical problems
    - Introduce balance of individual/team offensive and defensive prep.
    - Use game situations as learning opportunities.

Technical Skill Benchmarks

U10: Develop good skill technique

- **Skating Skills**: basic stance, falling and getting up, edges, balance, starts, stops, forward/backward stride and glide
- **Ring Skills**: basic skills, grip, carrying and protecting the ring, passing, receiving and retrieving the ring, checking, shooting – all within a controlled environment
- **Goalkeeping Skills**: introduce concept and rotate position to all players, basic grip, stance, stick on ice, skating and ring skills, mobility and stick work, positioning and ring distribution

U12: Develop accuracy and consistency in skill execution

- **Skating Skills**: as before plus acceleration, crossovers, sharp turns, double sculling, 2 foot slalom; transitions
- **Ring Skills**: as before, plus deking – all within a controlled environment
- **Goalkeeping Skills**: identify and develop maximum number of players interested – play goal no more than ½ time, continue basic grip, stance and style, stick on ice, skating and ring skills, mobility in all directions, stick work, positioning, ring distribution, communication/interaction

U10 & U12: I AM Playing (Learning to Train) continued

Tactical Skill Benchmarks

U10

- **Offensive**: acquisition of basic offensive skills and tactics, individual1v1 and team offensive skills, individual skills for ring carriers and non-ring carriers, basic team tactics, creating open space and movement)
- **Defensive:** acquisition of basic defensive skills and tactics, individual 1v1 skills, maintain goal side positioning, introduce basic team tactics

U12

- **Offensive**: Acquisition of basic offensive skills and tactics (1v1 offensive skills/tactics, 2v1 skills, isolate 1 defender and pass or shoot)
- **Defensive:** Acquisition of basic defensive game skills, defensive skills and tactics, individual 1v1 skills, maintain goal side positioning, team tactics

Psychological Skill Benchmarks

U10

- Decision Training – introduce decision making skills
- Goal Setting – team
- Self-Awareness – positive thinking, attitude
- Team dynamics – teamwork, fair play, sportsmanship, values
- Team building and social development activities
- Focus team social activities on fun and friendship

U12

- Decision making in competitive situations
- Goal setting – individual,team,long/short term, process and outcome
- Focus management / attentional control - concentration strategies
- Anxiety management / emotional control –visualization
- Game preparation and routine – game strategies

What does a Learn to Train Ringette program look like?

- Pre-season training: 2 to 4 weeks for evaluations, team formations
- Participate in an exhibition league
- Provide developmentally-appropriate, specific technical feedback.
- Strength development should be through body weight activities, medicine balls, Swiss balls, light resistance
- A sensitive period for stamina (endurance) training coincides with the onset of the growth spurt
- Pay special attention to maintaining flexibility during the growth spurt
- There is a sensitive period for speed development in females aged 11-13
- Continue to develop motor skills – agility, balance, coordination, speed, time/space orientation, etc
- Players must play all positions and have equal opportunity playing time
- Encourage participation in other sports 3x per week; encourage a minimum of 60 minutes per day of play or participation in other unstructured activity
- During off-season, encourage players to participate in a variety of school and summer sports
- Avoid playing ringette year round, but players may participate in a summer ringette camp, or in 4-6 sessions of pre-season preparation

U10

- Two seasons, each 6-12 weeks long.
- Season 1 runs from Sept/Oct to Dec
- Season 2 from Jan to March
- Practice to game ratio is 70/30. There should be 2-3 training periods of 60 minutes each to 1 game session each week

U12

- One season, 20-24 weeks long
- Single peak periodization (peak for end-of-season league tournament)
- Preparation period = 7-15 weeks; Competition period = 7-20 weeks; Transition period = 1-2 weeks
- Two weekly training sessions to 1 competition (game)
- Maximum 20 competition days during the season
- Pre-season camp for warm-up (4-6 sessions)
- Ringette-specific training 3X per week; 2-3 practice sessions of 60-90 minutes each

U10 & U12: I AM Playing (Learning to Train) continued

Game Modification

U10

- Organized game play in a manner to maximize learning opportunities for all participants
- Focus is on fun and on basic ring and skating skills
- Introduction to game format with modified rules
- 2 minute warm-up; 3x10 minute periods with stopped time
- Coaches on ice at beginning of season; gradually decrease time on ice throughout the season
- No stats or standings, no emphasis on win-loss
- Up to 20 days of competition during the year (both seasons combined). One competition day = a day in which one or more games are played against another team. These competition days can include organized league/exhibition game play and a maximum of 2 local/regional tournaments (including year end tournament)

U12

- Begin playing regular game format
- Emphasize acquisition of basic game skills – focus on fun and basic ring, skating and game skills
- Rules of play: all basic, regular rules introduced but no shot clock; scores kept unless very lopsided; two officials for every game and they are encouraged to give play guidance to all players
- 6 players per side on a full ice surface, 4 minute warm-up, 3 X ten minute periods of stop time
- Organize game play to emphasize and maximize learning opportunities for all participants
- Begin organized league and exhibition games; exhibition league until December, then regular league January to March
- Maximum 3 local/regional tournaments, including year end tournament

What Can Parents Do?

- Continue to expose participants to a range of activities, provide encouragement and show interest in participating in sport and physical activity
- Continue to support the development of sound basics over game and tournament play
- Listen to the participant to help identify sport preferences
- Ensure a balance with school, other sport and non-sport activities
- Understand the need to transport participants to activities, to pay for these activities and to purchase the necessary equipment
- By the end of this stage, parental involvement increases and parents develop a growing interest in the sport. Some parents may attend coaching or officiating courses. They may be asked to volunteer at activities or help with fund-raising

Monitoring

Ensure development of strong technical skills. Monitor height every 3 months (standing height, sitting height and arm span) and record measurements for future reference related to onset of peak height velocity (PHV). Watch for correct body alignment and symmetrical development of flexibility and strength (i.e. equal on both sides of the body).

Player & Team Formation

Association Responsibility

At the beginning of the Ringette season players will be evaluated on individual skill development levels and assessed a point value (Point system: 3 good, 2 average, 1 weak). Providing there are enough players to form more than one team, it will be the Association's responsibility to make sure the players are divided equally based on the skill development ranking point values. A standardized evaluation form will be provided by BCRA that will be universal throughout the province. During the first 1/2 of the season (until November/December) Associations can re-balance Teams if there is a noticeable gap in Team skill development level. Player movements between the 2 teams will be allowed, providing all parties are in support.

Players may be moved (advance or retreat) between the U9, U10, and U12 non-tiered divisions. Player movement from U12 to U14 (non-tiered to tiered) is permitted but only if it is stage-appropriate* for the participant.

(*Note: Players should only be moved from a non-tiered to a tiered division with careful consideration. The participant's stage appropriateness should be the primary consideration to ensure areas of development additional to skill, such as cognitive and social abilities, make them suitable for the level of participation. The general expectation will be that a participant's development is such that they continue moving forward from that level in subsequent years. In much the same way a child in school who is moved ahead a grade is not typically placed back a grade in the following year, players who are moved to a higher level of play because it is stage appropriate, would not typically revert back to a lower level in the following season. Player movement from non-tiered to tiered should not be used solely for the purposes of short term, seasonal team formation solutions.

- Evaluations (Community Stream). The term evaluation refers to a selection, in that associations evaluate players based on their on-ice play to determine if they are better suited to the B or C level team. These players are not cut and are always provided a place to play that is appropriate to their skills. They are not expecting to be trying out for a team, and often are not aware that there is an evaluation taking place. This is simply a means to divide teams.
- Tryouts (Competitive Stream): The term tryout refers to a player who pays a fee to attend ice times that will evaluate her skills. At the end of the ice times the player will be assessed a value (based on a tryout selection formula) and if she is in the top group she will be selected to the team. The player may be "cut" from either of these teams if she is deemed not of high enough caliber to compete.

League Responsibility

Effective January 1 of the playing season, each League will "divide" their U12 teams into two pools for the purpose of team scheduling (the roster make-up of the teams can not change). At this point teams have played sufficient games to determine a natural divide in the division. League standings will be used to split this division in two, with the stronger 50% in one pool continuing to play against one another and the other 50% in the other pool playing against each other, for the remainder of the season.

- The pools will be universal throughout the province, as “Red” and “Blue” to create consistency at tournaments featuring teams from multiple leagues. The Red Pool will field the stronger teams and the Blue Pool will field the weaker teams.
- The intention is not to create stronger/weaker teams but to level the playing field of those teams already formed by minimizing (not eliminating) the large score differentials that may occur. This means some “weaker” players may be in the higher pool and some “stronger” players may be in the lower pool. Associations will assist the League in providing information of where they think their team sits (Red vs Blue Pool).

Provincial Responsibility

All tournaments in BC are sanctioned by the BC Ringette Association. In all U12 tournaments the teams must all receive the same number of games. Awards (medals, t-shirts, etc.) can be provided to all participants and teams, but must be provided equally. It is recommended that tournaments host social, skill development and fun events for participants outside of the games.

- For those tournaments taking place before January 1, the U12 division will not be divided and will be based on a "first-come, first-served" process in terms of who enters. Final games will not be allowed.
- After January 1, the tournament may opt to have divided pools for the U12 division. If so, the tournament must provide two pools (there is no option to only provide for the Red Pool or only the Blue Pool in a tournament) and may allow for final games but all teams must be provided with finals at which time the awards can be presented. In other words, if a tournament has six U12 teams entered, there would be three final games taking place on the Sunday and all players receive the same medals.

Coach Responsibility

Association coaches will be held responsible and accountable to focus on the concept of like experience and skill level players playing with and against like players. Coaches will use techniques such as balancing lines so that "weaker" players play together in order to develop skills at their pace/level, and play against players of equal skills.

Lateral Pick-up (non-tiered divisions only): In non-tiered divisions, teams from the same association are permitted pickup players from other equal caliber teams within their own division and association providing the following criteria are met:

UNDER REVIEW – Not applicable for 2012-2013 Season

- A team may only pick up to their regular roster size, unless the team has less than 11 players on their roster in which case they may pick up to a roster of 11 players.
- The roster of the team picking up players must be 75% original roster players (i.e. no more then 25% pick-ups).
- The “borrowing” team must work through the entire roster of the “supplying” team before being able to pick-up the same player again. By “work through” it is understood that not every player on the supplying team may take the opportunity to play for the borrowing team, but that every player on the supplying team must be given this opportunity.

- All players are eligible to be picked-up for a maximum of two league games or one sanctioned tournament in a season.

If a player plays with the same or another higher age division/level of play team in an additional tournament or third or more league games, the team will forfeit the games. The player will not have the right to become a member of that team and must return to their original team.

This policy applies to league and tournament play. All eligible players from the borrowing roster who are not participating must have a documented reason for not attending the tournament.

Note: The intent of this is to allow only for the replacement of players who are unable to attend the event, and to support the formation of smaller roster teams. It is not intended to create combination teams.

Athlete Skills Development

The purpose of the development program is to provide additional opportunity for all athletes to develop their skills and abilities. These programs are to be inclusive, encouraging athletes of any ability to come out.

On-Ice Development Recommendations

- Offer technical skating (B & C) rather than power skating (A & AA).
- Line match so players of equal abilities play together on the ice.
- Use one minute line changes at the longest.
- Change goaltenders each period (no designated goaltenders)
- Offer a Rally Cap Program with individual registration, using skate laces, stick band, or a crest on practice jerseys. The Rally Cap Program comes from Softball, and is a skills improvement and recognition program that provides different coloured caps similar to the badges and levels achieved in swimming.
- Encourage older players to get involved with mentoring and assistant coaching the younger divisions.
- Make practices fun, introduce games that improve skating, ring handling etc without the players realizing.

Off-Ice Development Recommendations

- Allow for play weekends where friendship teams are created and a mini tourney focused on fun and friendship, team work and skill improvement (could be run during winter break).
- Coach mentoring program for coaches to connect with skills instructors or senior coaches. The opportunity to have quarterly educational sessions or panel Q&A's.

- Gym Ringette, targeted at schools and community centers. Hold mini tournaments and 3-on-3 leagues.
- E-Newletter to communicate with kids and parents
- Clinics provided by senior athletes or teams, such as those of the National Ringette League (NRL).

Camps and Programs

Establish a U12 development program and put on camps for the stronger ones that are excelling and can be identified as future AA program players, as well as holding technical skating and skill development camps for the newer and less skilled players. The higher skilled players need a program so they are not held back from advancing their skill development, and will be better prepared to advance into the U14A or U14AA Program.

- League development sessions where qualified ringette instructors teach children the appropriate skills outlined in the LTAD and specified by Ringette Canada.
- Neighboring Associations or the league run mid season skills/goalie camps.
- Development Camps: mixed up teams, 1 skills session, 2 game sessions, 1 scrimmage
- 3-on-3 concepts for additional ice
- Hire a skating instructor to come to practice, rather than rely on team coach to provide skating basics.
- Take advantage of municipal skating lessons and allocate 50% of practice time to learn to skate.

- Encourage your recreation programs to run "Learn to Play Ringette" program and lessons.

Season End Event

Objective

For each league to end the year on a positive and fun note, and to culminate the year's athlete development program and provide skill development feedback. The Year-End Event concept will integrate program design based on the LTAD, Skills Instructors, Coach Mentorship, Athlete Development, and Player Retention Strategies. It will illustrate the growth of skills through a skills showcase and ability grouped games.

To provide athlete development opportunities

- Keep an inventory of participants and their skill development.
- Focus on improving basic movement skills – the building blocks for more complex movement.
- Design fun and challenging activities to help participants feel competent and comfortable.
- Develop physical qualities during fun games.
- Introduce simple rules and ethics of sport.
- Further develop fundamental movement skills and teach general, overall sports skills. Further develop endurance through games and relays.
- Apply a ratio of 70% training to 30% competition, and structure competition to address differences in training age and abilities.

To provide insight into what is next in their ringette development.

- Outline programs available at the local level in U9, U10, and U12 for parents and participants.
- For U12's outline the tiering process, the AA program, and Provincial Championships that will be introduced at U14.

- Provide an opportunity for parents and participants to listen to an older athlete talk about their experiences and ask questions.

To provide leadership opportunities for older athletes.

- Train skill instructors
- An opportunity for Skills Instructors to instruct and coach
- An opportunity for them to instruct younger athletes and coach as well.
- May lead to these older athletes becoming coaches themselves.
- Team coaches get to meet instructors and learn where they can access technical help with their teams.
- Mentor coaches on skill development and refinement.

To bring together players from different associations to play together, and to provide an opportunity for new players to be introduced to the game.

- Buddy teams
- Ability grouped teams
- To foster a better relationship between associations

Implementation

- The application process can include teams and/or individuals, which can allow for player's friends to participate. As such this can be used as a significant player recruitment strategy. For team registration, have coaches break their roster into groups of 2-3 athletes per group, who will be kept together when teams are mixed up. For individual registration, determine if players are registering with a friend or someone they know.
- Give the event a great name (such as the Lollipop Classic!).
- The event should minimize the time that the participants miss school, so ideally a Friday or Saturday-Sunday format is best.
- Choose a facility with a rink, gymnasium, and classroom (meeting room) areas in the same location or very close.
- The event can take place during the day only, or can include evening activities. If facilities and volunteer resources allow, a large classroom or meeting room can be used for a group sleepover where all participants bring a sleeping bag and pillow.
- Games or activities can be scheduled with smaller teams (each team attending can divide their athletes into groups of 3 for example), allowing for more teams to attend with minimal ice requirements. Can use "gifts" (bandana's, t-shirts, etc) to help identify groups.
- Create a schedule that has little break time and keeps everyone active.
- Lunch and/or snacks should be provided. At the very least, proper hydration should be accounted for.
- As with any BC Sanctioned event, BCRA will be responsible for and/or assist with: Approving the schedule and the officials, team registration and payments, and medals (for every participant).
- Activities should be 70% training/development/improvement to 30% games/competition.
- Send the players home with items, and ensure you provide "thank-you's" (notes or gifts) to your volunteers.

Outcome

Measurement of Success

- Players are tired and happy!
- Each player leaves with a "report card" of their progress.
- Relationships between the associations
- Skill Instructors moving into coaching positions
- Retention of players

Extensions of the Program

- Having a Fall and Spring event in each league
- Include viewing higher caliber exhibition games as part of the day
- Offer CSI coaching clinics and/or Level 1 officiating clinics during the day

Activities

On-Ice Games and Skills

- Jamboree style games – Team by colours not associations,
- Clinic / Ringette Camp style / Put on by NRL or equivalent

Off-Ice Games and Skills

- Classroom learning / Ringette bonding, classroom mentorship by older players, gym ringette skills & competition, Movie, Pizza Party, Sleep over
- Ice Games: Rodeo Race, SPEED Skating Target Accuracy Relay Races, Musical Chairs, Simon Says, Hand Soccer, Mini-Games 3v3, 2v2 ½ sheets. Bowling
- Gym ringette session (skills, game, or mini-tournament).
- Shooting tent, colouring, face painting, relay races, "dress the player".
- Use team bonding activities to help participants get to know each other and their athlete leaders.
- Skill competition which was open to all players (2 separate sheets of ice for the two divisions)
- Pizza party
- Team cheer off
- All star game, each team can nominate two players (teams were split up) so they could wear their team jersey.

- Come Try Ringette event to encourage all teams to bring a friend to try ringette with the older players.

Mini Olympics

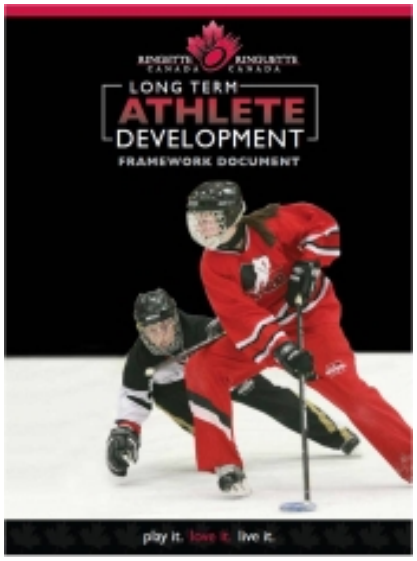
- **Fast track skate relay**: Each team chooses **five** players to skate in a relay event just like the Olympic games where the pass off is the next player skating in front of their teammate and gets pushed from behind. The players waiting to be tagged up should be at the blue line and start skating once their team mate skates around the end of the rink so that they are in motion but the time tag up is made. The pass off occurs between the two blue lines. Each player does one lap at a time, once all skate one lap then they do it again.
- **Long track pursuit**: Each team provides **three** skaters, two teams starting at one side of the blue line and the other three teams on the other. Four laps around the rink, players have to pace themselves as the winning team is the one that crosses together with slowest of the three players determining which is the fastest team.
- **Bobsled**: Each team provides **six** players, one bobsled per team. One player is the rider and the other two pull. One lap and the first team then trades off with the next two skaters and rider.
- **Human curling**: **Six** players chosen from each team, There will be two ends where three players will compete the other teams In rotation, one at a time will start skating from the goal line and have to drop to their knees before the blue line and slide without pushing toward the center ice circle. Those that do not stick in the circle are eliminated; those in the circle remain with their skates facing away from players sliding towards them. After all the players have slid, the team with the player closest to the centre faceoff dot wins.

Resources & References

Websites

- **Canadian Sport for Life, Parent's Guide** *www.canadiansportforlife.ca*
- **BC Ringette LTAD** *www.bcringette.org*
- **Ringette Canada LTAD** *www.ringette.ca*
- **Ringette Skills Matrix** *www.ringette.ca/Images/LTAD/Pics/LTAD%20Technical%20SkillsENG.pdf*
  Outlines stages of development for all technical (skating, passing, shooting), goaltender, and psychological skills based on age division.

Ringette Canada Skill Development Videos



As part of the LTAD initiatives, Ringette Canada has developed a series of videos to help coaches and athlete understand the FUNdamental skills of our sport. Click on the titles below to access the clips on-line via Ringette Canada's YouTube site.
http://www.bcringette.org/web/PlainHTML.aspx?idPage=154

- Basic Stance
- Ring Handling
- Passing
- Receiving
- Checking
- Shooting
- Dekes and Fakes

Practice Planning Tools

These practice planning resources have been developed to assist coaches in their development of practice plans for any division/caliber.

- Technical Skills Matrix - Outlines all technical skills (skating, ring, goalkeeping, and psychological) and their stages and progressions of skill development.
- Practice Plan Template - A blank practice planning worksheet complete with rink diagrams.
- Practice Plan Content - Highlights what should be included in each part of the practice plan, and the order of events in the main-part.
- Ice Rink Diagram (4 per page) & Ice Rink Diagram (full page)

U12 Practice Plans (Training to Train, Stage 2)

The practice plans have been developed to assist coaches by ensuring all required technical skills are taught during the season, in the proper stages of skill development and in the proper order. There are no diagrams attached to allow coaches to fill in their own, but there is reference to drills and diagrams in the Ringette Canada Drill Book (available to purchase or provided at all coaching clinics). Be sure to read the heading for each division as it outlines the season map. *http://www.bcringette.org/web/PlainHTML.aspx?idPage=154*

U12 Practices: Season Outline

Practice 1	Practice 2	Practice 3	Practice 4	Practice 5
Practice 6	Practice 7	Practice 8	Practice 9	Practice 10
Practice 11	Practice 12	Practice 13	Practice 14	Practice 15