



Social Distancing Practice – *return to play protocol*

PLAN AHEAD:

1. Talk to your athletes/parents regarding the requirements for spacing between themselves and others.
 - a. Water bottles spaced out across bench, make sure athletes know which ones are theirs. Can use markers/tape to block off a space along the boards for each athlete.
 - b. Divide group into different colours/groups and stagger water breaks. (group 1 go get water; group 2 will go next).
 - c. Mark spots on the ice (or use pylons) that block off various areas and draw your athletes' attention to them.
 - d. Demonstrate what a 3m bubble looks like. Have athletes show you they understand.
 - e. Explain that there could be consequences for not following these instructions. Don't create fear, but stress responsibility and awareness.
2. How many on-ice helpers will you have? Anyone on the bench? If a child needs their skates tightened/loosened, or a helmet/hair fix, who will help them?
3. What are the facility guidelines regarding spectators?
4. Who is your safety officer? Has everyone completed the check-in?

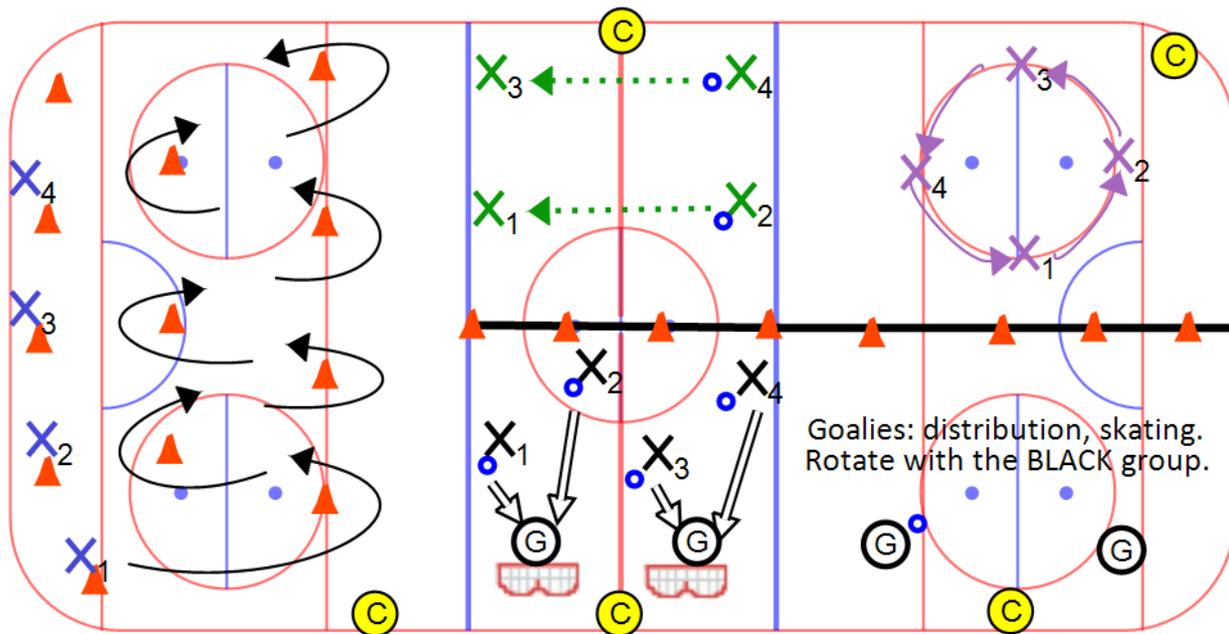
ON-ICE ACTIVITIES:

1. Have a practice plan in place, communicate it with other coaches or on-ice helpers, parents/athletes. Assign athletes a group/colour well ahead of time to decrease confusion and save time once you're at the arena.
2. Make use of the whole ice. If you are sharing with another group, find out if/how you could combine. Do this BEFORE you get to the arena so you can plan together.
 - a. Ensure groups are well within numbers implemented by Ringette Manitoba and the arena.
3. Create a series of stations to avoid athletes waiting in long lines.
 - a. This also means fewer athletes trying to see a coaching board. Athletes may do better with a demonstration of the activity at that station rather than a drawing.
4. Ask for more than 2 nets on the ice if available and beneficial to athletes' development.
5. Examples of stations that would not require close contact:
 - a. Shooting – forehand/backhand or can become target practice for power and aim.
 - b. Passing – off the boards or with a partner(s). Can be quick passes, long passes, backhand etc.
 - c. Skating – can focus more on edge awareness and stride technique (ie. power skating). You do not need a big space to practice edgework and pivots, both of which will lead to improved agility.
 - i. For endurance training, have athletes do drills where lineups are limited, and players are not skating right beside or behind one another.
 - d. Goalies – can be at a shooting station(s), or their own station(s), or alternate back and forth.
 - i. Skating – telescoping, shuffling, t-pushes, etc.
 - ii. Positioning – side to side, angles, down & up maintaining balance and staying square to the shooter.
 - iii. Distribution – could be at a passing station working with skaters, throwing and stick passes.

- e. Games – many games could be played if properly adapted and communicated by coaches. Know what your athletes can handle and will be able to execute without breaking the 2-3-meter bubble.
 - i. Mirror: with a partner, copy what they do while keeping a distance. Define the space they are allowed to use so they don't bump into others.
 - ii. Baseball: Make sure the skating lane is far enough away from the passers. Instead of skating around the passers, have them skate elsewhere. Passers can call out a word when they're done etc.

DIAGRAMS:

Example of an ice setup where everyone maintains a 3m distance from each other. Activities at each station can be changed easily. Athletes should probably bring their water bottles with them as they rotate through the stations. The same coach could supervise Green and Purple at the same time, or other combinations. How many stations may well depend on the age of the athletes and how many coaches/instructors are available.



Key points :

BLUE: skating (tight turns, pivots)	GREEN: passing	BLACK 3: shooting	PURPLE: skating (outside edge work, t pushes)
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Example of a 3m distance between participants for physical distancing:

