**Ringette: All Aboard**

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| Set-up | * Ringette stick for each participant * Ring for each participant * Optional: signs for the calls to go on the wall |
| How to Play | Have all the participants start on a line. The leader explains the calls and where to go:  **Bow**: run to one end of the gym  **Stern**: run to the other end of the gym  **Port**: run to the left side of the gym  **Starboard:** run to the right side of the gym  **Man Overboard**: sit down on the floor and get up again  **Clean the deck**: Participants move the ring in a circular motion like they are mopping  **Attack Captain**: chase the teacher  **Captain Overboard**: salute your teacher with your hand  Participants follow instructions while using their stick and ring. Make sure participants keep their sticks in contact with the floor. |
| Learning focus/Cues    **Active Participation**    **Movement Skills**  Manipulation: how to hold a stick and carry a ring across the gym floor  **SELS**  Healthy Relationships  Positive Motivation and Perseverance | WHAT: We are learning to explore different ways to be active and to enjoy being active. We are learning to improve our ringette skills by learning how to hold the stick and move with a ring on the floor. We are learning to listen and follow instructions.    WHY: If we discover activities that we enjoy, we will be more active. Learning how to hold a stick and move with a ring is an important part of the game of ringette.    Skill Cues:  Basic Stance and holding the stick:   * Feet shoulder width apart, knees slightly bent * Head up, eyes forward * Stick held with both hands- one high and one mid stick * Hold stick slightly to one side with tip on the floor * Lower arm almost straight and upper arm bent at the elbow |
| *Assessment (optional)* | Participants Self Assess themselves as Got it or Still Working on it   * What cues did I think of when I went to hold my stick? * What strategies did you use to be more successful? * Why is it so important to keep the tip on the ground? |
| Modifications | Progression/regression to increase/reduce difficult   * Pick a couple of calls at the start so it is not overwhelming to remember and slowly add more * Stick height is important – not too long |
| Safety | * Check area for other obstacles on the floor * Remind participants of the boundaries and to be aware of their space * Keep the tip of the stick on the floor |