




**RINGETTE**  
**SASKATCHEWAN**

A large, 3D blue ringette ring is positioned diagonally across the lower half of the cover, framing the title text.

# **CHILDREN'S RINGETTE** **GUIDELINES**

# Children's Ringette

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Children's Ringette is a program that provides age and stage appropriate physical activity experiences for young ringette players under the age of 10.

## Mandate

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In the 2021-2022 season, Ringette Saskatchewan is mandating all games for all players under the age of 10 years old (U10 category) will now be involved in Children's Ringette.

Ringette Saskatchewan also recommends that member Associations use their discretion to include participants new to the sport of ringette to be included in Children's Ringette, dependent on the Athlete Placement Evaluation at the beginning of each program.

## Overview

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Ringette Canada's Competition Review and Restructuring Report was released in 2018 and was the product of a two-year comprehensive analysis of the competition system. The report generated 61 recommendations for Ringette Canada, with the overall objectives of improving ringette competition and providing quality sport experiences for ringette participants at all stages.

Children's Ringette is one of Ringette Canada's recommendations that Ringette Saskatchewan supports. The premise of Children's Ringette is that all participants in the FUNdamentals stage of development should be playing small-area games. Ringette Saskatchewan's Board of Directors has mandated Children's Ringette for all participants at the U9 level and below for the 2020/21 season.

Ringette Saskatchewan along with Ringette Canada is dedicated to making ringette fun for all participants and big part of delivering that is ensuring the programming is age appropriate. The Children's Ringette initiative represents a concerted effort to make adjustments to ringette practices and competitions to meet the needs of children. It is about promoting a fun, safe and healthy environment that supports the development of physical literacy and the long-term development.

As more research emerges on the subject of youth sports and long-term athlete development, many sport organizations across Canada and internationally are adopting the concepts that form the foundation of the Children's Ringette program.

The Children's Ringette Guidelines are to serve as a framework to structure Children's Ringette programming across Saskatchewan. These guidelines were developed off Ringette Canada's Children's Ringette Guidelines and were adapted to be more specific to our local associations needs and realities. Ringette Saskatchewan formed a working group made up of dedicated individuals in our sport who have technical experience and knowledge in long term athlete development to form these guidelines that will form future programming decisions.

# Glossary of Terms

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## **Formal Competition**

Players from multiple associations located in different communities play a consecutive series of games outside regular practice play.

## **Group**

Athletes in a program placed together for the purposes of participating in a program. Athletes should be grouped based on their ability to have meaningful, developmentally appropriate practice and competition experiences by being closely matched for the specific activity taking place during a session.

## **Long-Term Athlete Development (LTAD)**

Canadian Sport for Life's athlete-centred framework for full sport system alignment in Canada and the optimal development of athletes for all ages, interests, and abilities.

## **Meaningful Competition**

The concept of providing experiences that support learning for competitors, are structured to reinforce the development of LTAD stage-specific skills and abilities, and that lead to results that are relatively close and unpredictable.

## **Program**

Planned and progressive sequencing of activities that are adapted to an athletes' age and sport experience.

## **Session**

Individual on-ice or off-ice practices or games.

## **Stage**

Development level of an athlete in terms of Ringette Canada's LTAD framework.

## **Team**

In Children's Ringette, teams are formed from the group of athletes who play together in a given session, tournament, or jamboree.

# Program Structure

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## **Athlete Stages and Ages**

Starting in the 2020-2021 season, Ringette Saskatchewan, along with our Associations, have been transitioning U10 and below to Children's Ringette.

These age groups correspond with the Fundamentals (6-8 years of age) and the Learn to Train (8-11 years of age) stages of Long-Term Athlete Development (LTAD)

## **Divisions**

Learn to Play (LTP)

- This program aims to provide players with an introduction to the sport of ringette and an opportunity to learn the game with players of similar abilities. The focus of the program is to develop core ringette skills such as skating and other ringette-specific skills in accordance with Long-Term Athlete Development principles.

#### Fundamentals 1 (U9)

- Cross-ice
- Children in this stage may have never played ringette before, have limited skating ability and wish to learn the sport of ringette
- Athlete Placement Evaluation at the beginning of each program
- Fundamentals 1 Assessment Form (Page 7-8)

#### Fundamentals 2 (U9)

- Half-ice
- Children in this stage may have never played ringette before, have defined skating ability, and wish to learn the sport of ringette
- Athlete Placement Evaluation at the beginning of each program
- Fundamentals 2 Assessment Form (Page 9-10)

#### Fundamentals 3 (U10)

- Full-ice
- Children in this stage have likely played ringette before, can skate forward and backward, and wish to learn the sport of ringette
- Athlete Placement Evaluation at the beginning of each program
- Fundamentals 3 Assessment Form (Page 11-13)

### ***Program, Group and Team Sizes***

#### Program Size

- There is no limit to the number of participants in a program, provided there is an appropriate number of coaches to manage the number of participants

#### Group Size

- 9-12 athletes

#### Team Size

- Maximum of 12 athletes

### ***Program Length***

#### Recommended 2 programs, 3 months in length

- October – December
- January – March

### ***Sessions***

#### Recommended 1-2 on-ice sessions per week

- Minimum 45 minutes, maximum 60 minutes in length

#### LTAD Ratios

- Fundamentals (6-8) – all activities are FUN-based including some structured competition
- Learn to Train (8-11) – 70% training to 30% competition-specific training and competition



# Competition

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## **Formal Competition**

- All Formal Competition is optional for participants in Children's Ringette
- Formal Competition occurs in the form of tournaments and jamborees in which participants have opportunities to develop and measure skills while experiencing the social elements of sport
  - Formal Competition Requirements include: all teams should have the same number of games/events, no scores or standings are to be recorded, no medals to be awarded. Organizers are strongly encouraged to host a skills competition during the Jamboree
- Jamborees remain optional for Fundamentals 3 participants. The intent remains to increase participation opportunities and the goal is fun

## **Tournaments and Jamborees**

- Tournament and jamboree organizers need to ensure teams from different associations are playing teams of like abilities
- Organizers also need to ensure team sizes are appropriate for the chosen game format (cross-ice or half-ice)
- <http://www.ringettesask.com/assets/Ringette-Canada-Jamboree-Guide-1.pdf>

## **Game Rules and Guidelines**

### Fundamentals 1

- Cross-ice
- 3 v 3, no goalie
- No crease or passing lines
- No positions

### Fundamentals 2

- Half-ice
- 3 v 3, with goalie
- Goalie has stick only
- Crease and 1 passing line

### Fundamentals 3

- Full-ice
- 5 v 5, with goalie
- Rotating goalie with the purpose to give as many participants as possible the opportunity to try the position, with the goal being to grow the number of goalies. Flexibility is allowed if a participant has decided to play goalie full time. Don't discourage participants from using goalie pads in practice when it is their turn.
- Both teams will need to agree on goalie equipment – can be stick only or stick and pads
- Introduction of forward and defense positions
- Creases and 2 passing lines
- Associations and coaching staff should use their best judgements based on readiness/understanding of the game for when to transition to half-ice or full-ice.
- Associations and coaching staff should use their best judgements based on readiness/understanding of the game for when to introduce a goalie and goal equipment.

## **Equipment**

### Fundamentals 1 and 2

- Reduced-size nets
- Dividers

### Fundamentals 3

- Reduced-size nets
- Associations and coaching staff should use their best judgements based on readiness/understanding of the game and positions for when to transition to full-size nets.

## **Ice Markings**

### Fundamentals 1

- No crease
- No passing lines

### Fundamentals 2

- Crease
- 1 passing line

### Fundamentals 2

- Creases
- 2 passing lines

## **General Game Play**

### Starting the Game

- Fundamentals 1 – visiting team starts with the ring on their half of the ice and the defending team starts on their half of the ice
- Fundamentals 2 – visiting team starts with a goalie free pass from inside the crease
- Fundamentals 3 – visiting team starts with a free pass from the centre ice circle

### After a Goal

- Fundamentals 1 – team that scored backs off and the team that was scored against gets possession of the ring
- Fundamentals 2 – team that scored retreats to their half of the ice surface and the team that as scored against is awarded a goalie ring
- Fundamentals 3 – team that was scored against gets a free pass from the centre ice circle

### Ring Leaves Play

- Fundamentals 1 – coaches throw the ring back into play
- Fundamentals 2 – coaches throw the ring back into play

## **Rule Infractions**

### Fundamentals 1

- No officials
- After an infraction, play is continued but coach will give the player a verbal reminder, stop play if player safety is at risk (ie. Kicking the ring, covering the ring)

### Fundamentals 2

- 1 official
- After an infraction, play is stopped and the ring is awarded to the non-offending team as a goalie ring with a 5-count

### Fundamentals 3

- 2 officials
- Full ice Official Ringette Canada Rules

## **Penalties**

### Fundamentals 1 and 2

- Stop for unintentional dangerous play and provide verbal explanation before continuing play using the restart option applicable to that level
- Have player sit-out if dangerous play is repeated

### Fundamentals 3

- Full ice Official Ringette Canada Rules

## **Coaching and Officiating**

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### **Coaching**

- Changes coming to coaching and Children's Ringette in the 2023/24 Ringette Sask Coaching Certification Policy

### **Officiating**

- Fundamentals 1 – no officials
- Fundamentals 2 – 1 official
  - Introduction to Officiating Module available at <http://www.coachingringette.ca/c/>
  - Module will be added to the Level 1 official's clinic
  - Officials who are officiating this level but have already taken their level 1 clinic will need to do the module in their own time before they can officiate
- Fundamentals 3 – 2 officials
  - Level 1 official's clinic required

## **Program Progression and Assessment Criteria**

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*Program Progression and Assessment Criteria is a separate resource found on our website.*

## **Appendices**

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*Can be found on pages 7-13.*

# Fundamentals 1 Assessment Form

Instructions: For each participant, mark Yes (Y) or No (N) for each column.

Column 1 – Success Criteria (can they do the skill?)

Column 2 – Technical Skill Criteria (does it look right)

SKILLS																		
PARTICIPANTS	Falling Get Up		Forward Skating Marching		Forward Skating – Gliding/ Stance		Backward Skating - Marching		Stopping		Ring Control		Checking - Safety		Passing		Shooting	
NOTES																		
NOTES																		
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<b>SKILL</b>	<b>SUCCESS CRITERIA (Can they do it?)</b>	<b>TECHNICAL CRITERIA (Does it look right?)</b>
<b>FALLING/ GETTING UP</b>	<ul style="list-style-type: none"> <li>- Able to fall safely (without hitting head)</li> <li>- Can stand back up on first attempt without help/support</li> </ul>	<ul style="list-style-type: none"> <li>- Able to stand up without support or help</li> <li>- 5 second or less pause between falling and getting up</li> </ul>
<b>FORWARD SKATING – MARCHING</b>	<ul style="list-style-type: none"> <li>- Able to march forward from one line to another (ex. Goal to ringette lines) without falling</li> <li>- Able to execute in proper ringette stance – knees bent, head/eyes up and forward</li> </ul>	<ul style="list-style-type: none"> <li>- Able to pick up both feet, alternating between left and right</li> </ul>
<b>FORWARD SKATING – GLIDING/STANCE</b>	<ul style="list-style-type: none"> <li>- Able to skate (strides) 3-4 meters then glide 3-4 meters</li> <li>- Able to execute in proper ringette stance – knees bent, head/eyes up and forward, both feet</li> </ul>	<ul style="list-style-type: none"> <li>- Able to skate with alternating feet</li> <li>- Able to glide with both feet on the ice</li> </ul>
<b>BACKWARD SKATING – MARCHING</b>	<ul style="list-style-type: none"> <li>- Able to march backward from one line to another (ex. Goal to ringette lines) without falling</li> <li>- Able to execute in proper ringette stance – knees bent, head/eyes up and forward</li> </ul>	<ul style="list-style-type: none"> <li>- Able to pick up both feet, alternating left and right</li> </ul>
<b>STOPPING</b>	<ul style="list-style-type: none"> <li>- Able to stop completely using 2-foot snowplow stops without falling</li> </ul>	<ul style="list-style-type: none"> <li>- Able to stop with both feet scraping the ice outwards with toes pointing slightly in and even weight on both feet</li> </ul>
<b>RING CONTROL</b>	<ul style="list-style-type: none"> <li>- Able to carry ring on stick while marching/skating</li> <li>- Able to execute with proper grip, knees bent and head/eyes up</li> </ul>	<ul style="list-style-type: none"> <li>- Marches/skates with both feet, alternating left and right</li> <li>- 2 hands on stick</li> </ul>
<b>CHECKING – SAFETY</b>	<ul style="list-style-type: none"> <li>- Able to stationary check a partner while maintaining stick and body safety</li> <li>- Uses a rainbow or sweep check</li> <li>- Understands why sticks are checked low (below waist height), able to check without pushing their partner, checks from underneath the stick</li> </ul>	<ul style="list-style-type: none"> <li>- Able to explain why sticks are kept low</li> </ul>
<b>PASSING</b>	<ul style="list-style-type: none"> <li>- Able to forehand pass a ring toward their partner 1-2 metres distance away</li> <li>- Able to execute with proper grip and stick safety, knees bent, head/eyes up</li> </ul>	<ul style="list-style-type: none"> <li>- Able to pass the ring within a stick length of partner</li> <li>- Less force than a shot</li> </ul>
<b>SHOOTING</b>	<ul style="list-style-type: none"> <li>- Able to forehand shoot a ring into or toward the net on the ice (more force than a pass)</li> <li>- Able to execute with proper grip and stick safety, knees bent, head/eyes up</li> </ul>	<ul style="list-style-type: none"> <li>- More force than a shot</li> </ul>

# Fundamentals 2 Assessment Form

Instructions: For each participant, mark Yes (Y) or No (N) for each column.

Column 1 – Success Criteria (can they do the skill?)

Column 2 – Technical Skill Criteria (does it look right)

SKILLS														
PARTICIPANTS	Forward Skating – Sculling and T-Push		Backward Skating		Stopping		Ring Control		Checking		Passing and Receiving		Shooting	
NOTES														
NOTES														
NOTES														
NOTES														
NOTES														
NOTES														
NOTES														

SKILL	SUCCESS CRITERIA (Can they do it?)	TECHNICAL CRITERIA (Does it look right?)
<b>FORWARD SKATING – SCULLING AND T-PUSH</b>	<ul style="list-style-type: none"> <li>- Able to “two-foot scull” from one line to another (ex. Ringette to blue lines)</li> <li>- Able to T-push around a cone on both directions</li> <li>- Able to two-foot hop while in motion without falling</li> </ul>	<ul style="list-style-type: none"> <li>- Starts in “V” position, push feet apart from one another, pull feet together, glide</li> <li>- Able to scull the entire distance without stopping/falling</li> <li>- Starts in “T” position, pushes directly into a 1-foot inside edge glide around a cone</li> <li>- Able to stay on 1 foot for entire turn without falling, knees bent, head/eyes up, slightly leaning towards cone</li> </ul>
<b>BACKWARD SKATING</b>	<ul style="list-style-type: none"> <li>- Able to C-cut with both feet from one line to another (ex. Ringette to blue lines)</li> <li>- Able to 2-foot backwards glide</li> </ul>	<ul style="list-style-type: none"> <li>- Starts in a backwards stance, alternating C-cuts with full extension and able to bring foot back under body consistently</li> <li>- Able to execute with proper stance – knees bent, head/eyes up, not leaning on stick, rarely falls</li> </ul>
<b>STOPPING</b>	<ul style="list-style-type: none"> <li>- Able to stop completely when skating at speed using a snowplow stop with one foot</li> </ul>	<ul style="list-style-type: none"> <li>- Able to skate between 2 points, using a one-foot snowplow stop (left and right sides) using the outside of the skate, stopping completely near target</li> </ul>
<b>RING CONTROL</b>	<ul style="list-style-type: none"> <li>- Able to protect the ring to avoid being checked</li> <li>- Both forehand and backhand with proper stick grip</li> </ul>	<ul style="list-style-type: none"> <li>- Able to check the ring from a partner who is in motion</li> <li>- Able to execute with proper stick and body safety – stick low and under partners’ stick, does not push partner over</li> </ul>
<b>CHECKING</b>	<ul style="list-style-type: none"> <li>- Able to check a partner while moving using a rainbow or sweep check</li> </ul>	<ul style="list-style-type: none"> <li>- Able to check the ring from a partner who is in motion</li> <li>- Able to execute with proper stick and body safety – stick low and under partners’ stick, does not push partner over</li> </ul>
<b>PASSING AND RECEIVING</b>	<ul style="list-style-type: none"> <li>- Able to accurately pass to a partner at different distances</li> <li>- Able to stab ring when receiving a pass</li> </ul>	<ul style="list-style-type: none"> <li>- Able to execute with proper stick grip/safety</li> <li>- Able to execute with proper stick grip/safety</li> <li>- Able to stab X of Y times (ex. 4 of 6)</li> </ul>
<b>SHOOTING</b>	<ul style="list-style-type: none"> <li>- Able to consistently forehand shoot into the net with power and accuracy</li> <li>- Able to backhand shoot into the net with power and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>- Uses proper stance and stick grip/safety</li> <li>- Beginning to raise ring into net</li> </ul>



# Fundamentals 3 - Assessment Form

Instructions: For each participant, give a score of 1, 2 or 3 for each skill  
1 – needs improvement 2 – satisfactory 3 - good

SKILLS										
PARTICIPANTS	Falling Get Up	Forward Skating Marching	Forward Skating – Gliding/ Stance	Backward Skating - Marching	Stopping	Ring Control	Checking - Safety	Passing	Shooting	TOTAL SCORE
NOTES										
NOTES										
NOTES										
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NOTES										
NOTES										
NOTES										

SKILL	1 - NEEDS IMPROVEMENT	2- SATISFACTORY	3 - GOOD
<b>GAME SENSE</b>	<ul style="list-style-type: none"> <li>- Unable to demonstrate an understanding or needs constant reminders of basic ringette rules.</li> <li>- Unable to demonstrate an understanding or needs constant reminding of positional roles.</li> <li>- Unable to demonstrate an understanding of offensive, defensive, and goaltender concepts.</li> </ul>	<ul style="list-style-type: none"> <li>- Can demonstrate an understanding of a few basic ringette rules but sometimes needs reminders.</li> <li>- Can demonstrate an understanding of positional roles but sometimes is confused or needs reminding.</li> <li>- Can demonstrate an understanding of basic offensive, defensive, and goaltender concepts but is still learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Can demonstrate an understanding of all basic ringette rules and ready to learn more complex rules</li> <li>- Can demonstrate an understanding of positions and their roles with little reminders</li> <li>- Can demonstrate an understanding of offensive, defensive, and goaltending concepts</li> </ul>
<b>FORWARD SKATING</b>	<ul style="list-style-type: none"> <li>- Unable to complete a full stride and unable to extend to athlete's full capacity</li> <li>- Unbalanced, may lean on stick in order to stay balanced or often falls</li> </ul>	<ul style="list-style-type: none"> <li>- Able to complete a full stride with full extension but is inconsistent</li> <li>- Knees are bent but often straightened, causing "bobbing" of head/body</li> <li>- Balanced, sometimes leans on stick and sometimes falls</li> </ul>	<ul style="list-style-type: none"> <li>- Able to complete a full forward stride with full extension</li> <li>- Able to execute with proper stance – knees bent, body low/leveled, head/eyes up, balanced, not leaning on stick and rarely falls</li> </ul>
<b>BACKWARD SKATING</b>	<ul style="list-style-type: none"> <li>- Unable to move backwards at a steady pace, C-Cuts are slow and difficult for athlete to complete.</li> <li>- Unbalanced, may lean on stick in order to stay balanced or often falls</li> </ul>	<ul style="list-style-type: none"> <li>- Able to move backwards slowly, athlete can demonstrate C-Cuts but they are often inconsistent or difficult on one leg.</li> <li>- Knees are bent but often straightened, causing "bobbing" of head/body</li> <li>- Balanced, sometimes leans on stick and sometimes falls</li> </ul>	<ul style="list-style-type: none"> <li>- Able to skate backwards using complete C-cuts at a consistent pace</li> <li>- Able to execute with proper stance – knees bent, body low/leveled, head/eyes up, balanced, not leaning on stick and rarely falls</li> </ul>
<b>STOPPING</b>	<ul style="list-style-type: none"> <li>- Unable to turn body and feet while stopping</li> <li>- Feet shake while stopping</li> <li>- Both feet do not remain on the ice</li> <li>- Unbalanced, may lean on stick in order to stay balanced or often falls</li> </ul>	<ul style="list-style-type: none"> <li>- Shows intent/ability to turn body and feet while stopping but is inconsistent or incomplete</li> <li>- Both feet sometimes shake while stopping</li> <li>- Shows intent/ability to keep both feet on the ice while stopping but is inconsistent</li> <li>- Balanced, sometimes leans on stick and sometimes falls</li> </ul>	<ul style="list-style-type: none"> <li>- Able to complete a full stop using a body turn in both directions</li> <li>- Feet have little shake and both remain on the ice most of the time</li> <li>- Knees mostly bent (sometimes straight), body low/leveled, head/eyes up</li> <li>- Balanced, does not lean on stick and rarely falls</li> </ul>



<b>TIGHT TURNS</b>	<ul style="list-style-type: none"> <li>- Unable to turn head, shoulders, body, or feet while turning</li> <li>- Both feet do not remain on the ice</li> <li>- Unbalanced, may lean on stick in order to stay balanced or often falls</li> </ul>	<ul style="list-style-type: none"> <li>- Shows intent/ability to turn head, shoulders, body, and feet while turning but is inconsistent or incomplete</li> <li>- Shows intent/ability to keep both feet on the ice while turning but is inconsistent</li> <li>- Balanced, sometimes leans on stick and sometimes falls</li> </ul>	<ul style="list-style-type: none"> <li>- Able to turn head, shoulders, body and feet while remaining close to the turning point</li> <li>- Both feet remain on the ice during turn, knees bent but sometimes straightened, balanced and rarely falls</li> </ul>
<b>PASSING/RECEIVING</b>	<ul style="list-style-type: none"> <li>- Unable to demonstrate ready stance and proper stick grip</li> <li>- Unable to skate while passing and receiving</li> <li>- Often passes with too much or too little power</li> <li>- Often inaccurate</li> <li>- Often misses passes</li> </ul>	<ul style="list-style-type: none"> <li>- Able to demonstrate ready stance and proper stick grip</li> <li>- Able to skate while passing and receiving but is inconsistent</li> <li>- Able to pass with the correct amount of power but is inconsistent</li> <li>- Able to pass with accuracy but is inconsistent</li> <li>- Sometimes misses passes</li> </ul>	<ul style="list-style-type: none"> <li>- Able to consistently demonstrate ready stance and proper stick grip</li> <li>- Able to pass/receive while skating</li> <li>- Often passes with correct amount of power and accuracy</li> <li>- Rarely miss receiving passes</li> </ul>
<b>RING CONTROL</b>	<ul style="list-style-type: none"> <li>- Unable to demonstrate proper body stance to protect the ring while being checked</li> <li>- Unable to use stick movements to protect the ring while being checked</li> </ul>	<ul style="list-style-type: none"> <li>- Able to use body to protect the ring while being checked but is incomplete or inconsistent</li> <li>- Able to use stick movements to protect the ring while being checked but is incomplete or inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>- Able to use body to protect the ring while being checked</li> <li>- Able to use stick to protect the ring while being checked</li> </ul>
<b>CHECKING</b>	<ul style="list-style-type: none"> <li>- Unable to demonstrate proper stick and body positioning while checking</li> <li>- Unable to check while moving</li> <li>- Unable to demonstrate accuracy while checking, stick often rises too high or misses target</li> <li>- Unable to demonstrate correct amount of power when checking, often checks with too much or too little power</li> </ul>	<ul style="list-style-type: none"> <li>- Able to demonstrate proper stick and body positioning while checking.</li> <li>- Able to move while checking but movement is often slow or inconsistent.</li> <li>- Able to demonstrate accuracy when checking but it is often inconsistent.</li> <li>- Able to demonstrate correct use of power when checking but it is inconsistent.</li> <li>- Able to use of body to protect the</li> </ul>	<ul style="list-style-type: none"> <li>- Able to consistently demonstrate proper stick grip and body positioning during checking</li> <li>- Able to consistently move while checking</li> <li>- Able to consistently show accuracy when checking</li> </ul>

<b>SHOOTING</b>	<ul style="list-style-type: none"> <li>- Unable to demonstrate proper stick grip and body movement while shooting.</li> <li>- Unable to remain in motion while shooting.</li> <li>- Unable to demonstrate use of accuracy.</li> <li>- Unable to use correct amount of power.</li> <li>- Unable to demonstrate both backhand and forehand shot.</li> <li>- Unable to lift ring on backhand.</li> </ul>	<ul style="list-style-type: none"> <li>- Able to demonstrate proper stick grip and body movement while shooting.</li> <li>- Able to remain in motion while shooting, glide.</li> <li>- Able to use accuracy but it is inconsistent.</li> <li>- Able to use correct amount of power but it is inconsistent.</li> <li>- Able to attempt backhand and forehand shot.</li> <li>- Able to lift ring on backhand but is inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>- Able to demonstrate proper stick grip and body positioning during shooting</li> <li>- Able to demonstrate ability to skate while shooting</li> <li>- Able to consistently shoot accurately and with the correct amount of power</li> <li>- Able to demonstrate forehand and backhand shot</li> <li>- Able to lift ring with backhand shot</li> </ul>
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