
GYM RINGETTE BEST PRACTICES PLAN

ABOUT GYM RINGETTE:

Gym Ringette is a True Sport program and is a way to maximize the positive influence sport can have on students by focusing on the values of fairness, excellence, inclusion and fun. As ringette has been adapted from an ice surface sport to a dry land sport, accessibility has grown exponentially and this has in turn developed enthusiasm for active participation in sports.

Gym Ringette can be an entry point to playing ringette on the ice and students are encouraged to explore opportunities in their community to try ringette.

Upcoming Come Try Ringette events can be found at www.cometryringette.ca

A GYM RINGETTE SESSION:

Before you Begin:

Before you begin it is important that you know the following:

- *The length of the session.*
- *The number of students in each session.*
- *The age of the students in each session.*
- *The approximate size of the space you have.*

Safety:

- *Ensure that playing area is free of obstructions.*
- *Ensure that participants keep their sticks below knee height at all times.*
- *Enforce no body contact.*
- *Demonstrate proper use of equipment.*
- *Teach a signal to stop all activity in the event you identify a safety issue.*
- *Check the condition of all equipment before each session.*
- *If any first aid is administered accident reports must be completed and submitted to Ringette BC*

Introduction:

- *Have the children take a seat on a line, benches, or in a circle (for younger children)*
- *Introduce yourself and the sport. (Include your name, then use your creativity!)*
- *Bring equipment, pictures, or medals to give the students a visual.*
- *You can then review safety. State the rules and set the expectations.*

Warm-up:

- *Choose an activity that is easy to complete; a warm-up game, dynamic warm-up exercises across the floor, or a simple three laps around the gym before you begin.*

Lesson Core:

- *After students warm up, review previously learned skills. This helps student retention.*
- *Introduce a skill by demonstrating, using minimal instruction, then allowing practice*
- *Then try the skill in small-sided game designed to reinforce the skill being developed.*
- *Provide a supportive learning environment. Adjust rules, teams and activities to ensure success.*
- *Observe and focus individual feedback on what needs to change to perform the skill.*
- *Repeat the process for each skill; demonstrating, allowing practice, then implementation the skill into a game.*

Game: *Once your students have learned the skills necessary to play a game of ringette you can proceed to make even teams and explain the rules. You can choose to run one game or split up the gym and run multiple games.*

The following rules have been adopted for the use of a Gym Ringette game.

- *The ring must be passed across at least 1 “passing line”; teachers can use existing floor markings or find a way to make temporary lines on the floor using tape or other materials.*
- *The goalie is the only player permitted in the crease.*
- *No more than 6 players at a time. Reduce the number of players for smaller spaces.*

The following equipment is necessary to organize a Gym Ringette session.

- *2 nets or 4 cones to outline a net (more if you are running multiple games at once)*
- *Playing rings designed for Gym Ringette*
- *Playing sticks designed for Gym Ringette*
- *Goalie sticks designed for Gym Ringette*
- *Something to mark the lines and goal crease (tape)*
- *Pinnies*

SIDE NOTE: Gym Ringette sets are available for purchase through Ringette BC, and made specifically for use on gymnasium floors. Contact the Ringette BC office if you are interested in purchasing Gym Ringette equipment.

Cool Down:

- *Allow students the opportunity to cool down. You can do this using a light jog, stretching or a cool down game.*

Conclusion:

- *Before the students leave explain more about the opportunities for them to try the sport.*
- *Bring Come Try Ringette or Association specific literature to the event.*
- *Allow time for students to ask any questions about the sport.*

SKILLS:

When teaching a skill demonstrate, practice, then implement it into a game.

Stance & Stick:

Before teaching, it is important that students stand and hold their stick properly.

Feet shoulder width apart, two hands on their stick, stick should be held in both hands with the tip on the ground and slightly to the side of the body with knees bent.

Running with the Ring:

This skill is taught to younger students simply through running games.

Two hands on their stick, running with knees bent, head facing forward.

Passing:

Passing should be demonstrated, practiced statically, then incorporated into a game.

Head up and looking forward, place stick in the ring and bring it behind and beside the body, using a sweeping motion the ring is propelled to the front of the body while weight is transferred from back to front, the passer points with the tip of the stick where they want the ring to go.

Checking:

There are two different ways you can teach players to check; a sweep check, or a rainbow check. You can teach them one of these or both, whichever you find works best.

Rainbow check: A short forceful up-down motion (making a small rainbow), contacting the bottom of the ring carriers stick, avoid contacting the hands, the end of the stick must always stay below the knees, once the stick is lifted, the checker attempts to put their stick in the ring.

Sweep check: The checker's stick must stay on the ground. A controlled sweeping motion dislodges the ring from the ring carriers stick, the checker attempts to put their stick in the ring.

Shooting:

There are two different ways you can teach the players to shoot; wrist shot, and backhand shot. You can choose to teach one, both, or neither as with time constraints it's often better to tell students to pass using more force and torque.

Wrist shot: Using the same process as the pass with greater force and torque, during the shot the wrist is turning, in the follow through the stick picks up the ring and causes it to lift.

Backhand shot: The backhand shot is initiated by drawing the ring across the body to the backhand side, in the follow through, the player hooks the underside of the ring with the wedge of the stick and points where they want the ring to go.

Teaching Tips:

- **Silly Word of the Day:** Instead of using a whistle let students choose a silly word of the day. When you say that word the players have to freeze sit down and put their hands on their knees. You can then move on and give them their next instruction.
- **Marshmallows in Your Mouth:** This is a game that can be used in grade 2-3. You tell children that whenever you say the phrase "marshmallows in your mouth" they have to pretend that they are holding marshmallows in their hands and have to stuff them into their cheeks. They will now puff up their cheeks and listen attentively.
- **Switch It Up:** If the activity is not proceeding the way you anticipated do not be afraid to stop the game to regroup, re-explain, or to switch up the game.
- **Sit and Listen:** When you want give directions the best way to obtain the attention of your group is to have them sit down. If you try and give directions while the group is standing you will find that they will find it difficult to listen to the directions.

Each Age Group:

Different age groups will need to be taught differently and will be taught different skills. Dependent on time, young classes may not get to play an actual game of ringette. Developmentally different games will be appropriate and interesting for different age groups.

- Kindergarten: At this age they are still learning by singing and using repetition. They enjoy imaginative games. When instructing Kindergarten aged children you will often come into contact with children who do not have the strongest language skills. Be concise and deliberate in your instruction. Choose phrases that are simple and can be repeated. Children this age respond to characters and big personalities so being animated will help you hold the group's attention and ensure that your program is fun.
- Grade 1-3: Kids this age are exploring the world through growing independence, and still love imaginative games. Give them opportunities to learn fundamental skills like balance and coordination through group games. Set challenges they can achieve so they gain confidence in their bodies and their abilities.
- Grade 3-5: At this age participants still tend to want to come first, and many still want all the attention on them. Kids in this age group often easily get their feelings hurt. So introduce games that give every child a chance to shine.
- Grade 6-7: Emotions run high at this age still most kids are highly social and enjoy the social aspects of learning. Create activities where participants can learn skills in small groups where they can make connections with their peers.

Things to Consider:

- Choose your activities for each session ahead of time and have backup games ready.
- Check the condition of the equipment before each session
- Arrive early to assess your space and make changes if need be
- Emphasize safety and sportsmanship equally

The information from this manual was derived from the following sources:

- Ringette Canada Gym Ringette Instruction Guide
- Ringette Canada Let's Play Gym Ringette Guide
- Ringette Canada Gym Ringette Teacher Manual
- Respect in Sport for Activity Leaders

For further information:

- About Gym Ringette lessons refer to <https://www.ringette.ca/programs/lets-play-gym-ringette/>
- About True Sport Principles refer to <https://truesportpur.ca/true-sport-principles>
- About The Fundamental Movement Skills refer to <https://goodhabitsforlife.act.gov.au/kids-at-play/fundamental-movement-skills-fms-1>