

DEVELOPMENTAL RINGETTE Bunny Program



DEVELOPMENTAL BUNNY PROGRAM

CONTENTS

Introduction	1
Bill of Rights for Young Athletes	3
Bunny Program Philosophy	4
Organization of the Bunny Program	5
Teaching Skills	10
Practice Plans.....	13
Modified Game Rules for Developmental Bunny Ringette	35
Courses and Resources	37
Appendix A: First Aid Kit	38
Appendix B: Emergency Action Plan	39
Appendix C: Medical Information Form	40
Appendix D: Budget Worksheet.....	41
Appendix E: Notes.....	42

Introduction

As ringette continues to grow in popularity across Canada and around the world, there has been an increasing demand for an entry level program that is age-appropriate for our beginning players. The Developmental Bunny Program has been designed to meet the developmental needs of 5–7 year olds just starting ringette but, with a little modification, it could be adapted for older age groups or for second or third year players. It is designed to be used by coaches new to the sport. We have endeavoured to create a user-friendly document with easy to follow instructions. We highly recommend that new players go through the entire program before they are introduced to competitive games. We have included some game modifications that would make ringette appropriate to the Bunny level.

Game activities are used to teach skills to young players. While the players are enjoying the games, they are also learning. “Fun” is a major reason for the participation of young athletes (Gould et al., 1982; Scanlan & Lewthwaite, 1986). Although it is true that most participants who discontinue involvement in a particular sport take up another activity (Gould, 1987; Patriksson, 1987), it is also true that many opt out of regular sport involvement because they do not find it enjoyable or at least as enjoyable as some alternate activities.

We have attempted to enhance the enjoyment of ringette by developing the following goals:

- emphasizing basic skill development
- setting realistic challenges for the players
- introducing basic rules and strategies
- encouraging fair play
- creating interest and enthusiasm for the game, and
- promoting a continued desire to stay involved

Organization of the Bunny Program

Recruiting Volunteers

The Bunny program provides an excellent venue for the development of new coaches and officials.

Tips for finding volunteers:

- talk to coaches of older players to see who may have the qualities you want in a coach and approach them
- many school athletic programs have a required coaching or officiating component. Talk to the athletic directors at high schools, colleges and universities.
- involve as many parents as possible
- solicit the help of your local ringette associations

Roles and Responsibilities

For the successful development of Bunny level players, a number of people must carry out important roles. These include enthusiastic coaches, organized coordinators, considerate officials and supportive parents.

The Coach

As this is traditionally the time when new coaches become involved in ringette, this program is designed so that a beginning coach can use the practices with ease. We suggest that there be one head coach on the ice and enough other assistant coaches to keep the ratio to one coach for every 6–8 players.

The coach should:

- promote the spirit of the Bunny program
- develop a good communication base with parents and involve them as much as possible
- espouse the ringette philosophy
- treat all players fairly
- ensure practices are a fun learning experience
- recognize and respect individual differences in the players
- encourage the players to do their best
- develop the basic skills
- teach the basic rules
- emphasize fair play
- encourage the players to play all positions
- ensure a safe environment
- proper warm-up
- don't rush skills if not ready
- establish safe practice formation
- check equipment and facilities
- set a good example



- be generous with praise
- be enthusiastic
- use imagination to modify the program to particular needs
- challenge the players
- make sure everyone is active
- be organized

The Coordinator

The coordinator of the Bunny program is the person, or people, responsible for the organization of the program. This could be parents or volunteers for the local committee. We suggest that the task be divided up. Suggestions for individual tasks include: treasurer for the monetary tasks, registrar and publicity coordinator.

The coordinators should:

- promote the spirit of the Developmental Bunny Program
- publicize the program
- develop a budget
- develop the registration procedures and fees
- attempt to obtain funding/sponsorship
- ensure a safe environment (see Safety and Equipment)
- rent ice
- recruit coaches and volunteers
- work with coaches to plan special events
- reward/thank volunteers

Officials

For game-like instruction, coaches can act as officials. They need to have an understanding of the emotional needs of this age group so that they are not too officious. Remember that since children tend to try to play by the rules, they should be encouraged to try to officiate their own games by indicating when they have done something wrong themselves.

Officials should:

- have a good knowledge of the rules
- create a friendly atmosphere
- ensure a safe environment
- explain decisions
- promote the spirit of the game

Parents

Parents should:

- support and appreciate the coaches
- encourage fair play
- insist their child plays by the rules
- help their child to accept the triumphs and disappointments associated with sport
- try to gain an understanding of ringette rules
- never yell at or criticize their child, the official or the coach

Safety and Equipment

There are many things you can do to prevent injuries. For starters, you should:

- check your practice or competition facility each time you use it for potential hazards (e.g., cracks in boards or ice, broken gates, etc.)
- be aware of your players' capabilities. Watch them carefully after they have been sick or injured
- plan and organize practices with safety in mind. Always consider your players' physical and mental abilities, and stay within limits
- do a proper warm-up at the beginning of each session and a cool-down at the end
- make sure you have adequate supervision. Strive for a 1:6–8 coach/player ratio
- keep all gates closed when players are on the ice
- keep ice surface clear of equipment and debris

You should also maintain a complete first-aid kit to help you deal with minor injuries when they occur. (See Appendix A for a suggested inventory.) And always ensure that your players have safe transportation home.

Protective Equipment

For a listing of all mandatory and recommended equipment, please refer to Ringette Canada's current Rule Book.

- ensure that all equipment fits the individual player. Make sure that the helmet and face protector cover the entire head and chin, with no gaps that would allow stick penetration
- keep a watchful eye for helmets that look loose – they must be snug, but not tight
- check equipment regularly for loose screws, broken skate laces, chipped sticks, and holes in clothing



Emergency Action Plan

Although serious injuries or accidents are rare, you must be ready to deal with them if and when they occur. As a first step, formal training in first-aid and CPR for all team staff will give you the confidence and knowledge you need to deal with emergencies effectively.

Develop an Emergency Action Plan and write it down so everyone involved is clear on their responsibilities (Appendix B). Keep this important record in your first-aid kit.

The two key individuals to carry out the plan are the person in charge and the call person.

Person in Charge

The person in charge should be the one who is most qualified in first-aid and emergency procedures. This individual will:

- know what emergency equipment is available at your facility
- secure a controlled and calm environment
- assess – and tend to – the injured player
- direct others involved until medical personnel arrive

Call Person

This individual will:

- keep a record of emergency telephone numbers and know the location of telephones in the facility
- make the telephone call for assistance
- give directions to the arena (if required)
- guide the ambulance (if required) in and out of the facility

Player Medical Information

Upon registration, all players should complete a Medical Information Form (Appendix C). These records should be kept accessible during all sessions.

Budget

The following points should be considered when developing a budget for your Bunny program:

- estimate the probable level of participation in the program. This can be based on experience, knowledge of interests (requests) and the area and time you are holding it. Ideally, there should be 20–25 participants each ice time
- estimate the number of ice hours you will need. The program consists of ten (10), sixty (60) minute lessons. You may decide to have modified exhibition games near the end of the program
- complete your budget by considering the costs that may be incurred
 - facilities rental (ice time)
 - coaches honoraria
 - awards (crests/certificates)
 - refreshments (if required)
 - equipment (extra sticks)
 - name tags
 - special event requirements
 - photocopying
 - mailing expenses
 - promotional materials
 - jerseys
- fees should be established to cover your costs. Usually a slight margin is factored in to meet any unforeseen expenses. (See Appendix D for Budget Worksheet).

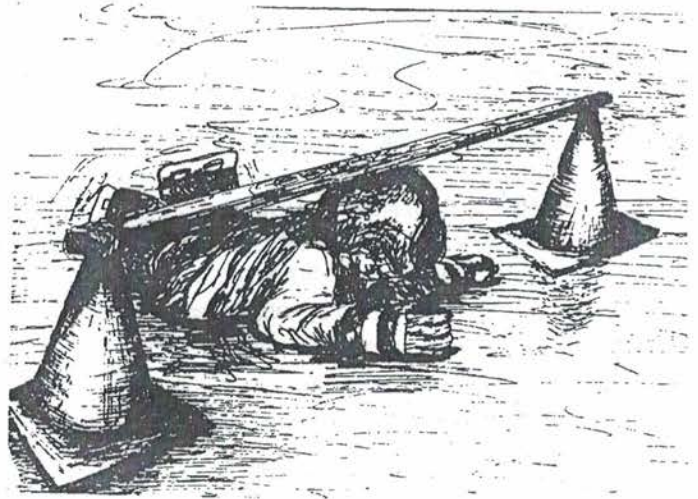
Teaching Skills

Coaching involves guiding the discovery of how to perform various skills. These skills can be physical (how to skate), social (how to share ideas), or mental (how to think ahead).

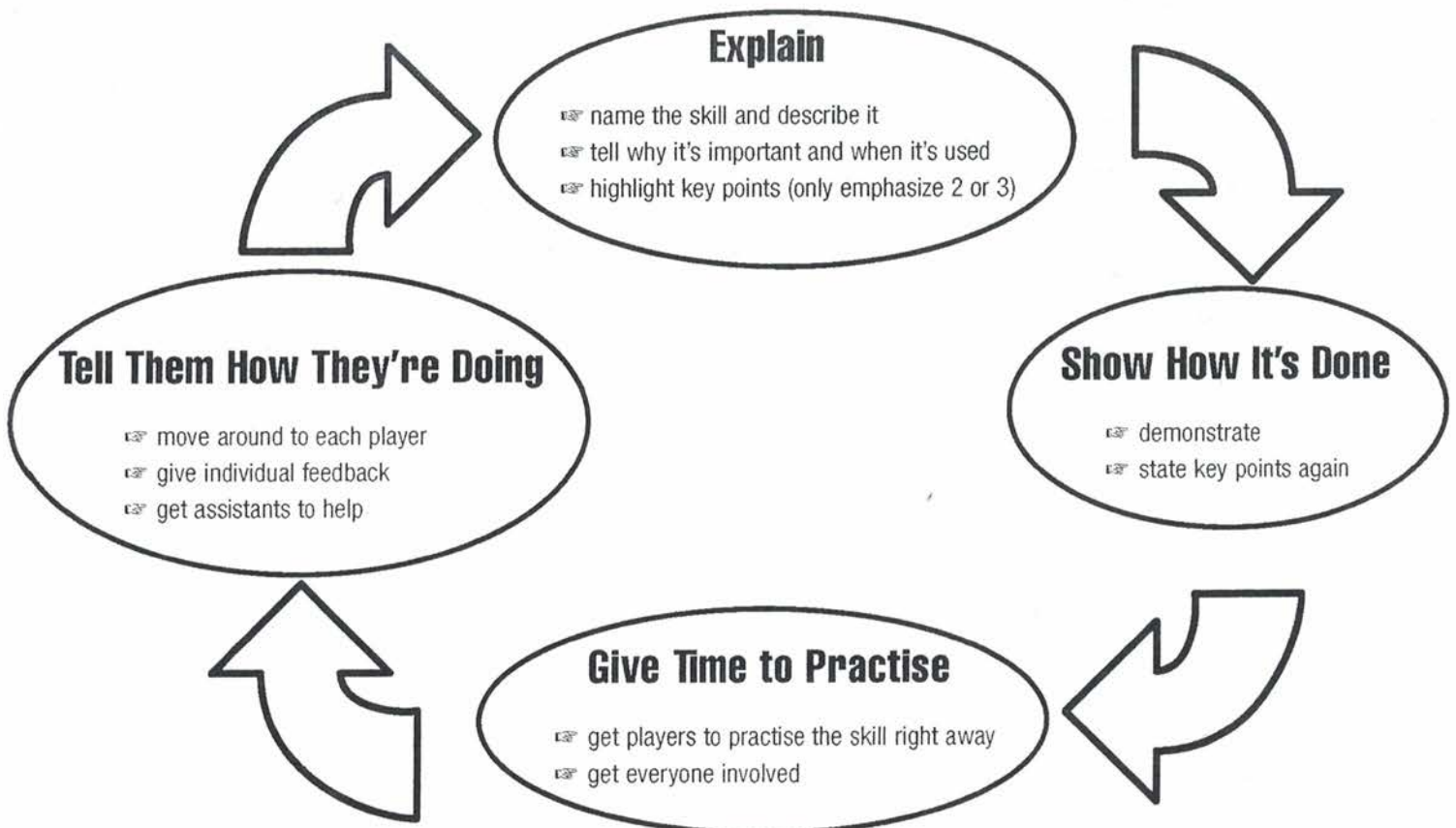
Skill Learning

When introducing new skills

- teach one thing at a time
- keep teaching time short and to the point
- progress from simple to more difficult skills or situations
- teach through fun activities and games as much as possible
- allow for different rates of progress



Here is a good teaching sequence to follow:



Giving Feedback to Your Players

- give the “good” picture. Demonstrate what you want, not what the player is doing incorrectly
- be positive
- acknowledge what is being done well; then point out what should be worked on
- be specific
- demonstrate exactly what it is you want done

Young children (all athletes for that matter!) learn new skills best by experimenting and “feeling” the right way to do it, having the right “feeling” reinforced by the coach, then practising it over and over.

In the teaching sequence, practise is critical! Make each skill session “an ounce of information and a ton of practise.”

Practice Plan Outlines

These are outlines with a short description and some diagrams of what should be taught in the on-ice sessions.

To learn more about specific teaching points and technical information, read about other ringette coaching courses and resources on page 37 of this manual.

Practice Plan #1

Warm-up

🕒 10 minutes

- **GAME: Frozen Tag** **5 minutes**
- players are without sticks
 - limit size of playing area to $\frac{1}{2}$ or $\frac{2}{3}$ of ice surface
 - choose 3 or 4 players to be "it" at a time (choose green helmets or blue pants or pink skate laces, etc.)
 - play a couple of times with different groups of players being "it"
- **STRETCH: Stretches in a Circle** **5 minutes**
- coach leads stretching
 - straight neck stretches (ear to shoulder)
 - move head from side to side (slowly)
 - move head from front to back (slowly)
 - shoulder shrugs
 - arm circles
 - trunk twists
 - groin stretch (knees on ice and slide them apart)
 - knee lifts
 - toe touches
 - toe in/toe out

Skating

🕒 15 minutes

- **DEMONSTRATE: Basic Stance** **3 minutes**
- knees shoulder width apart – feet shoulder width apart
 - knees bent – back straight – shoulders square
 - knees apart – avoid the terrible triangle!
 - have players demonstrate and correct errors
- **TEACHING/ACTIVITY: T-starts** **7 minutes**
- explanation of T-start position
 - do T-pushes across width of ice concentrating on long pushes and keeping the head level (have players pretend there are pizzas on their heads that will fall off and 'splat' on the ice if they bob up and down) – skate across 4 times, going from quick pushes to long, hard ones. Alternate legs
 - do T-pushes down boards, along length of ice (see Diagram 1.1) – push with right foot along one side of boards, left foot coming back along other side – each player does 2 or 3 complete rounds

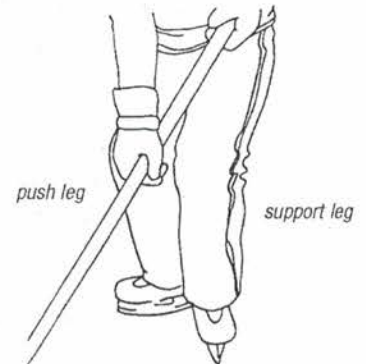
Time  1 HOUR

Equipment



Objective

- introduce basic stance and forward stride
- begin with basics of skating and ringhandling – will build from this



► **TEACHING: Sculling Stride**

5 minutes

- explanation of the scull-push – keep skate blade on ice, push all the way out with one leg, bring it right back in underneath your body

ACTIVITY: Sculling Stride

- scull with one foot along each line of the ice
- keep stationary leg bent and strong, while sculling leg propels you forward (see Diagram 1.2)
- use goal lines, blue lines and middle red line, alternating sculling leg
- run through twice



Diagram 1.2

Ring Work

25 minutes

► **EXPLANATION: Basic Grip**

2 minutes

- see Diagram 1.3
- hands positioned shoulder width apart
- hold stick with skinny side up, like shaking hands with the stick

► **Carrying Ring**

5 minutes

ACTIVITY: Whistle Ring Drop

- players all carry ring – skate in a circle around $\frac{2}{3}$ of ice – on whistle everybody drops their ring and picks up another one – switch skating direction every now and then

OR

GAME: Chase Ring Game

- split players into four groups – even numbers
- separate groups over ice – four corners

Rules:

- each group gets 4 rings
- on the first whistle the first player in every group skates to another group and picks up one of their rings – they then skate with the ring all the way back to their group and deposit the ring – they then go to another different group and picks up one of their rings, bring it back, etc.
- after 30–45 seconds, blow whistle and next player in each group goes (first player goes back to end of their group's line)
- winner is group at end with most rings
- there is no guarding of rings
- players cannot go to the same group twice in a row to steal rings
- players cannot pass rings back to their group, they must skate all the way back
- the object of this game is to get the players skating with the ring while keeping their heads up

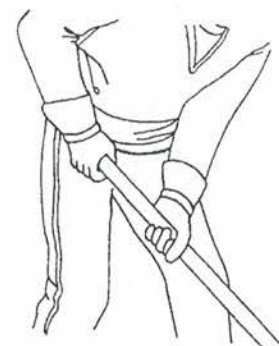


Diagram 1.3

► **Ringhandling**

18 minutes

ACTIVITY: Instructors Mirror Drill

- players have to do exactly what the instructor/coach does with his/her stick and ring
- work both standing still and skating
- stick behind the back, through the legs, carry with one hand, etc.

ACTIVITY: Obstacle Course*

- see Diagram 1.4
 - demo ring protection by building a "wall" with your body so that checkers cannot get to the ring. Keep ring by your outside heel
 - weave through zigzag pylons – keeping ring away from pylons
- OR
- skaters go straight down middle of pylons, stretching their arms and sticks (with ring on end) around pylons which are close enough that they can get their arms around
- * This drill will most likely take longer than 10 minutes, so it will be a part of Game Time as well

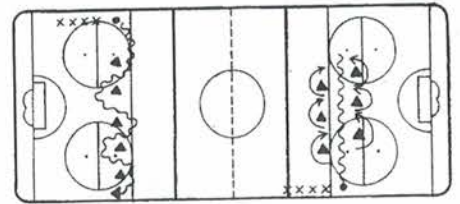


Diagram 1.4

Game Time

🕒 5 minutes

► ACTIVITY: Relay Race

- see Diagram 1.5
 - set up pylons in weave pattern for each of 3 groups
 - set up three rings (one for each group) across centre line, blue line, and free play line
 - first player carries ring through pylons, then;
 - drops their ring at red line and picks up the other one, then drops that one at blue line, picks up stationary one, then drops and picks up again at free play line
 - skates all the way to end, touches boards, then skates back
 - next player in line goes as soon as player ahead touches end boards
- * There should always be rings left on all three lines

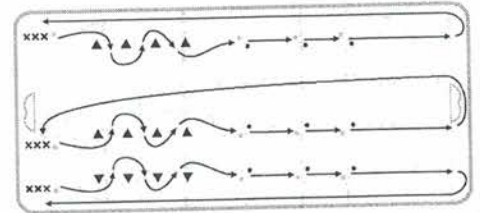


Diagram 1.5

Cool Down

🕒 5 minutes


Practice Plan #2

Warm-up

 10 minutes

- **ACTIVITY: Keepaway (T-pushes only)** **5 minutes**
 - choose 3 or 4 players to be "it" – they try to check rings off of all the other players
- **STRETCH: Stretch in Circle** **5 minutes**
 - children's game "head and shoulders, knees and toes"

Skating

 15 minutes

- **REVIEW: T-starts** **3 minutes**
 - use T-pushes across width of ice
- **REVIEW: Sculling Stride** **3 minutes**

ACTIVITY: Chariot Pull:

 - players get in partners, both players facing forward, players hold onto both sticks to form chariots
 - front partner pulls while rear partner provides resistance by digging skates into ice
 - switch partners – have each partner pull twice
- **EXPLANATION: Full Skating Stride** **9 minutes**
 - keep gloves on for all drills
 - see Diagram 2.1

ACTIVITY: Partner Push Drill:

 - player 1 pushes player 2 (holding on to their waist) down length of ice concentrating on fully extending legs with each stride

ACTIVITY: Push Stick Across Ice:

 - players place sticks on ice in front of them and must push them across width of ice

ACTIVITY: Human Chain/Train:

 - split players into groups of four – have them form a train without sticks – hold onto each others' waists – on whistle groups skate down length of ice – 1st whistle – first player stops skating and coasts – 2nd whistle – second player stops skating and coasts – keep going until last person is pushing whole group – can also switch around so players pull – first player ends up pulling group
 - Rotate positions

Time



Equipment



PYLONS



RINGS

Objective

- review and go further with skating stride
- begin passing work with players

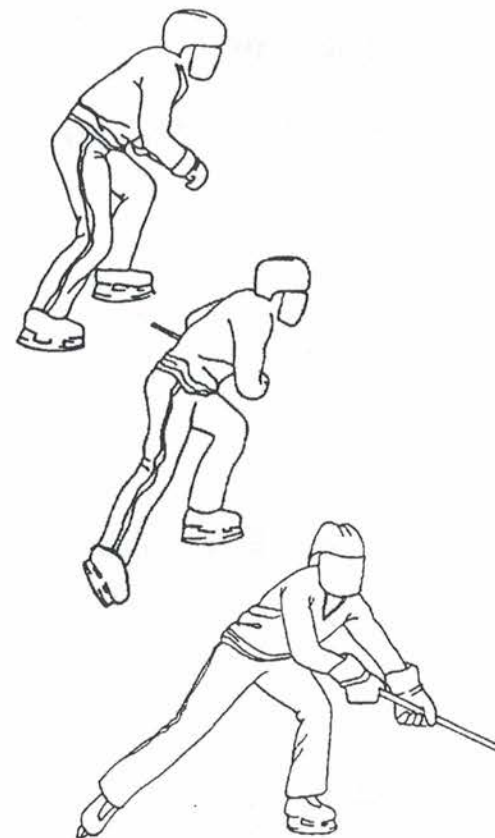


Diagram 2.1

Ring Work

🕒 20 minutes

➤ REVIEW: Ringhandling 5 minutes

- set up same obstacle course as Practice Plan #1 – Diagram 1.4

➤ TEACHING: Stationary Passing 5 minutes

- explanation and demonstration of key concepts
- stick pointing to target
- eye contact (call name if you need to)
- target (receiver makes target with stick)
- weight transfer to front foot for power

➤ ACTIVITY: Stationary Passing in Partners 5 minutes

- alter distance between partners – make long passes, then come closer and make shorter passes, etc. (see Diagram 2.2)
- work on backhand passes as well as forehand

➤ ACTIVITY: Follow Your Pass Drill 5 minutes

- set up in both ends of ice if there are enough players
- players start from corner, make pass, take that person's spot, then receive pass from player behind
- constant movement – players should be stationary when they pass, then skate to next spot, turn around to receive pass, then pass again
- see Diagram 2.3
- perhaps mark the spots where the players are to skate to with pylons, so they don't get too far apart or too close together

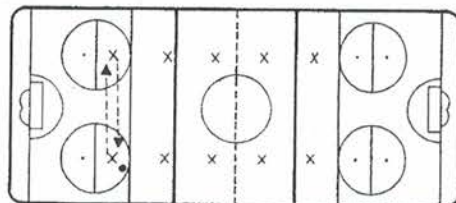


Diagram 2.2

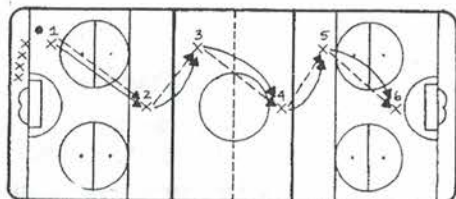


Diagram 2.3

Game Time

🕒 10 minutes

➤ GAME: Hot Potato Ring

- players are split into 2 teams – half on one side of centre red line, half on the other
- each side starts with 8–10 rings scattered around
- object is to get all of the rings out of your zone and into the other team's zone – at end of game, the team with the fewest rings on their half wins
- good for promoting strong, hard passes, as well as quick passes
- explain to players that they have got to get the rings out of their zone as quickly as they can

OR

➤ GAME: Hit the Skate

- each player starts with a ring
- everyone skates around playing area (2/3 of ice depending on numbers) trying to hit other players' skates with their rings. If your skate is hit, go to boards and do 2 jumping jacks, then join the game again

Cool Down

🕒 5 minutes

Practice Plan #3

Warm-up

 10 minutes

- **GAME: Chase Ring Game** **5 minutes**
 - see Practice Plan #1, Ring Work – Chase Ring Game
- **ACTIVITY: Skating and Stretching** **5 minutes**
 - players skate around perimeter and perform stretches led by coach (Animal stretching)
 - be a stork (one leg pulled up)
 - be a frog (hopping)
 - be a snake (crawling along the ice)
 - be an elephant (arms swinging like a trunk)
 - be a giraffe (stretch up high)
 - be a horse (gallop)
 - be a bird (fly with arms out)

Skating

 20 minutes

- **ACTIVITY: Perimeter Skating Drills** **5 minutes**
 - players skate around perimeter of ice while coach calls instructions from centre, such as:
 - balance on one leg between blue lines
 - balance on inside leg around end corners
 - hop over blue lines
 - on centre red line go down on tummies and get back up quickly
 - push sticks on ice between blue lines
- **ACTIVITY: "V"-Starts** **5 minutes**
 - line up one body length from boards (basic stance of toes out, leaning forward)
 - set up 4 or 5 sticks, parallel to each other and about 1 metre apart
 - v-start and accelerate through sticks by hopping over them
- **ACTIVITY: Chariot Pull** **5 minutes**
 - players get in partners, hold onto both sticks to form chariot
 - front partner pulls while rear partner provides resistance by digging skates into ice
 - switch partners – have each partner pull twice
- **ACTIVITY: Chair Relay** **5 minutes**
 - requires four plastic/metal chairs
 - players split up into 4 or 6 groups, depending on numbers
 - see Diagram 3.1
 - first player in line pushes chair all around perimeter of ice, and hands it to next person in line once they get back to their group
 - first team to have all players complete the skate wins
 - each group gets a chair to push around perimeter of group

Time



Equipment



PYLONS



RINGS



4-6 CHAIRS

Objective

- continue development of forward skating stride
- review stationary passing and move towards lead passing

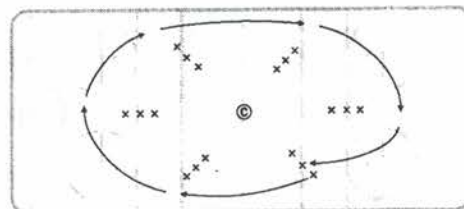


Diagram 3.1

Ring Work

15 minutes

REVIEW: Stationary Passing

5 minutes

ACTIVITY: Partner Passing Across Width of Ice

- work on both backhand and forehand passing

ACTIVITY: Pepper Passing Drill

- in groups of five, players will have four rings
- set players up as in Diagram 3.2
- one player stands away from other six, who stand in a line facing lone player
- player 1 receives pass from player 2, then passes back, player 1 then gets pass from player 3, and returns it, then player 1 receives pass from 4, passes it back, gets pass from 5 and passes back
- player 1 keeps going through group receiving and making quick passes until whistle blows and player 1 changes position with another group member

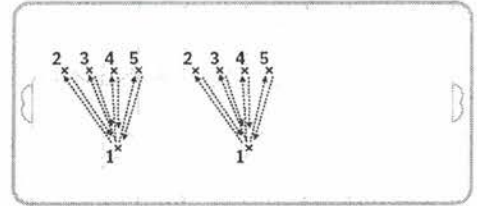


Diagram 3.2

TEACHING: Lead Passing Introduction

10 minutes

Explanation of Concepts

ACTIVITY: Pairs Passing

- see Diagram 3.3
- players skate with partner around perimeter of ice making short lead passes to each other

ACTIVITY: Give-and-Go Lead Passing

- will need four instructors, or 2 instructors and 2 players to be passers
- see Diagram 3.4
- players skate counter-clockwise around ice, make a pass to passer 1 (P-1), then receive a lead pass back, then pass to P-2, receive a lead pass back
- line up in other end and go through again with passers 3 and 4

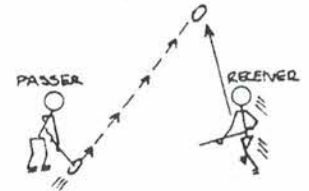


Diagram 3.3

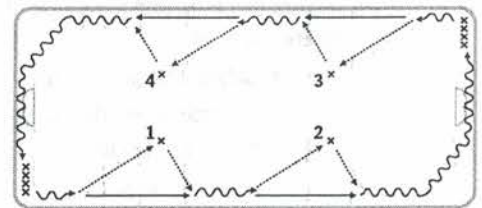


Diagram 3.4

Game Time

10 minutes

GAME: Fireman's Drill

- see Diagram 3.5
- split players into 2 teams and line them up in zigzag pattern
- first player from each team starts with 5–10 rings
- object is to get all rings passed through zigzag to end person and back through pattern to first person as fast as possible
- keys here are eye contact and timing – passes cannot be made until receiver is ready for them
- all rings will go through pattern down to last player – once last player has all rings at her end she starts sending them all back through pattern
- first team with all rings back at start position wins

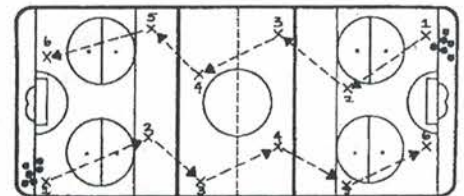


Diagram 3.5

Cool Down

5 minutes

Practice Plan #4

Warm-up

10 minutes

► GAME: British Bulldog

5 minutes

- one person is 'it'. 'It' stands at centre ice while everyone else lines up at one end. 'It' yells "British Bulldog" and everyone skates from one end of the ice to the next through the tagable zone. Anyone who gets tagged stays in the centre to assist 'it'. The game is played until everyone is tagged
- see Diagram 4.1
- restrict the tagging area to between the blue lines or between the free play lines for safety

► STRETCH: Stretch Skating

5 minutes

- following coaches instructions
- see Diagram 4.2

Skating

20 minutes

► REVIEW: Forward Skating

5 minutes

- "What Time is it Mr. Wolf"
- one 'wolf' is needed at the end of the ice. The other skaters are at the opposite end. Skaters move closer to the 'wolf' (whose back is turned) as with each time they ask "what time is it Mr Wolf?", the 'wolf' replies 8 o'clock (8 strides), 6 o'clock (6 strides) etc. The 'wolf' may, at any time, reply 'dinner time', and then give chase and tries to catch one of the skaters. The player who is caught first becomes the next 'wolf'

► TEACHING/ACTIVITY: Parallel Stop

10 minutes

- demonstrate parallel stop from 2 views
- players "make snow" by pushing foot out sideways while holding the boards
- players start at goal line
- players "slalom" ski length of ice
- add a sideways twist by turning completely towards the boards (turn head, shoulders, waist, feet)
- add one foot snowplow by pushing out sideways and sit (feet shoulder width apart)
- do drills in both directions
- have players maintain a heads up position by having the players pick a spot on the boards to look at something on boards, to ensure their heads are kept up
- see Diagram 4.3

Time



1 HOUR

Equipment



PYLONS



RINGS



4-6 CHAIRS

Objective

- review stride and introduce parallel stop
- develop lead passing and introduce board passing

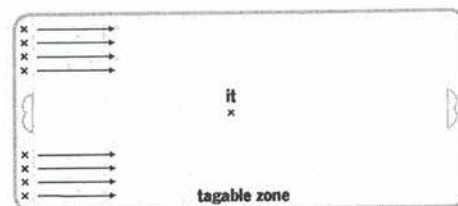


Diagram 4.1

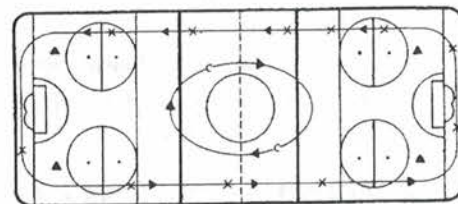


Diagram 4.2



Diagram 4.3

► GAME: Red light/Green light

5 minutes

- one player is 'it' at one end of the ice. The "it" player's back is turned away from the other skaters. Skaters are at the opposite end of the ice. When 'it' says 'green light' the players skate towards the "it" players. When the "it" players says 'red light' players must stop. 'It' turns around when they say red light and if they catch anyone not stopped, they must go back to the start line. 'It' continues to say green light and red light until someone passes the "it" player. They then become 'it'

Ring Work

20 minutes

► REVIEW: Concepts for Lead Passing

5 minutes

- concepts include: eye contact, target, follow through
- partner passing up the middle of the ice
- see Diagram 4.4

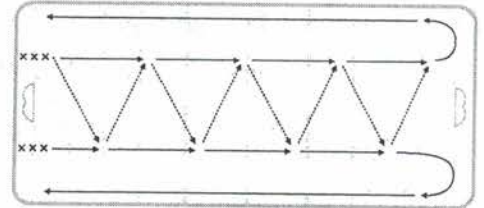


Diagram 4.4

► ACTIVITY: Russian Drill

5 minutes

- players in outside lanes have rings
- place both nets at the far end of the ice
- player in line A passes to B, B passes back
- player in line C passes to B, B passes back
- alternate passes down the ice
- players in lines A and C shoot on their respective nets
- see Diagram 4.5

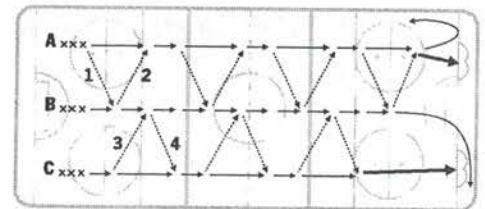


Diagram 4.5

► ACTIVITY: Board Pass – Stationary

5 minutes

- partners stand facing each other about 4 metres apart and 3 metres from the board
- make board passes to each other moving closer together and further apart
- anticipate the angle of the rebound
- see Diagram 4.6

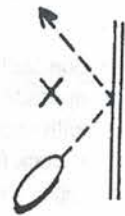


Diagram 4.6

► ACTIVITY: Board Pass – Moving

5 minutes

- player skates towards coach, and board passes to him/her
- coach board passes back to player who then shoots on far net
- see Diagram 4.7

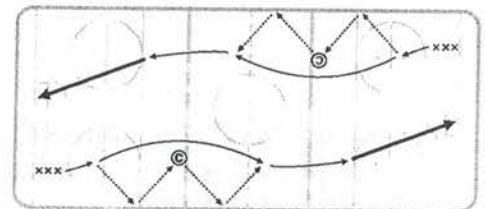


Diagram 4.7

Game Time

5 minutes

► GAME: Chair Relay

- set up teams of 3–4. Each team needs a chair. The teams form a circle around the ice. The first player from each team pushes the chair around the other groups (on the outside) and returns to their group. The next player takes the chair, etc
- see Diagram 4.8

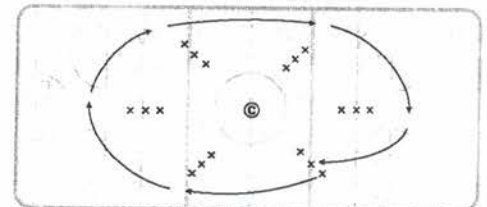


Diagram 4.8

Cool Down

5 minutes

Practice Plan #5

Warm-up

🕒 10 minutes

➤ GAME: Ship Shape 5 minutes

- the ice becomes a ship, one player goes down on one knee and another player sits on her/his lap. If the coach yells 'bow', all the players skate with their rings to the designated end of the ice and come back. When all are back or nearly back, the coach makes another call. Continue to reinforce the skating skills, and vary the calls.

➤ STRETCH: Mirror Stretching with Partner 5 minutes

- partners mimic each other's stretches

Skating

🕒 20 minutes

➤ REVIEW: Stopping 5 minutes

- have players stop on each of the lines in a "W" pattern, always facing the far end
- see Diagram 5.1
- as a safer alternative have the players stop on all the dots all the way down the ice

➤ TEACHING: Backwards Skating 15 minutes

- demo from two directions
 - make sure legs push in 'C's. NO BUM WIGGLES!
- lean against boards and make a 'c' with each leg: push heel out then pull heel in
- have players make 'c's with one leg along the lines, then the other leg, then alternate legs
 - basic stance, like 'sitting on a toilet'
 - keep supporting leg on line and knee bent, starting foot makes a fully extended 'c' then recovers fully under body (click heels together)
- add alternating arm pumps (look at point on boards to keep head up)
- see Diagram 5.2

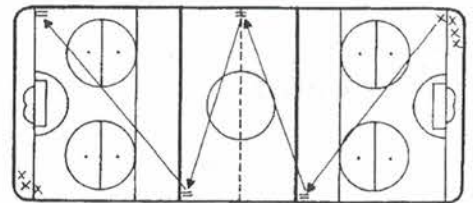


Diagram 5.1

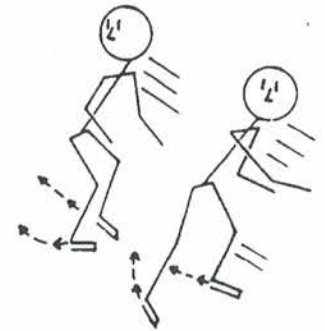


Diagram 5.2

Ring Work

🕒 20 minutes

➤ ACTIVITY: Relay with Ring 5 minutes

- skate around pylons to centre; backwards to blue line; turn forwards and skate to end; 3 jumping jacks; skate hard back to your line and pass to the next person from the free play line
- see Diagram 5.3

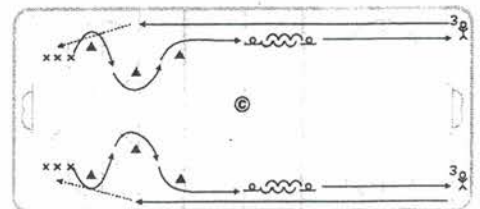


Diagram 5.3

Time



Equipment



PYLONS



RINGS

Objective

- review parallel stop and introduce backward skating
- forward and backward sweep shots, backhand flip shot

➤ **TEACHING/ACTIVITY: Sweep-shot**

5 minutes

- demonstrate forehand and backhand sweep shot on net – same motion as a forehand and backhand pass
- practise this skill with drill in Diagram 5.4, where 3 players at a time come in at the net and shoot for cones or hit the pylons from progressively further distances

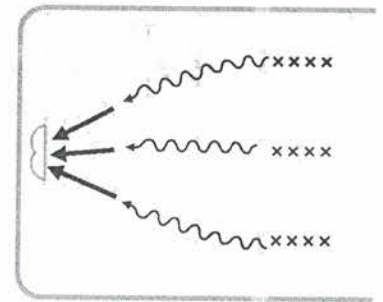


Diagram 5.4

➤ **TEACHING/ACTIVITY: Backhand Flip Shot**

10 minutes

- turn sideways to target and make a shoveling snow motion
- follow-through should point to target, watch for high sticking
- use the positioning shown in Diagram 5.5

ACTIVITY: Practise, using the same drill as in Diagram 5.4

ACTIVITY: Figure 8's

- partner A skates in a figure 8 motion. B passes to A when they are skating toward the net or pylons set up like nets around the ice
- see Diagram 5.6



Diagram 5.5

Game Time

5 minutes

➤ **SCRIMMAGE:**

- see Modified Game Rules on page 35

Cool Down

5 minutes

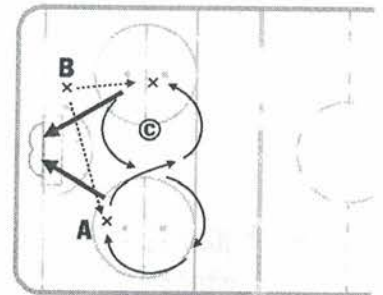


Diagram 5.6

Practice Plan #6

Warm-up

🕒 10 minutes

► GAME: Hit the Skate

5 minutes

- all players have a ring and skate anywhere on the ice surface. Each player tries to hit other players' skates with her/his ring. Once hit on the skate, that player must do 3 jumping jacks (or some other appropriate "penalty" for example: singing a song) in order to get back into the game. This could be restricted to half ice or less.

► GAME: "Simon Says"

5 minutes

- coach leads stretching exercises by playing "simon says"

Skating

🕒 20 minutes

► TEACHING: V-Stop and Start

5 minutes

- demonstrate the backwards V-stop and accelerate forwards with V-start
- players practise pushing off of boards backwards and stopping
- see Diagram 6.1

► TEACHING: Tight Turns

15 minutes

- demonstrate tight turns from 2 angles
- skate, glide, turn head, then shoulders, then hips, then feet
- inside foot is slightly ahead and is bearing the weight
- accelerate out of the turn with 2 or 3 crossover steps
- see Diagram 6.2

ACTIVITY:

- place pylons on free play line to practise turns

ACTIVITY:

- players in groups of 3, and using 2 players as pylons, do figure-eights around each other using tight turns. Rotate through the 3 positions.

Ring Work

🕒 15 minutes

► ACTIVITY: Passing and Shooting

5 minutes

- Russian Drill
- see Diagram 4.5 on page 22

Time



1 HOUR

Equipment



PYLONS



RINGS

Objective

- review backwards skating, introduce backwards stopping, and add the 'v' start. Introduce tight turns
- review passing and shooting, and introduce side/stick checking

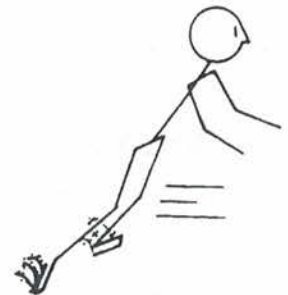


Diagram 6.1

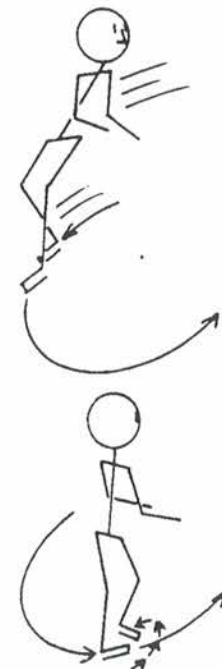


Diagram 6.2

► **TEACHING: Checking**

10 minutes

- demonstrate a side-stick check
- use a 'rainbow' shaped motion with stick (up, turnover, down, and out) to emphasize checking low and quickly recovering the ring
- emphasize being hip-to-hip with ring carrier before checking to avoid a hooking penalty
- see Diagram 6.3

ACTIVITY: Stick Check

- line players up on the boards in partners; front partner with the ring, back partner without
- skate slowly across ice; back partner skates by front partner and checks their stick
- repeat skating faster and applying more pressure to the ring
- see Diagram 6.4

ACTIVITY: Keep Away

- put 5 or 6 players in each circle with a ring. They try to check each other's rings. If their ring goes out of the circle it is dead and you have to check someone else to get a ring. The last one in the circle with a ring wins



Diagram 6.3

Game Time

10 minutes

► **SCRIMMAGE:**

- see Modified Game Rules on page 35

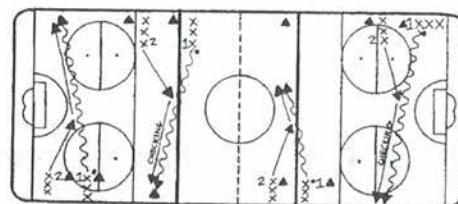


Diagram 6.4

Cool Down

5 minutes

Practice Plan #7

Warm-up

15 minutes

- **ACTIVITY: 3 Station Warm-up** **6 minutes**
 - 2 minutes at each station
 - skating forward in any and all directions, on whistle change direction (note: keep head up, knees bent)
 - stationary stretch around circle (head to toe) lead by coach
 - planet tag (a form of frozen tag)
 - 3 to 4 "its". If tagged by an 'it', squat at spot tagged. Can be 'freed' when a person who is not 'it' or tagged does a tight turn around the tagged player ('orbits' the 'planet')

- **ACTIVITY: Pair Passing** **5 minutes**
 - pair passing: players are in pairs with one ring
 - going counter-clockwise, pass with partner
 - when a player with a ring gets to the free play line, shoot on net
 - retrieve the ring and continue down the other side of ice
 - see Diagram 7.1

- **ACTIVITY: Skating Counter-Clockwise** **4 minutes**
 - everyone with a ring, skate counter-clockwise
 - between the blue lines, alternate the following:
 - weave side to side with the ring
 - move the ring from side to side
 - balance on left foot
 - balance on right foot

Skating

15 minutes

- **REVIEW: Quick Starts and Tight Turns** **5 minutes**
 - obstacle course
 - set up one in each half of ice
 - start at goal line, stop on free play line, down on stomach, tight turns through pylons, 3 jumping jacks, stop at goal line, return to back of line
 - see Diagram 7.2

- **TEACHING: Pivots** **10 minutes**
 - demonstrate a pivot from 2 angles. Explanation of pivot: focus on picking feet up slowly (scraping) during a pivot

ACTIVITY:

- across width of the ice, march on skates lifting knees high. On the whistle, have skaters turn from front to back. On next whistle, turn from back to front (focus on 'open hips').
- do the same thing as above, but skating, trying both ways
- try the same thing, but with only one pivot each width of the ice

Time



Equipment



PYLONS



RINGS



RADIO OR TAPE DECK

Objective

- review quick starts and tight turns
- introduce pivots
- review passing and shooting in several situations

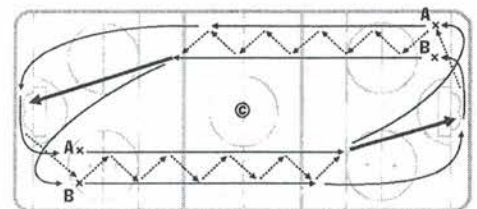


Diagram 7.1

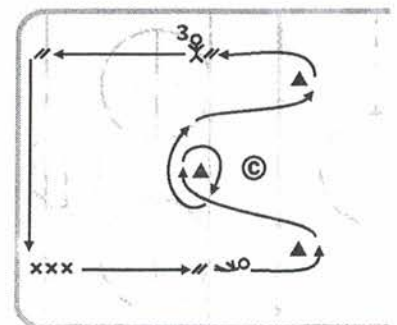


Diagram 7.2

Ring Work

🕒 15 minutes

➤ GAME: Musical Rings

5 minutes

- same as musical chairs
- need music or singing
- use a circle, with 10 players and nine rings. The players skate around the circle in one direction while the music plays. When the music stops, everyone tries to get one ring. The player without the ring is out, and a ring is removed.

➤ ACTIVITY: 3 Man Weave

5 minutes

- follow your pass
- eye contact
- lead pass, pass in front
- see Diagram 7.3

➤ ACTIVITY: Shooting

5 minutes

- as in Diagram 7.4, skate to net and shoot. Alternate sides and lines.

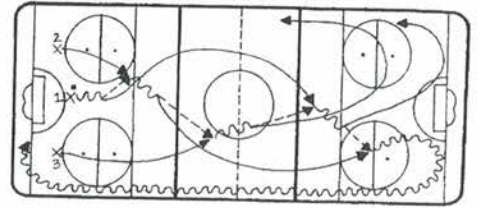


Diagram 7.3

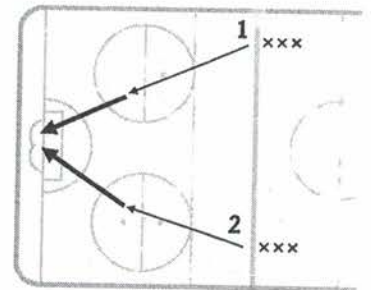


Diagram 7.4

Game Time

🕒 10 minutes

➤ SCRIMMAGE:

- see Modified Game Rules on page 35

Cool Down

🕒 5 minutes

Practice Plan #8

Warm-up

10 minutes

➤ GAME: Hot Potato Ring 5 minutes

- two teams are selected, and each team is given the same number of rings. The object of the game is to end up with the least number of rings on one's side by passing them to the opponents. Players must take rings passed to them before passing them on. The coach should identify a type of pass which must be used by all players.

➤ STRETCH 5 minutes

- moving around perimeter
- follow coach's stretching

Skating

20 minutes

➤ ACTIVITY: Pivot Relay Race 5 minutes

- see Diagram 8.1, players pivot on each line
- teams of 3–4 players each, lined up at the goal lines
- first player from each team skates

➤ TEACHING: Crossovers 15 minutes

- demonstrate crossovers
- split players into 5 groups, 1 group for each circle
- have the players go around their circle, make sure to practise both directions for each of the following:
 - keep inside foot on the circle, pump with outside foot (always keep both feet on the ice) (5 minutes)
 - continue pumping, on every third pump cross outside foot over inside foot (5 minutes)
 - continuous crossovers (5 minutes)

Time



Equipment



PYLONS



RINGS

Objective

- review pivots
- introduce cross-overs (forward)
- introduce drop passes
- continue checking

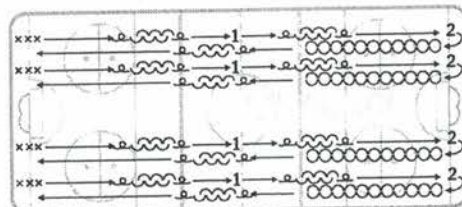


Diagram 8.1

Ring Work

20 minutes

➤ REVIEW: Checking – Side-stick Check 5 minutes

- body position; beside, hip-to-hip, shoulder-to-shoulder
- make a rainbow with stick
- practise this in checking drill shown in Diagram 8.2
 - with groups of partners, make a circle
 - on whistle, 'c' checks 'x' partner
 - blow whistle every 15 seconds
 - on each whistle checkers move to next person to check
 - switch positions

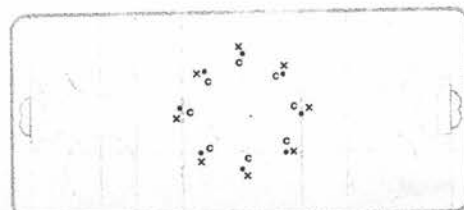


Diagram 8.2

➤ **TEACHING: Sweep Check**

5 minutes

- demonstrate sweep check as in Diagram 8.3
- stationary sweep check with partner
- sweep check going across the width of the ice, the player with the ring skating forward, and the player without the ring skating backwards

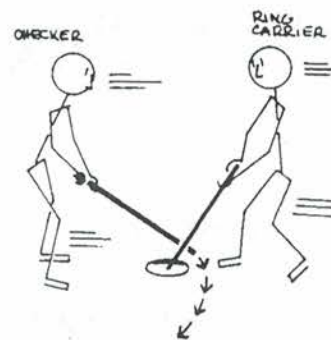


Diagram 8.3

➤ **TEACHING: Drop Pass**

10 minutes

- take stick out of ring – leave ring stationary!
- see Diagram 8.4
- demonstrate: both players going in the same direction, stick length between players

ACTIVITY: Drop pass Drill

- skate across width of ice with partner. Take stick out of ring, and leave for partner. Partner picks it up.
- skating around ice with partner, one ring between the two players. Front player drops ring for back player then slows down. Back player picks ring up and skates past partner to become front player. Repeat around the perimeter of the ice.

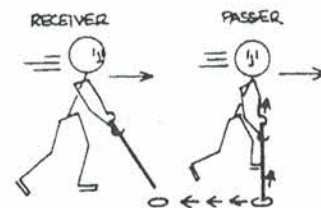


Diagram 8.4

Game Time

5 minutes

➤ **SCRIMMAGE:**

- see Modified Game Rules on page 35

Cool Down

5 minutes

Bill of Rights for Young Athletes

Right of the opportunity to participate in sports regardless of ability level.

Right to participate at a level that is commensurate with each child's developmental level.

Right to have qualified adult leadership.

Right to participate in safe and healthy environments.

Right of each child to share in the leadership and decision-making of their sport participation.

Right to play as a child and not as an adult.

Right to proper preparation for participation in the sport.

Right to an equal opportunity to strive for success.

Right to be treated with dignity by all involved.

Right to have fun through sport.

Practice Plan #9

Warm-up

10 minutes

- **ACTIVITY: Keep away-checking** **5 minutes**
 - must stay in neutral zone, between the blue lines
 - ½ of players are checkers
 - if checker gets ring she/he becomes the ring carrier
 - player who was checked becomes the checker
- **STRETCH: Circle Stretch with Partner** **5 minutes**

Skating

15 minutes

- **ACTIVITY: Crossover Pylon Course** **5 minutes**
 - scatter 15 pylons randomly around the ice. Follow the leader weaving through the pylons, using crossovers in both directions.
- **ACTIVITY: Agility Skills** **10 minutes**
 - around the perimeter of the ice
 - slalom skiing – both skates weave together
 - sculling; one foot and two feet
 - on red line, down on both knees and up quickly
 - high knee marching

Ring Work

20 minutes

- **ACTIVITY: Chase Checking** **5 minutes**
 - 2 lines: a player from each line races for the ring. The player who gets the ring goes to the net and shoots. The other player checks.
 - see Diagram 9.1
- **ACTIVITY: Circle Checking** **10 minutes**
 - 1 ring carrier in each circle, and 2 checkers in each circle. The other players line up in one corner. Ring carriers and checkers must stay in their respective circles until the whistle goes.
 - first whistle, checkers check the ring carrier together. On second whistle, checkers rotate. Two players from the line go to the first circle, the last 2 checkers go to the end of the line. 20–30 seconds in each circle.
 - rotate ring carriers
 - see Diagram 9.2

Time



Equipment



PYLONS



RINGS

Objective

- review crossovers and agility
- review and continue checking, 1 vs 1, 2 vs 1
- introduce support

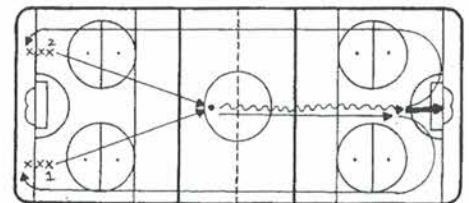


Diagram 9.1

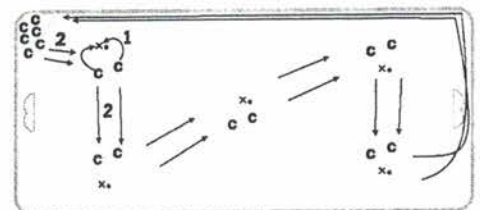


Diagram 9.2

➤ **ACTIVITY: L-support Offense**

5 minutes

- the idea is for the ring carrier to always have a passing option (i.e. support) on both sides
- player B starts with the ring and passes to A, C must then move to support the new ring carrier A and thus maintain the L shape
- whenever a pass is made, one of the players must move to support the new ring carrier
- divide players into groups of 3
- see Diagram 9.3
- as a progression, add a 4th player as a checker

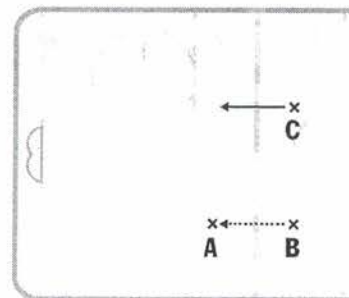


Diagram 9.3

Game Time

10 minutes

➤ **GAME: "Gold Thieves"**

- two teams are divided by the centre line. Several rings (gold) are placed on the dots of each of two diagonal circles. Two jails are located in each of the opposite diagonal corners. The object of the game is to steal the 'gold' without being captured by the other team.
- two players from each team guard their 'gold'. Players crossing the centre line may be touched by a guard. If touched, the players go to jail.
- when holding a gold ring, players cannot be touched. A prisoner is freed when touched by a teammate carrying 'gold' and will then accompany the player with the 'gold' back to the other side.
- see Diagram 9.4

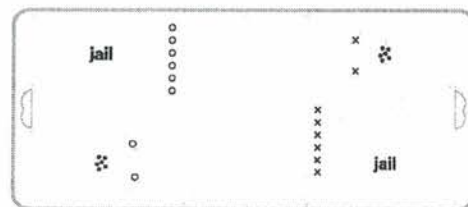


Diagram 9.4

Cool Down

5 minutes

Practice Plan #10

Warm-up

10 minutes

- **ACTIVITY: Multi-ring scrimmage (using width of ice)**
- **STRETCH: Butterfly Pattern**
 - stretch on the outside, accelerate down middle
 - coach leads
 - see Diagram 10.1

Skating

15 minutes

- **GAME: Pip, Squeak, and Wilbur** **5 minutes**
 - divide the skaters into groups of three. In each group of 3, assign each skater one of the three names.
 - place each of the groups an equal distance from a central point where there is a ring for each group
 - the 'Big Cheese' (coach) calls out either 'Pip', 'Squeak', or 'Wilbur', and the skater assigned that name from each group, skates around all the groups in a large circle. After skating around all of the groups, the player cuts into the centre, picks up a ring, and takes it to the 'Big Cheese'.
 - rings are then put back in the centre and the game is repeated with the coach calling out another name. Encourage players to change directions, and use backward skating.
 - see Diagram 10.2
- **ACTIVITY: Relay Race – Four Clover** **10 minutes**
 - start in corner (run from all 4 corners)
 - forward crossovers around circle
 - forward to dot by blue line
 - tight turn around dot
 - return to dot in circle, tight turn
 - forward to blue line, stop
 - forward to start line
 - see Diagram 10.3

Ring Work

20 minutes

- **REVIEW: L-Support Offense** **5 minutes**
 - as explained in Practice Plan #9

Time



Equipment



PYLONS



RINGS



BALLS

Objective

- review all skating: starts, stops, and crossovers
- review all ring skill drills
- review support
- introduce breakout, deking

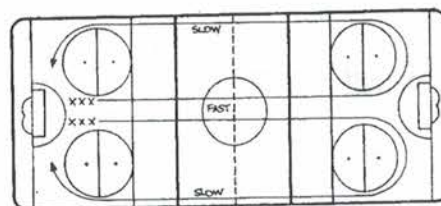


Diagram 10.1

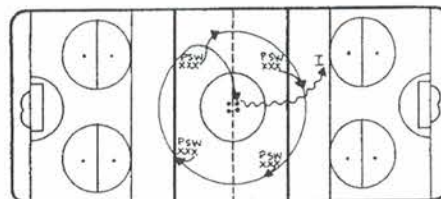


Diagram 10.2

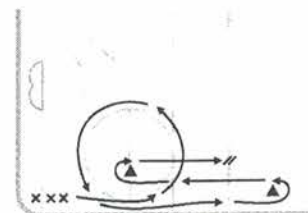


Diagram 10.3

➤ **ACTIVITY: Breakout**

10 minutes

- defence curl to boards, centre is safety and stalls, forwards cross
- goalie starts with ring. Everyone cuts, goalie throws ring to defence, defence pass to forwards. Stop the drill at centre line
- see Diagram 10.4

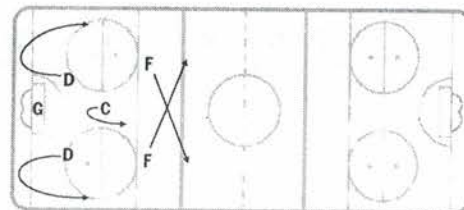


Diagram 10.4

➤ **ACTIVITY: Dekes**

5 minutes

- place a pylon on the ice to act as a defensive player. Player with the ring skates towards the pylon uses a deke and, then goes around the pylon. Immediately after the deke, shoot on the net.
- see Diagram 10.5

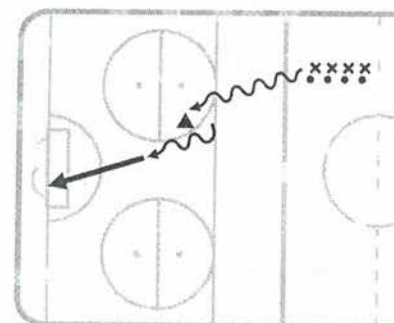


Diagram 10.5

Game Time

10 minutes

➤ **SCRIMMAGE:**

- see Modified Game Rules on page 35

Cool Down

5 minutes

Modified Game Rules for Developmental Bunny Ringette

The official rules of the game have been modified to meet the developmental needs of the Bunny-age player. The playing surface has been shortened and the rules simplified to introduce the players to the game and to allow for them to have lots of activity and fun.

Safety should be reinforced at all times. There is no body contact and no high sticking in the sport of ringette. Each team has three skaters and one goalkeeper.

All players should rotate through the goalkeeper position.

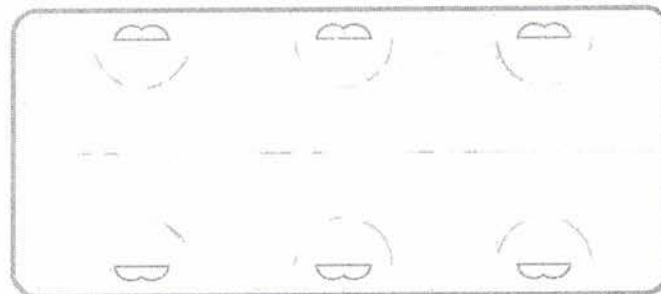
The diagrams below show the rink markings that could be used.

A blue line and creases will have to be marked on the ice using paint. Please confirm with the ice keeper that this is acceptable.

Three Games At Once

The game begins with the visiting team taking a free pass at the centre of the blue line. The other players must give the shooting player about 5 metres of space to pass or shoot the ring into play.

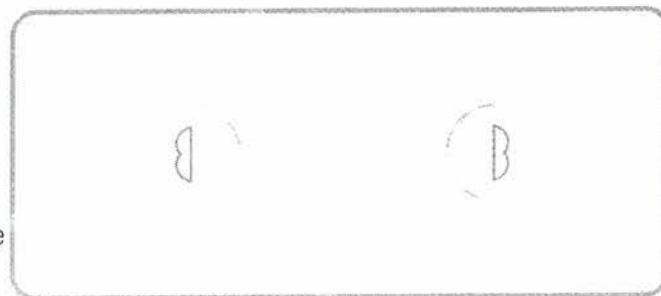
The ring must be passed, shot with the stick, deflected, batted, or legally kicked with the side of the skate blade to another player across each blue line.



One Game – Shortened Ice

The game begins with the visiting team taking the centre-ice free pass. The player has 5 seconds to put the ring into play by passing or shooting it. To start the second half, the home team takes the free pass.

The ring must be passed, shot with the stick, deflected, batted or legally kicked with the side of the blade to another player across the red line.



Additional Rules

- only the goalkeeper is allowed in the crease
- players can play anywhere except the crease
- the player taking the free pass is the only one allowed in the circle or designated area
- a player may not raise the playing end of the stick above standing shoulder height at any time during the game

Game Organization

- all players are given equal ice time.
- the clock should be stopped every 2 minutes stop time or 3 minutes running time for line changes
- coaches should go on the ice with the players to encourage them to play their positions and continue to explain the rules
- coaches should explain all calls
- if a penalty is assessed, the player should have the call explained. The team does not play short-handed.
- scores should not be kept
- standings should not be kept
- coordinators should try to balance out the teams so that they are as even as possible

Courses and Resources

Courses

As a coach, you play a critical role in helping youngsters enjoy their involvement in sport. To make sport fun for everyone, you need to understand how children grow and develop, how they communicate with one another, and what motivates them to come back for more. Getting Started in Ringette gives you an overview of the skills and knowledge you need to be an effective coach. But you can learn much more about coaching through the National Coaching Certification Program (NCCP).

After reading through the material in Getting Started in Ringette, your next step is to register for a Level 1 NCCP course.

3M NCCP Level 1 Ringette

Theory (for all sports)

Course Duration: 14 hours

Coaches learn to plan a practice, to develop basic sport skills, to implement fair play in sport, to adapt sport to meet children's needs, to teach and correct skills, and to deal with coach-parent relationships.

Technical – Practical

Course Duration: 12 hours

Coaches are introduced to the game and their responsibilities as a ringette coach. They learn how to teach the skills of skating, ringhandling, and goalkeeping; how to plan and conduct practices; how to organize teams and games; and what to do in case of player injury.

3M NCCP Level 2 Ringette

Level 2 Theory and Technical courses introduce coaches to the needs of players who are preparing for competition. Coaches learn how to sharpen their analytical skills and how to help their players set goals and improve their level of physical and mental training.

3M NCCP Level 3 Ringette

Level 3 Theory and Technical courses complete the training for coaches who are working with developing athletes in a competitive environment. Key concepts gained at Levels 1 and 2 are integrated into a yearly training plan for the competitive player.

Skill Instructor Program (SIP)

The SIP is a three-tiered program designed to teach individuals how to teach the skills or ringette. This clinic is ideal for individuals working at ringette camps or instructing younger players.

Resources

Your provincial/territorial association carries a variety of coaching resources which complement the material in *Getting Started in Ringette*. The following titles are recommended:

- *Ringette Development Model* (teaching skills)
- *Ringette Drill Manual* (drills and strategies)
- *Ringette in the Schools* by William Kidd (for teachers and instructors)
- *Ringette Goaltending* by Rick Nickelchok
- *Strategy* by B. Dery and S. Lamontagne (the basics of team play)
- *Every Coach's Planner and Idea Book* by Chris Johnson
- *Straight Talk About Children and Sport Advice for Parents, Coaches and Teachers* CAC, 1996

Appendix A: First Aid Kit

First Aid Kit Inventory

A First Aid Kit should be kept on hand at all times. The kit ensures that you are prepared to react to any illnesses, accidents or injuries that may occur.

The following list of items are recommended for your First Aid Kit. Remember to replace these items immediately after use to ensure that your kit remains fully stocked.

- Several quarters in the event that you must make an emergency telephone call and only a pay phone is available
- plastic bags for ice (4)
- 4" and 6" tensor bandages
- 3" x 3" gauze pads (5-10)
- ¾" x 3" adhesive dressings (12) individually wrapped
- 4" x 4" sterile bandage compresses (2)
- gauze bandage 2" wide (2 rolls)
- finger bands, knuckle bands (1 box)
- triangular bandages
- pre-wrap (1 roll)
- 1½" Athletic Tape (2 rolls)
- sterile cotton tipped applicators (1 pkg)
- disposable gloves (2 pairs)
- antiseptic wipes (4)
- clean towel
- bandage scissors

Appendix B: Emergency Action Plan

For Ringette

Person in Charge

- most qualified person available with training in first aid and emergency control
- familiarize yourself with arena emergency equipment
- take control of an emergency situation until a medical authority arrives
- assess injury status of player

Call Person

This individual will:

- keep a record of emergency telephone numbers and know the location of telephones in the facility
- make the telephone call for assistance
- give directions to the arena (if required)
- guide the ambulance (if required) in and out of the facility

Control Person

- ensure proper room to work for person in charge and ambulance crew
- ensure that the route for the ambulance crew is clear and available
- seek highly trained medical personnel (i.e., doctor or nurse) if requested by person in charge

Please locate and identify important areas, such as first aid room, route for ambulance crew, telephone, etc. on the rink diagram to the right.

Emergency Telephone Numbers

EMERGENCY	AMBULANCE
FIRE DEPT.	HOSPITAL
POLICE	GENERAL

Appendix C: Medical Information

PLAYER MEDICAL INFORMATION

LAST NAME	FIRST NAME	DATE OF BIRTH: D/M/Y
PERSON TO BE CONTACTED IN CASE OF EMERGENCY:	PHONE: DAY	EVENING
ALTERNATIVE CONTACT	PHONE: DAY	EVENING
FAMILY DOCTOR	PHONE	HEALTH INSURANCE NUMBER
MEDICATIONS		
ALLERGIES		
PREVIOUS INJURIES		
DOES THE PLAYER CARRY AND KNOW HOW TO ADMINISTER OWN MEDICATIONS?	YES	NO
OTHER CONDITIONS (BRACES, CONTACT LENSES, ETC.)		

**Medical information is confidential.
Only authorized individuals should have access to this card.
Keep this card with the team at all times.**

✂

PLAYER MEDICAL INFORMATION

LAST NAME	FIRST NAME	DATE OF BIRTH: D/M/Y
PERSON TO BE CONTACTED IN CASE OF EMERGENCY:	PHONE: DAY	EVENING
ALTERNATIVE CONTACT	PHONE: DAY	EVENING
FAMILY DOCTOR	PHONE	HEALTH INSURANCE NUMBER
MEDICATIONS		
ALLERGIES		
PREVIOUS INJURIES		
DOES THE PLAYER CARRY AND KNOW HOW TO ADMINISTER OWN MEDICATIONS?	YES	NO
OTHER CONDITIONS (BRACES, CONTACT LENSES, ETC.)		

**Medical information is confidential.
Only authorized individuals should have access to this card.
Keep this card with the team at all times.**

Bunny Program Philosophy

Age Group Developmental Needs

Chronologically speaking, the Bunnies belong to the pre-pubescent phase. Characteristics of this age group include:

Physical Characteristics

- become easily tired
- have not yet developed a great deal of strength
- lack exceptional coordination

Cognitive Characteristics

- are not yet capable of a great deal of reasoning
- have short attention span
- are easily distracted
- are curious
- will attempt most things
- have vivid imagination

Social/Emotional Characteristics

- more concerned with self concept than the team concept
- may form cliques
- cannot handle pressure of competitive situations

The Bunny program has been developed to meet these needs. The tenets of Ringette Canada's coaching matrix have been used to decide the skills that are physically appropriate for this age group. These skills include: the basic stance or ready position, the T-start, forward striding, backwards striding, stopping, ringhandling, passing, shooting and checking.

The cognitive needs of this group are met by using the "KISS" (Keep it Short and Simple) principle to explain concepts and drills, using simple games for instruction, and repeating concepts through a variety of drills.

In order to meet the social/emotional characteristics, competition is minimized and praise is encouraged. As well, continual changing of groups helps to discourage clique formation.



Appendix D: Budget Worksheet

Expenses

➤ Facility Rental

• Ice: _____ hours x \$ _____ per hour

• Other Facilities: _____ hours x \$ _____ per hour

➤ Coaches

• Honoraria: \$ _____ x _____ coaches

• Travel (if required)

➤ Awards

• Certificates

• Crests

• Other _____

➤ Refreshments _____

➤ Other Expenses _____

Total Expenses

Revenue

➤ Fees

• Participant fees: \$ _____ x _____ participants

➤ Donations, Fundraising, Sponsorship

Total Revenue
