

STAY PUT



Canadian
Lacrosse
Association

ACKNOWLEDGEMENTS

The Canadian Lacrosse Association would like to acknowledge the contribution of the following people for their work on this document:

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TABLE OF CONTENTS

Overview of Lacrosse	2
Box Lacrosse	3
Men's Field Lacrosse	4
Women's Field Lacrosse	5
Inter-Lacrosse	6
The Canadian Lacrosse Association	7
MA/AMAs	8
The CLA's NCCP	9
Fundamental Skills	10
Practice Plans	33
Season Plans	35
Additional Resources	back

OVERVIEW OF LACROSSE

Canadians have been ***playing lacrosse for centuries***. The action, agility, and teamwork in this sport helps young athletes develop the skills they need to be active for life. Lacrosse is not difficult to learn and it teaches a number of fundamental skills young athletes can apply to any sport. The constant running and momentum of the game builds endurance and dexterity, while the throwing, catching, and passing develops valuable coordination skills.

Lacrosse is uniquely Canadian, having been conceived in Canada and played centuries ago by the Iroquois and Ojibway as a way to acknowledge their Creator and honour their elders. More recently, lacrosse was named Canada's National Summer Sport by an act of Parliament in 1994.

There are four types of lacrosse played in Canada:

- Box
- Men's Field
- Women's Field
- Inter-Lacrosse

BOX LACROSSE

Box Lacrosse is played on a standard sized arena floor and features 6 players (1 goaltender and 5 runners) on the floor at one time. The strategy of Box Lacrosse is similar to that of basketball, with all five runners involved in the offense and defence. Added to the appeal are the speed and excitement created by a 30 second shot clock. The combination of action and reaction makes Box as much fun to play as it is to watch.

Box Lacrosse is played almost exclusively in Canada, with annual national championships occurring at seven levels. The award of the premiere junior (17-21) championship is the Minto Cup, while the best senior players in Canada (over 21) play for the Mann Cup.



MEN'S FIELD LACROSSE

Men's Field Lacrosse is played outdoors on a 100 x 55m field and features 10 players (1 goaltender, 3 defenders, 3 midfielders and 3 attackers) on the field at one time. Men's Field is very similar to Box in the fundamental skills of passing and catching, and the physical nature of the play. The games differ in the style of play and strategy. There is no controlling shot clock in Men's Field and the game is more strategic and relies more heavily on possession and control of the ball.

Every four years the Federation of International Lacrosse (FIL) holds a World Championship at the Junior and Senior levels. Canada is traditionally locked in a battle of supremacy for these titles with the United States.



WOMEN'S FIELD LACROSSE

Women's Field Lacrosse is a quick, free-flowing game which is easy to understand and watch. The game is played on a 100 x 55m field with 12 players a side on the field. Unlike Men's Field or Box Lacrosse, Women's Field is a non-contact sport. There is no aggressive checking with either the stick or the body. This results in a more fast-paced, polished game centred on ball movement.

The Federation of International Lacrosse (FIL) sanctions international championships at the junior and senior level on a four-year cycle. Canada consistently places in the top four positions and performances at the last few championships have clearly shown the promise of great things to come.



INTER LACROSSE

In Inter-Lacrosse, participants use a molded plastic stick and a soft, air-filled ball. The game is easy to play, adaptable to many environments, and participants quickly learn the fundamental lacrosse skills of scooping, cradling, passing and catching the ball.

Inter-Lacrosse is an ideal activity and game for the educational and recreational systems. As a novel activity, Inter-Lacrosse is a fun, educational, low-risk activity.



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THE CANADIAN LACROSSE ASSOCIATION (CLA)

The CLA is the national governing body for lacrosse.

Some of the services we provide to our members are:

- Organization and delivery of the national team program
- Organization and delivery of national championships
- Production of coaching and officiating resources
- Production of athlete development resources
- Management of inter-provincial player transfers
- Production of Sticks & Stones bi-monthly e-newsletter

Contact Info

Canadian Lacrosse Association

18 Louisa Street, Suite 310
Ottawa, ON K1R 6Y6

Tel: 613-260-2028

E-mail: info1@lacrosse.ca

Website: www.lacrosse.ca

MEMBER/ASSOCIATE MEMBER ASSOCIATIONS (MA/AMAS)

Our MA/AMAs govern lacrosse in their designated province/region.

Some of the services our MA/AMAs provide to their members are:

- Organization and delivery of provincial team programs
- Organization and delivery of provincial championships
- Organization and delivery of coaching and officiating courses
- Distribution of coaching, officiating and athlete development resources

LISTING OF MA/AMAS

BC Lacrosse Association

604-421-9755

info@bclacrosse.com

Lacrosse New Brunswick

506-654-1098

majorlac@nbnet.nb.ca

Alberta Lacrosse Association

780-422-0030

info@albertalacrosse.com

Lacrosse Nova Scotia Society

902-266-0677

info.lacrossens@gmail.com

Saskatchewan Lacrosse Association

306-780-9216

lacrosse@sasktel.net

Newfoundland Lacrosse Association

709-687-2270

general@nllacrosse.ca

Manitoba Lacrosse Association

204-925-5684

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Iroquois Lacrosse Association

315-715-4414

merank44@hotmail.com

Ontario Lacrosse Association

416-426-7066

peter@ontariolacrosse.com

CanAm Lacrosse

716-542-4600

ada4turtles@aol.com

Fédération de crosse du Québec

450-464-6606

crosse@crosse.qc.ca

THE CLA'S NATIONAL COACHING CERTIFICATION PROGRAM (NCCP)

Coaches are mentors, motivators and leaders. Along with parents and teachers, coaches have a profound impact on the future of our children.

It's a great responsibility, and Canada's two million coaches embrace it with passion and dedication.

The National Coaching Certification Program (NCCP) gives coaches the confidence to succeed. When you take an NCCP workshop, you'll not only gain sport-specific technical abilities, but also mentoring and decision-making skills.

NCCP training will open doors to new opportunities in coaching and in life.

WHO IS IT FOR?

NCCP workshops are designed for all types of coaches. Whether you're thinking about coaching your child's community team or you're already the head coach of a national team, NCCP has workshops to meet your needs.

HOW MUCH TIME DOES IT TAKE?

NCCP training doesn't require much time. Individual workshops can be completed in a single evening, and some workshops can now be taken online at your convenience.

WHERE DO I START?

The National Coaching Certification Program (NCCP) makes it easy to get started and stay motivated on the path towards coaching skills development.

COMMUNITY SPORT

Community Sport Initiation

PRE-REQUISITES: None

INCLUDES: Clinic

RECOMMENDED FOR: Mini-Tyke/Tyke (Box)

Community Sport Development

PRE-REQUISITES: None

INCLUDES: Clinic, workbook

REQUIRED FOR: Club level Novice-Pee Wee (Box); Club level up to Midget (Men's Field);
Club level up to U17 (Women's Field)

COMPETITION

Competition Introduction

PRE-REQUISITES: Completion of Community Sport Development course

INCLUDES: Clinic, workbook, in-person evaluation, online ethics test

REQUIRED FOR: Provincial teams; Club level Bantam and up (Box); Club level Junior and up (Men's Field); Club level U19 and up (Women's Field)

Competition Development

PRE-REQUISITES: Completion of Competition Introduction course

INCLUDES: 3-part clinic, 3 multi-sport modules, portfolio, 3 online tests, 3 in-person evaluations

REQUIRED FOR: Not yet required for coaches at any level

To sign up for a CLA NCCP course, please contact your Member/Associate Member Association.

FUNDAMENTAL SKILLS

The Ready Position

HOW TO

- Bottom hand is at the butt of the stick and the top hand is placed anywhere from the butt to the throat, depending on how the stick is being used (i.e. hand position will be different for catching, cradling, throwing, reaching and checking).
- The head of the stick is held at about shoulder height with the top hand near the throat and the bottom hand at the butt of the stick.



COMMON ERRORS

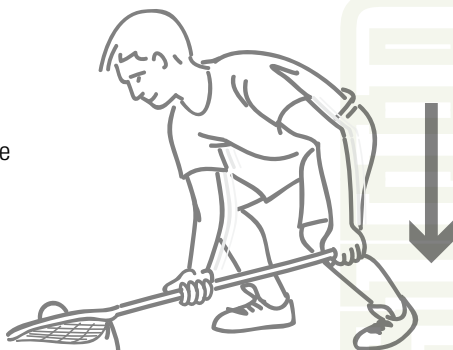
- The natural way to hold the stick is to let the arms hang. If this position becomes a habit, players find it very difficult maintaining the ready position while on the floor and end up missing many opportunities to maintain or gain possession of the ball.



Scooping

HOW TO

- Position the instep of the dominant foot beside the ball.
- Bend the knees to get the butt of the stick as low as possible, keeping head down and eyes on the ball.
- Push off the back foot to accelerate through the ball.
- Return to the Ready Position.



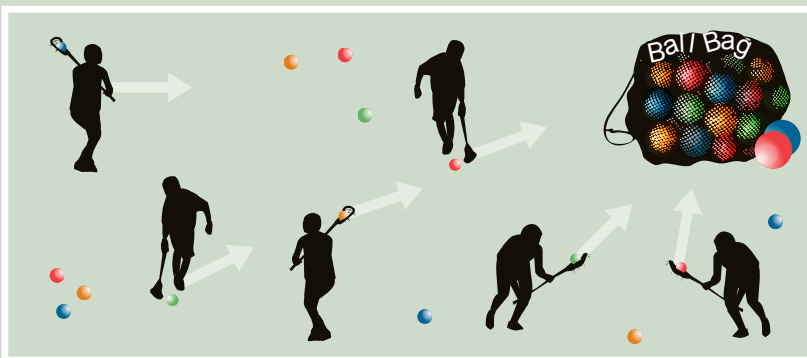
COMMON ERRORS

- Not bending the knees.
- The handle of the stick being more vertical than it is parallel to the ground.
- Not accelerating the stick head through the ball by pushing off of the back leg.

SAMPLE DRILLS

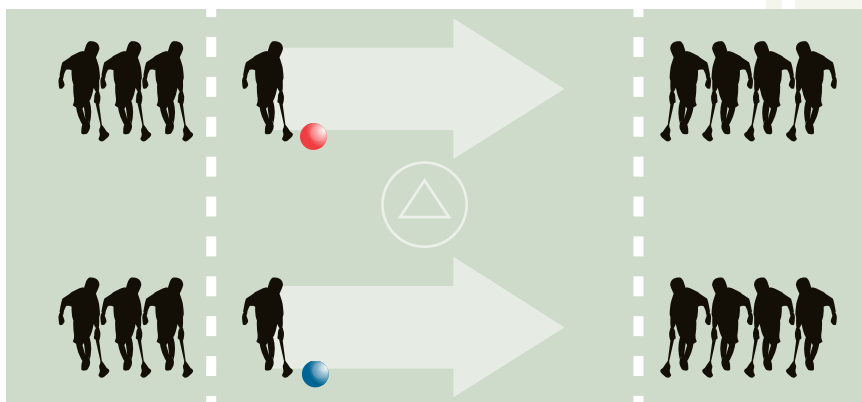
Ball Bag

- Scatter balls all over the playing area.
- On the whistle, athletes run around, scooping up one ball at a time, which they must then cradle and drop into the ball bag.
- Continue until all balls are in the bag.



Scooping Relay Race

- Split the athletes into teams of approximately 8.
- Line up 4 athletes at one end of the playing area and 4 at the other. Balls all start at one end with the first athlete in each line.
- 1st athlete in each line starts with the ball on the floor in front of them and must scoop it up.
- The athlete runs down to their teammate at the front of the other line and puts the ball on the ground in front of them.
- The 1st athlete in that line then scoops up the ball and repeats until all athletes are back to their starting positions and seated.



Scoop Count

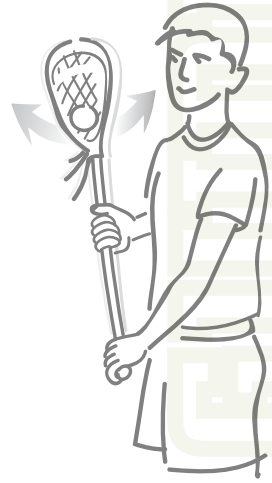
- Divide the playing surface into four quarters. One team in each quarter.
- Each team has a ball on the ground and they have to scoop it up as many times as possible in 2 minutes.
- Everyone on the team must scoop the ball once before anyone can scoop it up a second time.
- Teams count the number of times they scoop the ball in 2 minutes.



Cradling

HOW TO

- Keep the bottom hand loose in order to allow the shaft to rotate.
- Place the top hand near the throat.
- Place both thumbs along the shaft, not around it.
- When the arm moves back, extend the wrist. When the arm moves forward, flex the wrist, thereby creating a cradling or rocking movement.
- The arms should be held close to the body.



COMMON ERRORS

- Moving the arm back and forth and not flexing the wrist.
- Tension in the wrist.
- Lack of coordination.

SAMPLE DRILLS

Learning How to Cradle

- Have all athletes face you with their stick up and a ball on the ground in front of them.
- Demonstrate the cradling motion without a ball. Have athletes follow along and mimic your actions. Have the athletes cradle with the left and then the right hand on top.
- Repeat the cradling motion with a ball. Have athletes follow along and mimic your actions. Once they are comfortable standing and cradling, have them try walking and cradling.

Figure 1

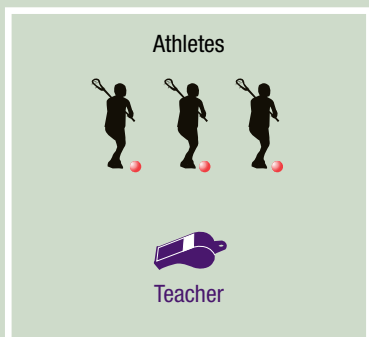
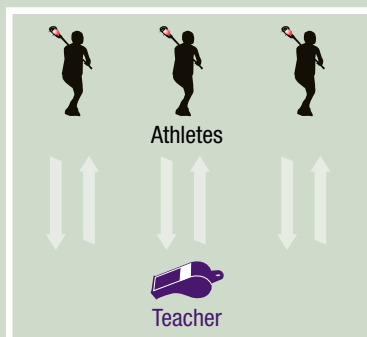
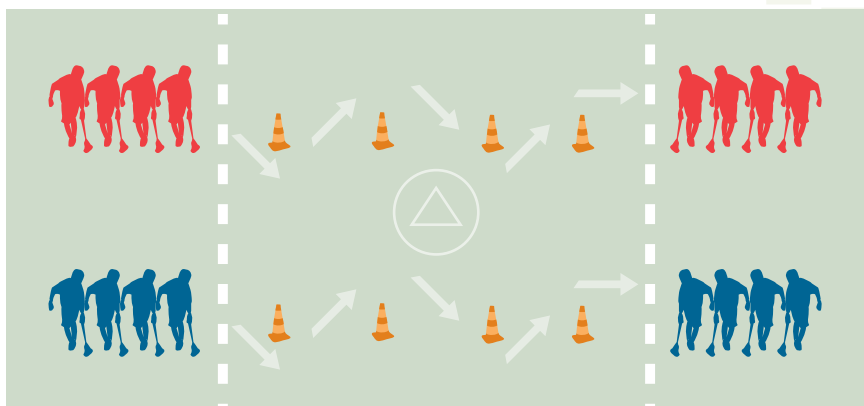


Figure 2



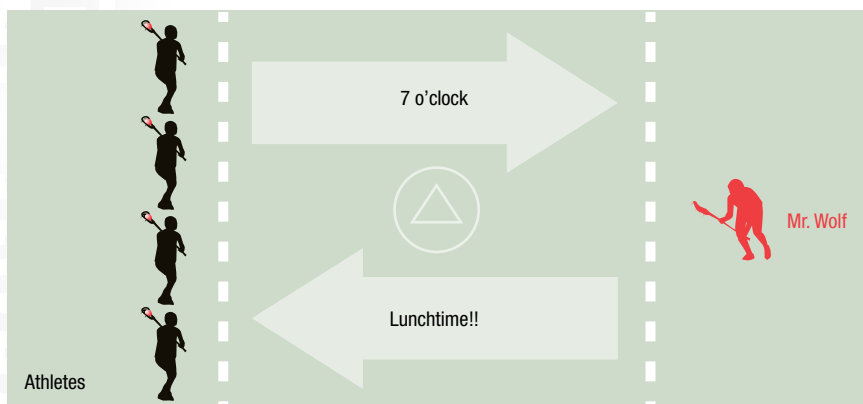
Cradle Weave Shuttle

- Divide the athletes into groups of at least 8.
- Athletes make 2 single file lines of 4 standing 20m apart, facing each other.
- Space out 4 cones between them for the athletes to weave through.
- On the whistle, the athletes start running toward the opposite line, weaving between the cones.
- When the athlete reaches the opposite line, the athlete at the front of the opposite line goes.



Cradling Mr. Wolf

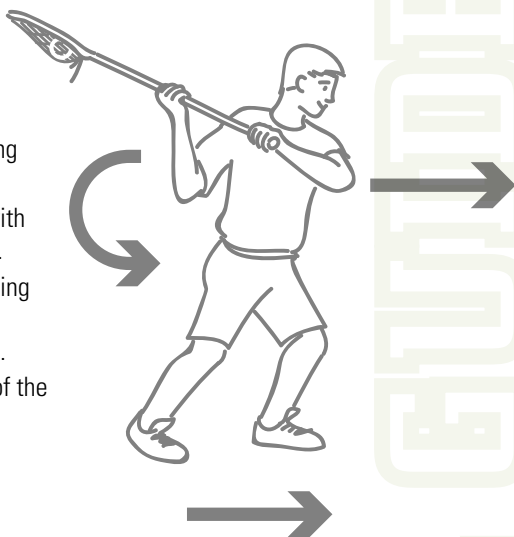
- Athletes line up at one end of the playing surface with their stick and ball.
- One athlete is Mr. Wolf.
- Athletes call out “What time is it Mr. Wolf?”
- Mr. Wolf calls out a time, i.e. 7 o’clock and athletes have to walk 7 steps while cradling the ball.
- When Mr. Wolf calls “lunchtime”, the athletes try to get to the other end without dropping their ball or being tagged by Mr. Wolf.
- Athletes that drop the ball or get tagged join Mr. Wolf in his wolf pack.



Passing

HOW TO

- Turn so that the shoulder is facing the target.
- Extend the arms straight back with the elbow pointing at the target.
- Start the passing action by rotating the hips and shoulders while stepping onto the dominant foot.
- Follow through in the direction of the target.



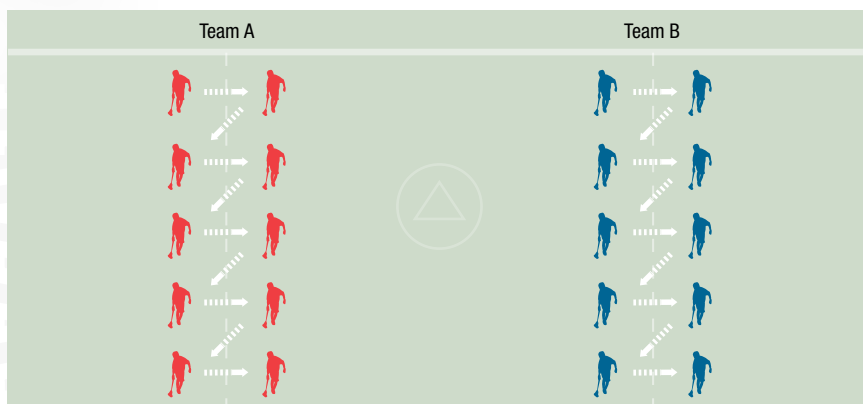
COMMON ERRORS

- Lining up with the chest facing the target.
- Pushing with the top hand.
- Using the arms and not the body to generate the force.
- Not transferring the weight from back to front.
- Throwing off of the wrong foot.

SAMPLE DRILLS

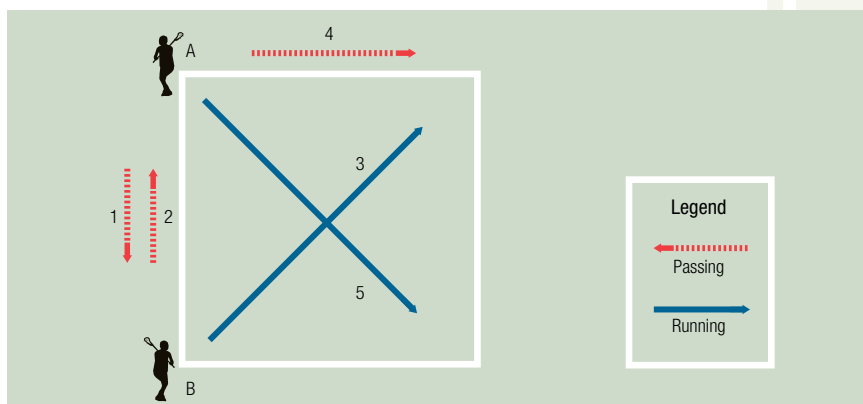
Consecutive Passes

- Each team makes 2 lines facing each other, 5 m apart.
- Athlete at the end of one line has a ball.
- Team passes the ball in a zig zag pattern down the line.
- When the last teammate gets it, they move the ball back to the start in a zig zag motion and it continues back and forth.
- If the ball is dropped, the athlete picks the ball up and resumes the drill from that spot.
- When back to the beginning, add sticks and do it again.
- Team with the most consecutive passes wins.



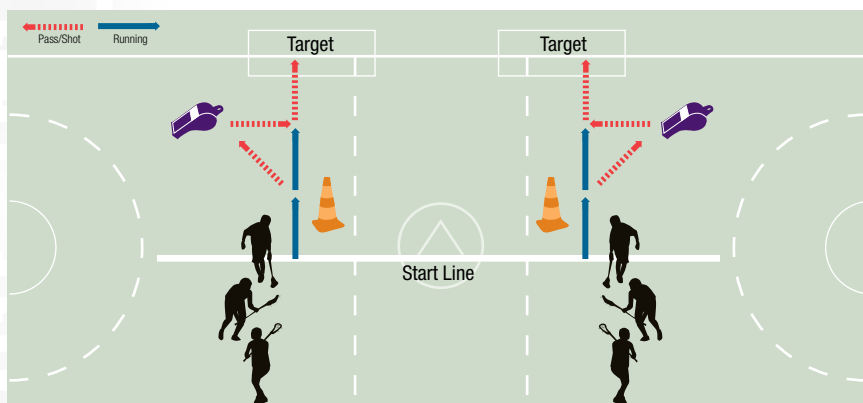
Give & Go

- Divide the athletes into pairs.
- Make a 10m square for every pair of athletes.
- Have athletes stand next to a cone straight across from each other.
- Athlete A passes straight across to their partner.
- Athlete B catches the ball, passes it back and sprints diagonally to the other cone in line with his/her partner.
- When Athlete B reaches the cone, Athlete A now passes to their partner and sprints across the box to the cone diagonally from them.
- Continue for 30 seconds and then switch partners.



Passing on the Move

- Divide the athletes into equal lines.
- Place a cone 5m in front of each line towards the goal/target. Place a coach or teammate to the side of each cone.
- Have the athletes run to the cone, pass to coach/teammate, receive a return pass and shoot at the net, without stopping.
- After taking their shot, athletes return to the end of their line.



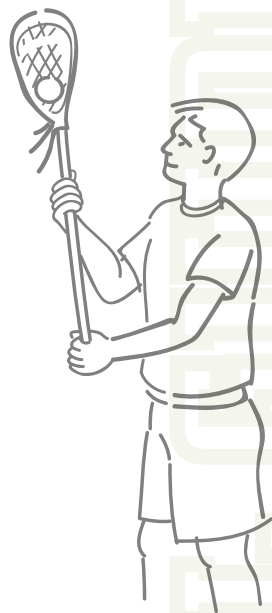
Catching

HOW TO

- Start in the Ready Position and slide the top hand to the throat of the stick.
- Present a target by extending the stick head up and in the direction of the passer.
- Move the head like a glove into the path of the ball and watch the ball fall into the stick.
- Cushion the incoming ball by bringing the stick back to the Ready Position as the ball enters the stick.

COMMON ERRORS

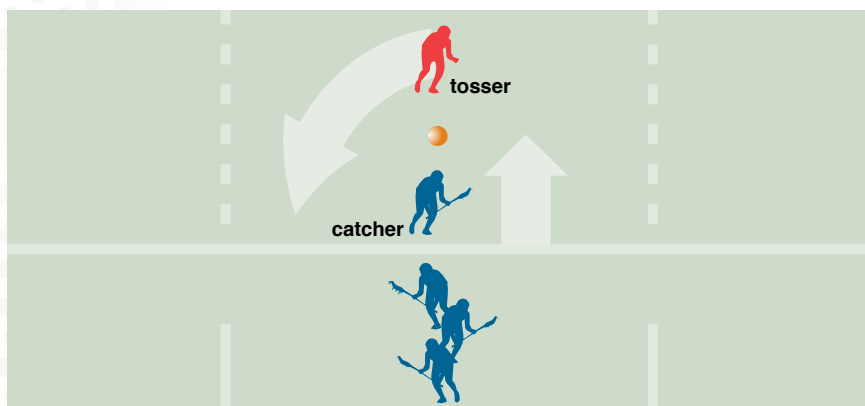
- Hitting at the ball instead of letting the ball fall into the pocket.
- Twirling your stick, instead of cushioning the ball.



SAMPLE DRILLS

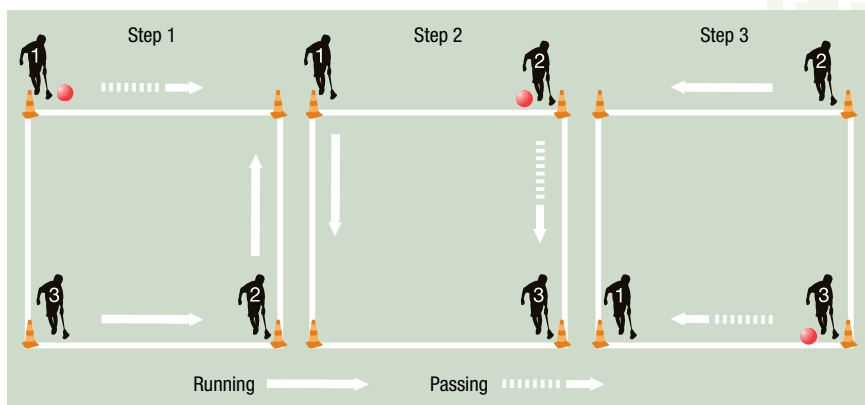
Catching Shuttle

- Assemble all but one athlete in a line at one end of the playing area. Remaining athlete stands at the opposite end of the playing area with a ball. He/she is the tosser.
- The 1st athlete in the line (the catcher) runs toward the tosser.
- The tosser tosses the ball (with their hands) and the catcher catches it with their stick.
- Tossers runs to the end of the line, catcher becomes tosser.



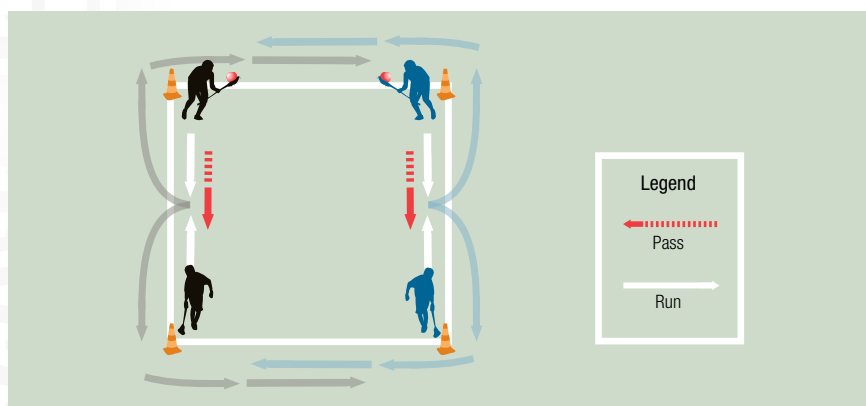
3 Person Square

- Set 4 cones up in a 20x20m square.
- Place an athlete at 3 of the cones, leaving one cone empty.
- Athlete 1 across from the empty cone has the ball.
- Athlete 2 runs to the empty cone to receive a pass.
- Athlete 2 turns toward the cone where they just came from and passes to Athlete 3, while Athlete 1 runs to the empty cone.
- Athlete 3 passes to Athlete 1, while Athlete 2 runs to the empty cone.
- Continue the cycle for a couple minutes then change direction.



Heads Up!

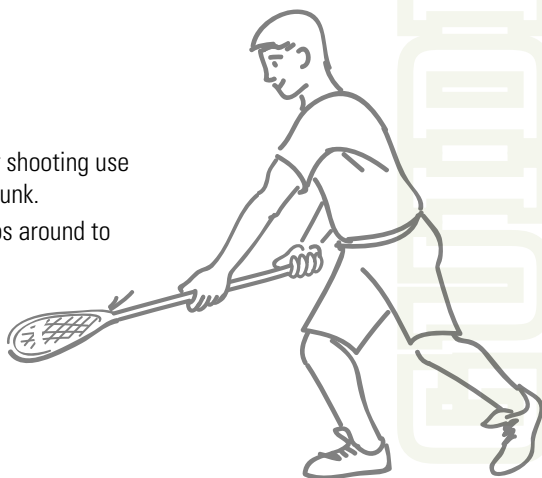
- Make a square 20 m x 20 m. Pair athletes up. 2 pairs per square.
- Partners stand across from each other at a cone.
- Ball starts at same side of the square for both pairs.
- Partners run toward each other.
- Athlete without the ball calls for a pass.
- After the pass, athletes turn and run outside the square to the other side.
- Continue for 1 minute then switch partners.
- Repeat until all athletes have worked with the 3 others in their square.



Shooting

HOW TO

- Follow Steps 1-4 of Passing.
- To exert the force required for shooting use the muscles of the legs and trunk.
- For added speed, snap the hips around to face the target.
- For added accuracy, keep the hands soft and try to relax.



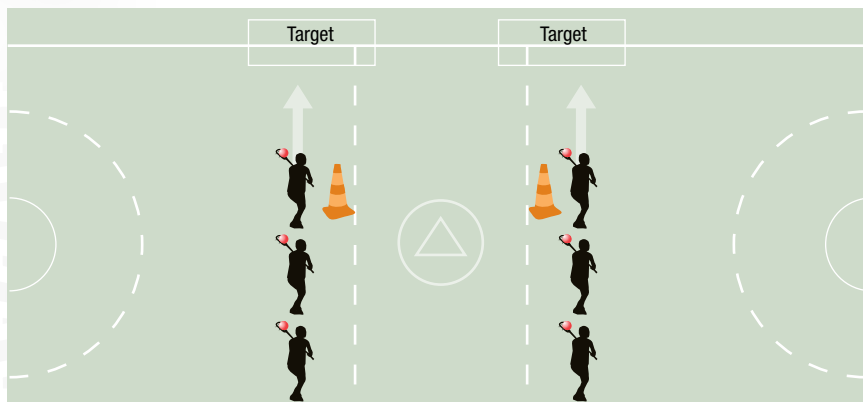
COMMON ERRORS

- Lining up with the chest facing the target.
- Pushing with the top hand.
- Using the arms and not the body to generate the force.
- Not transferring the weight from back to front.
- Throwing off of the wrong foot.

SAMPLE DRILLS

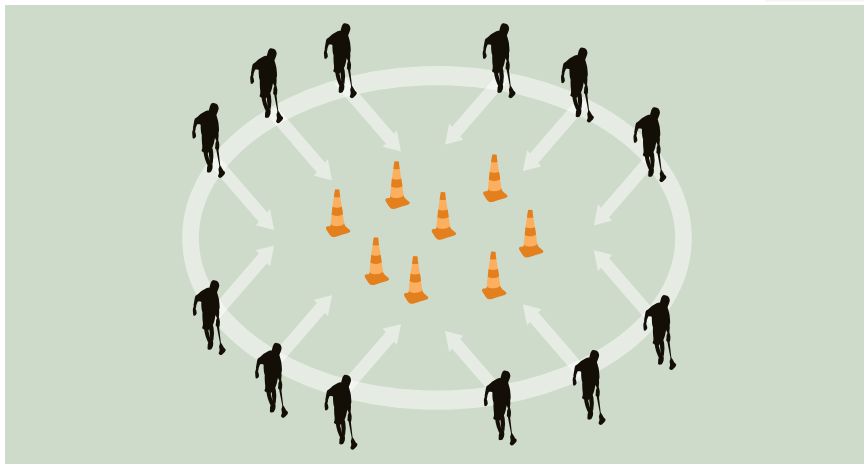
Accuracy King - Bounce Shot

- Ideally, if inside, tape hoops to walls at varying heights below 5 feet. If outside and using nets, attach hoops or targets to the nets.
- Place a cone or marker 10 feet from the nets/targets.
- Athletes line up in front of each net/target with a ball in their stick.
- Bottom hand is closest to the target and pointed at the target.
- Feet just more than shoulder-width apart.
- Athletes shoot the ball at the target and scoop their ball after the shot and go to the next line.
- Athletes should practice shooting from both sides.



Knock Over

- Stand up objects to be knocked over.
- Make a large circle around the objects.
- Athletes shoot the balls at the objects trying to knock them over.
- They must scoop up balls outside the circle – they cannot go into the circle.
- Once all objects are knocked over, reset and try to do it faster.



Shooting Baseball

- Set up four targets.
- Place cones at progressively farther distances from each target.
- Closest cone is a single, next one is a double, third is a triple, last one is a home run!
- Start all athletes at the first cone.
- Athlete takes a shot. If they hit the target, they collect their ball and move to the next cone. If they miss, they collect their ball and return to the back of the line.
- Once an athlete hits a home run, they return to the first line and try shooting with their opposite hand.



PRACTICE PLANS

Purpose and objectives

- Start by outlining the purpose of the practice and set some objectives that will help you measure whether or not the practice was successful

Warm-up

- 5 minutes
- Start every practice with a warm-up activity
- Focus on circulation, dynamic stretching and mental preparation

Skill Introduction

- 5 minutes
- Demonstrate the skill, highlighting the teaching points provided in this guide
- Review common errors

Drills

- Max. 10 minutes/drill
- Plan to run at least 3 drills
- Stop play to correct errors as you see them

Game

- 10 minutes
- Just before cooling down, end the practice with a game
- Lacrosse should always be FUN!

Cool Down

- 5 minutes
- Focus on mental review and static stretching

Practice Plan Template

PRACTICE PLANNER #1		
Date: Time: Location:		
Purpose of practice: Objectives:		Reminder:
TIME	ACTIVITY OR DRILL	KEY ELEMENTS
	Warm-up:	
	Skill Development:	
	Skill Practice:	
	Fitness:	
	Cool-down:	
Evaluation		Things to work on:

SEASON PLANS

Lacrosse, in a majority of cases, is not the only sport an athlete participates in. Most athletes have a host of other activities taking up their time, which makes the task of training and preparing the athlete and the team for a successful season paramount. A properly filled-out season plan can make a world of difference.

Things to Consider

- **Length of your season:** The breakdown of months can be different from division to division and depending on the calibre of play.
- **Periods of training:** Although there are different terms for the periods of training utilized, the common ones are pre-season, in-season and play downs. In some instances and depending on the complexity of the program, an additional period called postseason may be added. The length of the pre-season will depend on the length of time that the athletes are under the direction of the coaching staff. The length of the in-season and play down periods are set by the league in which the team participates – again it varies depending on the division and the calibre of play.
- **Administrative Duties:** It is important to note all of the administrative dates and procedures that must be adhered to in order to ensure a successful year of play.
- **Evaluations:** In order to have a training system that will produce the necessary results, the coach must establish the “Starting Line”. It is imperative that the coaching staff conduct an evaluation of the athletes very early in the season (pre-season) and they may want to set another session for a couple of weeks into the season. Once the initial evaluation has been completed, the coaching staff can put into place practice plans that address the areas that require attention. The follow-up evaluations will give the coaching staff a true indication of whether the practice plans established to address the problem areas are working and producing the desired results.
- **Physical Preparation:** The season plan template includes a list of physical preparation factors that a coach should be concerned with. Again this will vary greatly with the age of the athletes and the calibre of play. The season plan will indicate when the athlete will be introduced to the training, when he/she will be doing enough to maintain the desired level and when, if necessary, the training will be re-visited or enhanced.

- **Mental Preparation:** Similar to physical preparation, mental preparation takes a while to master in the game of lacrosse. Apply the same principles indicated in the physical preparation module – introduce, maintain and enhance.
- **Individual Skills:** The season plan template includes a list of some of the skills that would be considered individual skills. The coach must determine which individual skills he/she needs to address. Others, such as face-offs and screening, can be added. Once the initial evaluation takes place, the coaches will have a precise list of skills that need to be addressed and decide how much time needs to be devoted to each skill. Individual skill enhancement will dominate the practice sessions during the pre-season phase and gradually lessen as the season progresses.
- **Team Skills:** Again the coach will determine which skills will appear on the season plan. Skills such as break-outs, line changes, 6-on-5, etc. can be added to your final list. Once the coach has determined his/her players' skill levels through initial evaluations and early pre-season practice sessions, the coach can then introduce the appropriate team skills into his/her practices. As you approach the first game, and as the session progresses, the coach will increase the time allotted to team skills. It should be noted that the switch to more team skills and less individual skills is somewhat deceptive because the athlete continues to hone his/her individual skills while practicing team strategies. Just prior to play downs or tournaments the team strategies will dominate the practice times.

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ADDITIONAL RESOURCES

The Canadian Lacrosse Association's website (www.lacrosse.ca) has the latest news on national teams, equipment bulletins and new initiatives across the country.

Lacrosse FITS (www.lacrossefits.ca), the CLA's grassroots program has 60 free, downloadable lesson plans on its site!

The CLA's online coaching program (<http://nccp.lacrosse.ca>) allows you to sign up for clinics, complete your evaluation workbooks and create your own drills, all online!

The Locker (<https://thelocker.coach.ca>) allows you to view and download your NCCP coach transcript at any time.

The Coaching Association of Canada's website (<http://coach.ca>) allows you to complete your online ethics test, read up on coaching news and find multi-sport courses in your area.

Also, check out the CLA on Facebook (www.facebook.com/CanadianLacrosseAssociation) and Twitter (<http://twitter.com/LacrosseCanada>).