



**Lacrosse Canada**  
**Long-Term Development Committee**  
**Recommendation around Men ' s Field Lacrosse Age Categories**  
**May 2021**

**Appendices**

- A. Supporting Figures and Charts
- B. LTD Committee Membership
- C. Terms of Reference
- D. LTD Activation Plan
- E. Resources
- F. Committee and Consultation Meetings

**Background**

*Coach Sarcasm*

*“Although USA Baseball spent nearly 8 years developing this information (LTAD for Baseball), I clearly know more about the game and the development of the youth athlete. I’ll disregard the Long - Term Development Model and the Zone of Proximal Development because I am the League President, and I was the clean - up hitter in High School. Of course, I know better.”*

The above sarcastic comment from a coach shows the challenges that exist in implementing Long-Term Development (LTD). Even though lacrosse approved its initial LTD over a decade ago, its implementation has been inconsistent in general and across the country. Obviously more work needs to be done in communicating and implementing LTD. This second attempt at LTD can take these prior efforts, not just in lacrosse, but across all sports, into account in its re-design.

Long-Term Development (LTD) in Sport and Physical Activity is a framework for the development of every child, youth, and adult to enable optimal participation in sport and physical activity. It takes into account growth, maturation and development, trainability, and sport system alignment.

The art of coaching and program design also plays a significant role in our framework - and for coaches who must make multiple day-to-day coaching decisions the framework extrapolates from currently available scientific literature (when no specific research has been undertaken or is available). In doing so we recognize the risk of being wrong—but also recognize that to be world leading we must “push the envelope.” Evidence-based conclusions can only be drawn from



analyzing published research that takes years to accumulate. Athlete development cannot be both fully evidence based and cutting edge.<sup>1</sup>

A key LTD concept is the difference between chronological age and developmental age. Chronological age is “the number of years and days elapsed since birth.” Children of the same chronological age can differ by several years in their level of growth and maturation. In contrast, developmental age is the age in years and months of the average youth with the same development as the individual in question. If a 15-year-old has the same development as the average 13-year-old, their developmental age is 13. Developmental age can be based on different body systems, including skeletal maturity or sexual maturity and different systems may give slightly different developmental ages, and therefore should be treated as an approximation unless measured by skilled evaluators with specialized equipment. In sport, developmental age should be used as an indicator of the above factors.

The issue of chronological vs developmental age is not unique to sport. In education, Vygotsky’s *Zone of Proximal Development* is the typical model used to locate a student’s “sweet spot” for learning. In layman’s terms, some children are reading at a 5th grade level in 1st grade and others may be reading right on grade level. The educator is to place the children in these zones where they find the most chance at development – the Zone of Proximal Development (ZPD). They are challenged, but not overwhelmed. They are also not bored with material they find easy. This is really what most youth sports organizations dance around but do not understand. Each child should be placed in his own ZPD. This might also be what we refer to in our coach education as “The Challenge Zone.”

The framework recognizes that the cognitive, emotional, moral, and psychosocial development of children are important components of maturation, and significantly contribute to progress in sport from introductory play all the way up to and including world-leading performances. Ultimately, both sporting excellence and an active, healthy population are outcomes of a sport and physical activity development process that is top quality, well-designed, inclusive of all, and properly implemented. Long-Term Development in Sport and Physical Activity is a uniquely Canadian, world-leading design - NOW is the time to fully implement it.

Based on clearly defined developmental stages, LTD provides recommendations for ratios of training-to-competition hours, points of emphasis in skills training, formats for competition, and more. When adapted to a specific sport such as lacrosse, it provides coaches and administrators with clear guidelines for

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<sup>1</sup> Greater detail on this is found in the Sport for Life publication Athlete Development Matrix, which, because of the advantage that it provides to coaches, is available only to Canadian National Sport Organizations (NSOs). Additional in-depth technical information on many aspects of Long-Term Development is available in supporting publications available online from [sportforlife.ca/resources](http://sportforlife.ca/resources).



designing training and competition programs at every developmental stage to optimize long-term skills acquisition and performance.

Reflecting the principle of continuous learning, in 2019, Canadian Sport for Life released its third edition of Long-Term Development in Sport and Physical Activity. The objective of this new and improved framework is to promote both sporting excellence at the highest international level and life-long engagement in health-enhancing physical activity.

For example, there is an enhanced section on quality sport. Not all sport and physical activity experiences are good. This resource supports leaders to improve the quality of sport and physical activity delivery. We want “good programs, delivered by good people, in good places.” Good programs are developmentally appropriate, based on the physical, cognitive, emotional, and moral stages of development of participants. Quality sport and physical activity ensures that safe sport is an essential element for all people involved. This means that well run programs are developmentally appropriate, safe, and inclusive, foster individual excellence, and optimum health, which leads to quality sport.

#### Key Definitions (Balyi and Way 2016)

**Chronological age** refers to the number of years and days elapsed since birth. Children of the same chronological age can differ by several years in their level of biological maturation.

**Developmental age** refers to the degree of physical, mental, cognitive, and emotional maturity. Physical developmental age can be determined by skeletal maturity or bone age after which mental, cognitive, and emotional maturity is incorporated.

**Skeletal age** refers to the maturity of the skeleton determined by the degree of ossification of the bone structure. It is a measure of age that takes into consideration how far given bones have progressed toward maturity, not in size, but with respect to shape and position to one another.

**General training age** refers to the number of years in training, sampling different sports.

**Sport-specific training age** refers to the number of years since an athlete decided to specialize in one particular sport.

**Relative age** refers to differences in age among children born in the same calendar year.

Importantly, LTD allows athletes the flexibility to move between competitive and recreational arenas of their sport at almost any time of life. Following early athlete development in the first stages of training (12U and below), athletes may choose to pursue the competitive stream or join a recreational stream for fun and



wellness. In this way, LTD supports lifelong wellness for the greatest number of participants even while promoting medal-winning performances.

Ideally, players should be grouped based on their stage of development. However, for organizational purposes, team sports (including lacrosse) use chronological age as the principal way of sorting players. This does not mean that stages of development cannot be embedded into chronological age categories. Addressing these developmental differences will occur in coaching materials and clinics. In fact, the original Lacrosse Canada LTD overview, stages, and competition review documents provided an athlete development pathway within the sport's chronological age categories.

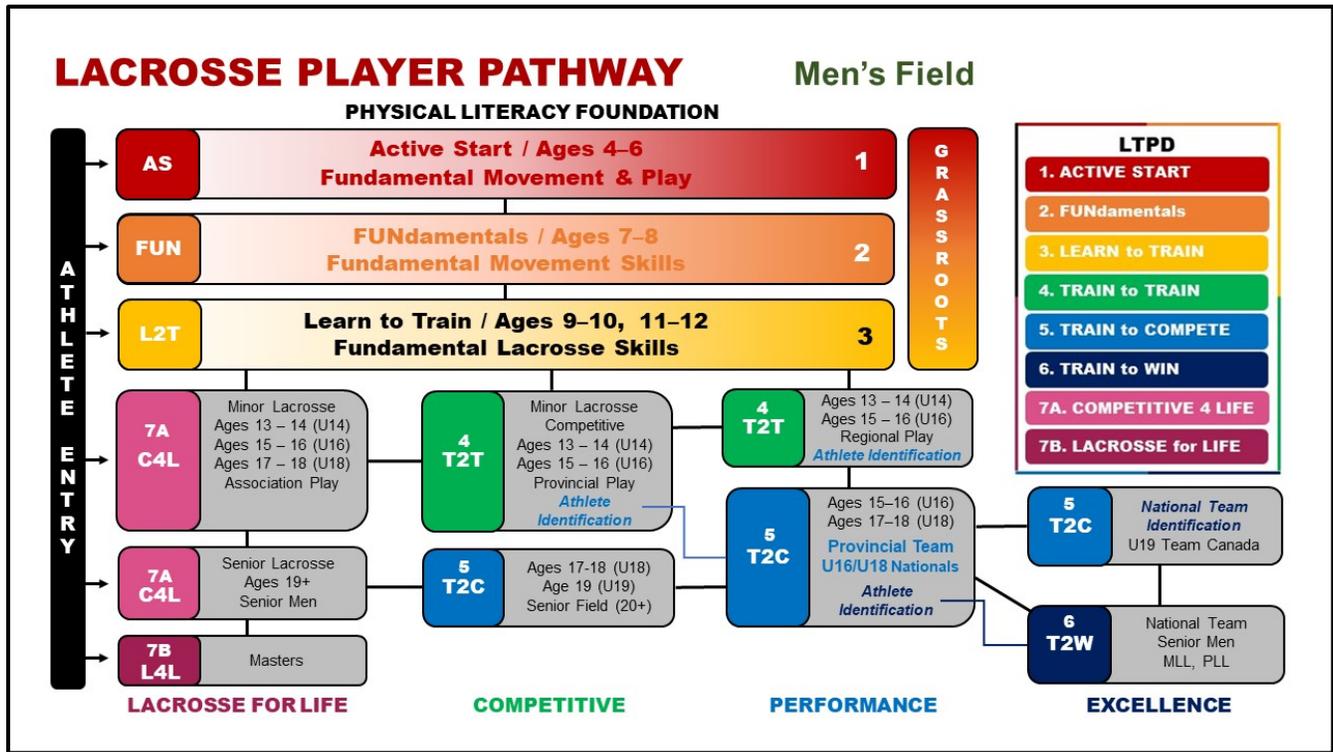
However, there has been discussion within the lacrosse community about whether its chronological age categories remain appropriate. Following the May 2020 Lacrosse Canada Semi-Annual General Meeting, the Lacrosse Canada's LTD Committee was re-constituted and tasked with examining the existing age categories for box lacrosse. This task was largely completed by May 2021. The LTD Committee then focused on age categories for men's field and women's field. Similar sets of questions were posed: Should men's field age categories (which focus exclusively on chronological age not development age) be adjusted? If so, how could/should they be adjusted? If age categories are changed, how would the rest of the lacrosse system be impacted? For example, national championships and the coaching program would also need to be revised if the age categories were adjusted.

The Committee used the following timeline:

- Summer 2020 formation of committee that also included Canada Sport for Life and other external advisors.
- September-February a series of meetings with the LTD Committee focusing on box lacrosse age categories and activation plan.
- December 2020-January 2021 finalization of draft report on box lacrosse age categories.
- February-March 2021 consultation with members of the Canadian lacrosse community on box lacrosse age categories.
- March-April 2021 revision of draft report based upon the consultations and finalize the recommendations around box lacrosse age categories.
- March-May 2021 a series of meetings with the LTD Committee that included preliminary discussions on men's field age categories.
- May 2021 present recommendations on box lacrosse age categories to the Lacrosse Canada's box sector.
- May 2021 provide an update to Lacrosse Canada's men's field sector at the Semi-Annual General Meeting.
- May-June 2021 finalization of draft report on men's field age categories.



The lacrosse player (MF) pathway was revised to identify the stages of development and age categories. The recommendations around the age categories for men's field lacrosse flow from this pathway.





**Recommendations/Rationale/Implementation**

<b>Current A</b>	<b>Current B</b>	<b>Proposed</b>
Masters (35+)	Masters (35+)	Masters (35+)
Senior 20+	Senior 19+	Senior (19+)
U19 (17-19)	U18 (16-18)	U18 (17-18)
U15 (15-16)	U15 (14-15)	U16 (15-16)
U14 (13-14)	U13 (12-13)	U14 (13-14)
U12 (11-12)	U11 (10-11)	U12 (11-12)
U10 (9-10)	U7 (6-7)	U10 (9-10)
U8 (7-8)	U5 (4-5)	U8 (7-8)
U6 (4-6)		U6 (4-6)

	<b>Recommendations</b>	<b>Rationale</b>	<b>Implementation</b>
<b>1</b>	Have one national set of age categories.	The current system is confusing, with different age categories at the national and provincial levels. As well as different age categories between provinces.	Revise Lacrosse Canada's Operating Policy.
<b>2</b>	Align box lacrosse and men's field age categories.	The vast majority of men's field players – particularly at the younger ages – also play box lacrosse. It is confusing to have separate age categories; therefore, they should be consistent. In addition, the principles of "development age" are the same regardless of the lacrosse discipline.	
<b>3</b>	Have a special age category (U19) for world U19 lacrosse championships.	World Lacrosse determines the age categories for international competition. Their birthdate is August 31 of the year before the competition takes place. This is instead of January 1 of the current year as used in Lacrosse Canada.  This also supports talent identification for the national team. Having a U18 national championship will help identify players for international U19 championship.	



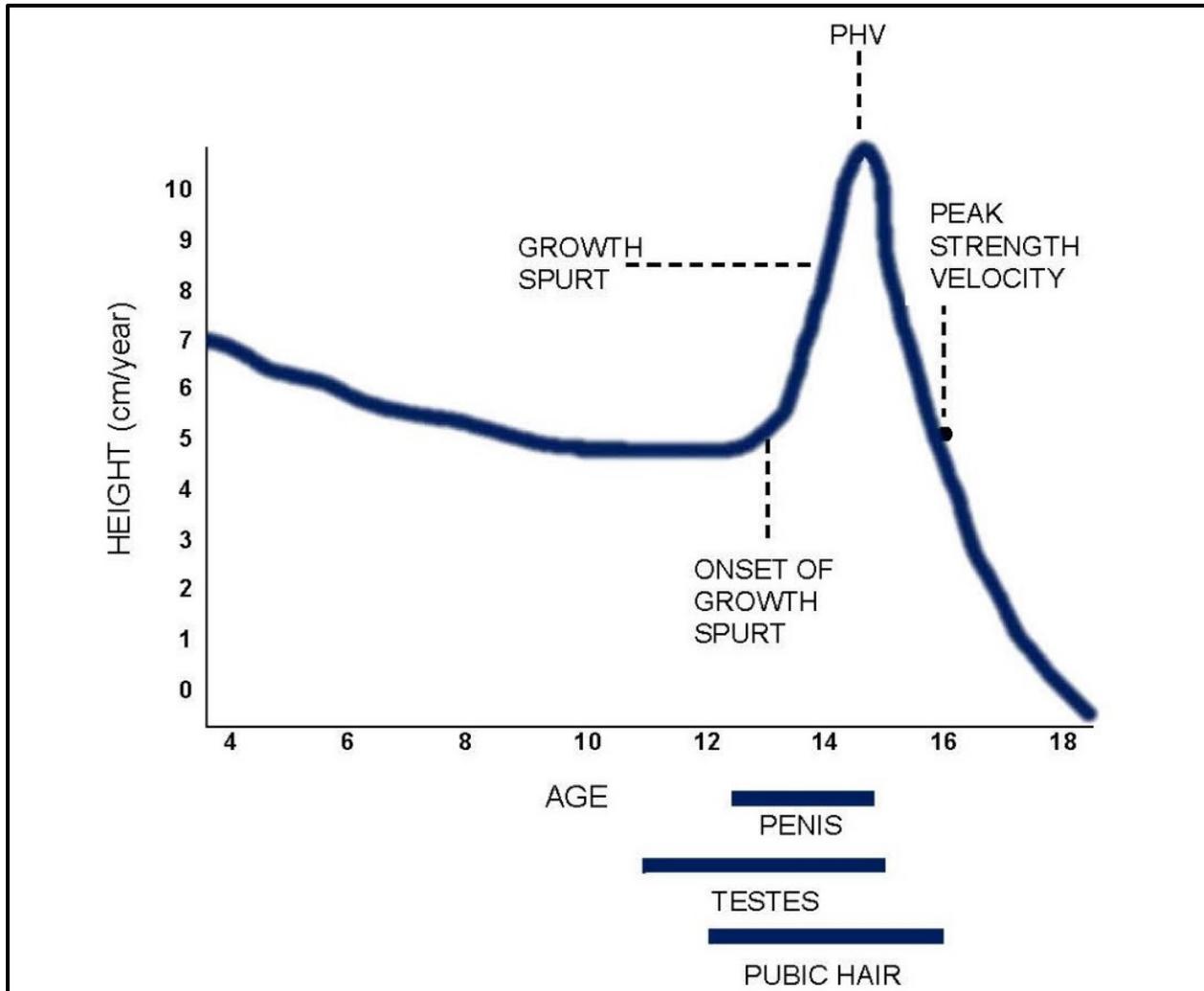
<b>4</b>	Using the concept of development age, players should have the opportunity of playing in a higher age category.	The existing lacrosse system, through the process of calling up, is good at moving players to older age categories. For example, a 12-year-old who has matured quicker than his peers, can have the opportunity of more appropriate competition at the U14 level.	Member associations will design regulations around registering in a higher age category or calling up.
<b>5</b>	Using the concept of development age, players should have the opportunity of playing in a lower age category.	The existing lacrosse system is not very good at moving players to younger age categories. Typically, there may only be a handful of players that are allowed to play “down” each season. In addition, there are usually restrictions (i.e., bans on provincials and/or tournaments). Notwithstanding their chronological age, late developing athletes should be permitted to play at their appropriate developmental level without restrictions. The only exception is that “overage” players should not be on an “A” team unless there is no team in their normal chronological age division in their geographical area.	Criteria for playing “down” should include PhV, birthdate, school year, lacrosse experience, assessment of mental, technical, and tactical development. In coaching materials, include how to measure PhV.



## Appendix A Supporting Figures and Charts

### Figure 1 Maturity Events in Boys

(modified by Balyi & Way 2016 after Ross & Marfell-Jones 1991)



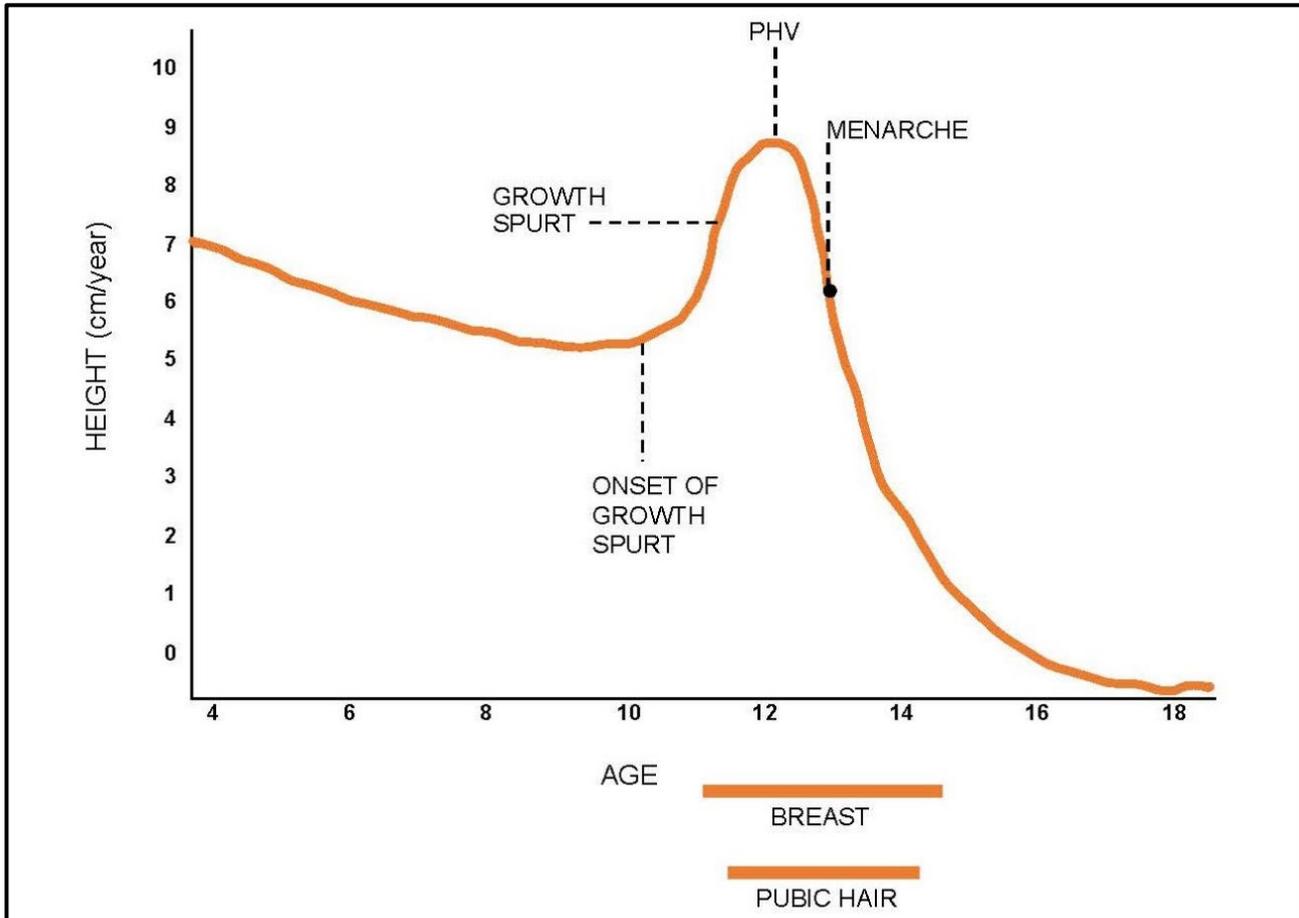
“PHV in boys is more intense than in girls and on average about two years later. Growth of the testes, pubic hair, and penis are related to the maturational process. Peak Strength Velocity (PSV) comes a year or so after PHV. Thus, there is pronounced late gain in strength characteristics of the male athlete. As with girls, the developmental sequence for male athletes may occur two or more years earlier or later than average. Early maturing boys may have as much as a four-year physiological advantage over their late-maturing peers. Eventually, the late maturer will catch up when they experience their growth spurt” (Ross & Marfell-Jones, 1991).

Figure 2



## Maturity Events in Girls

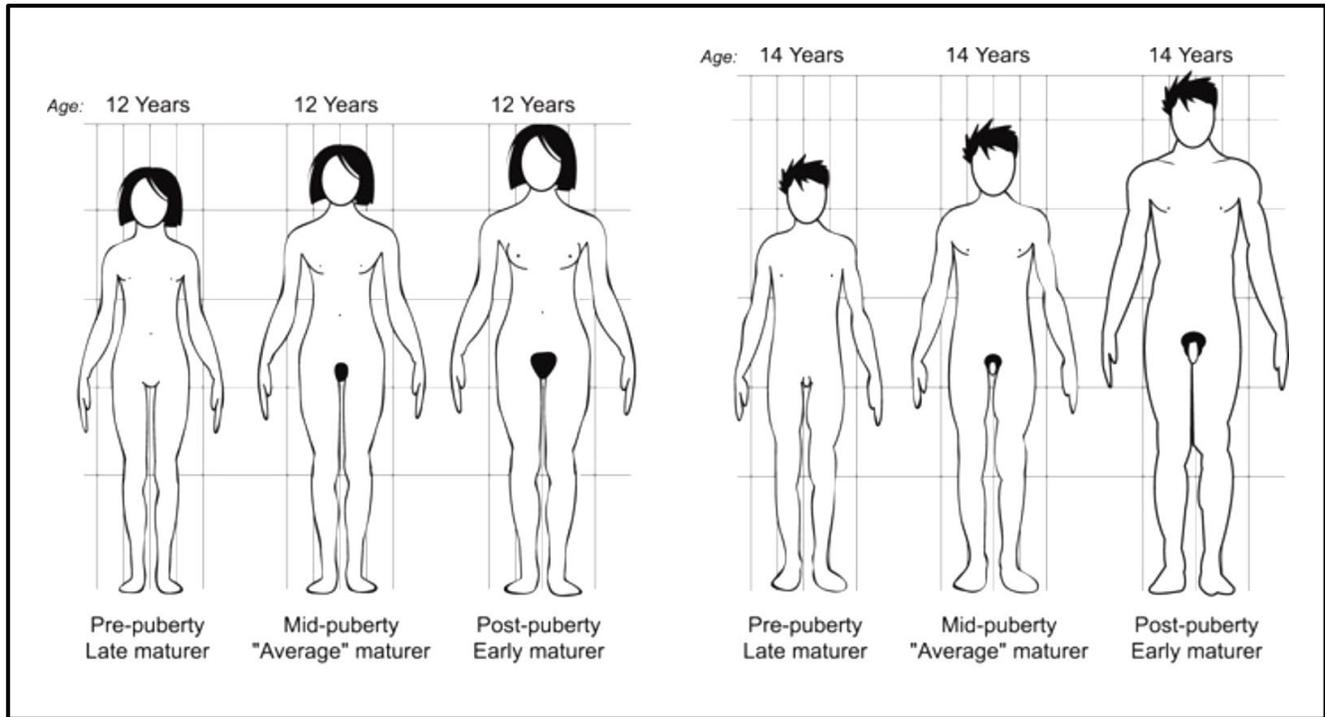
(modified by Balyi & Way 2016 after Ross & Marfell-Jones 1991)



“PHV in girls occurs at about 12 years of age. Usually, the first physical sign of adolescence is breast budding, which occurs slightly after the onset of the growth spurt. Shortly thereafter, pubic hair begins to grow. Menarche, or the onset of menstruation, comes rather late in the growth spurt, occurring after PHV is achieved. The sequence of developmental events may normally occur two or even more years earlier or later than average” (Ross & Marfell-Jones, 1991).



**Figure 3**  
**Maturation in Girls and Boys**  
(Modified by Balyi & Way 2016 from Tanner 1973)





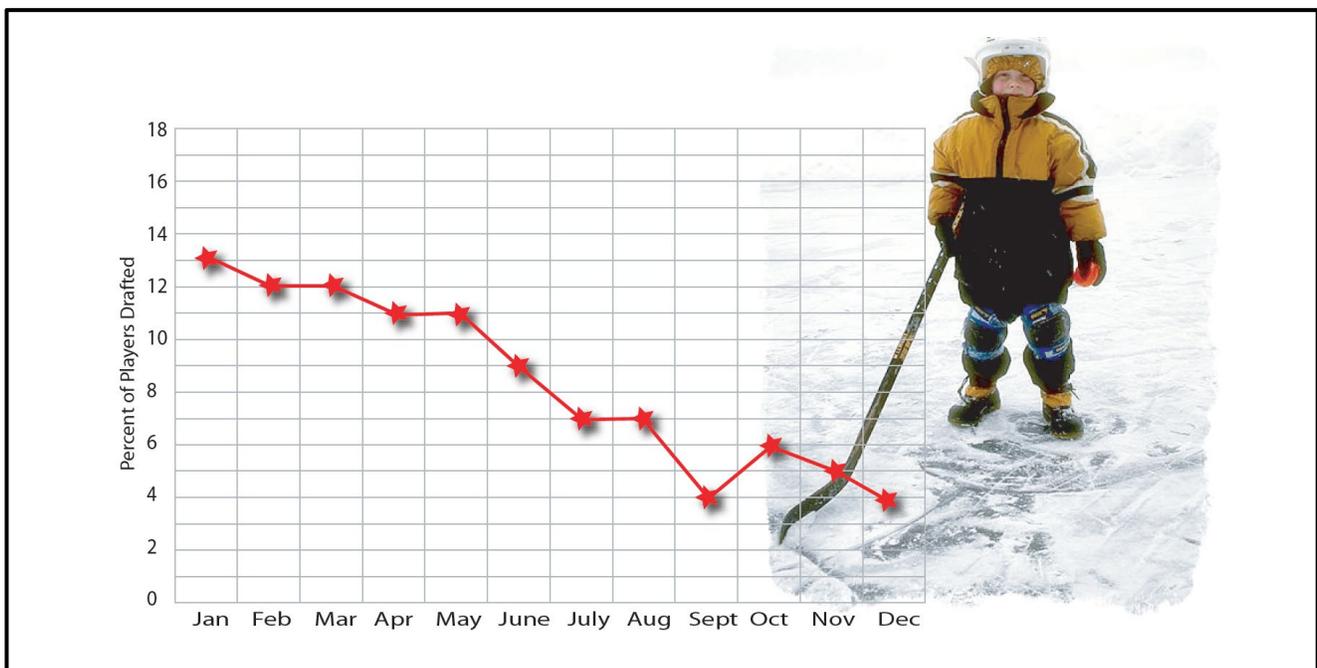
**Figure 4**  
**Distribution of Birth months of Drafted Ontario Hockey League,  
Western Hockey League, and Quebec Major League Players**  
(Barnsley, Thompson & Barnsley, 1985)

There can be serious advantages or disadvantages when athletes compete all year in the same age group based on their birth date. This is because, depending on when they are born, they may always be the oldest or the youngest.

Children who are always the oldest in their age group tend to be larger, stronger, and more skilled than their younger teammates and, often, this causes coaches to believe they are overall better players. As a result, coaches often give them more attention and playing time; in the end, this tends to make them better players and provides them with more opportunities to advance to higher levels of play. These biased percentages have occurred for over two decades (see Figure 4 below).

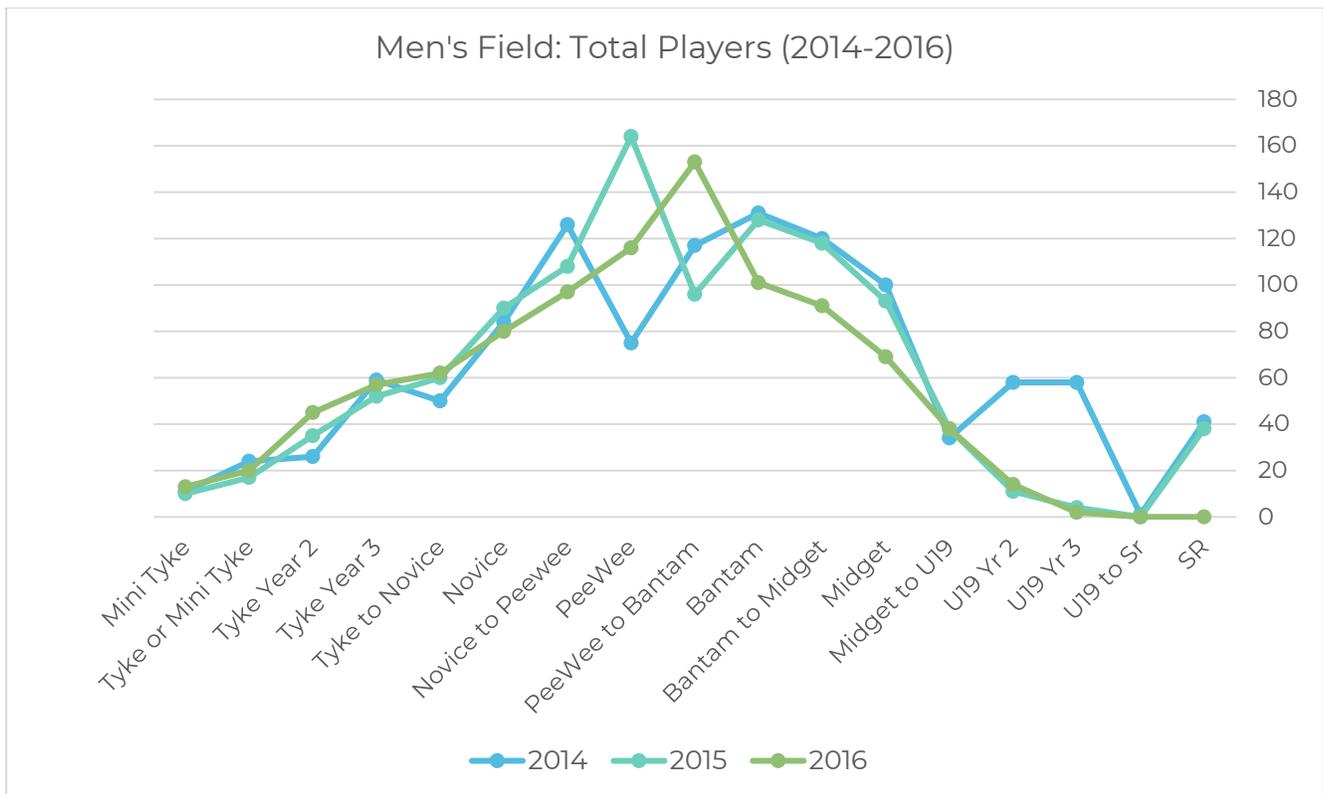
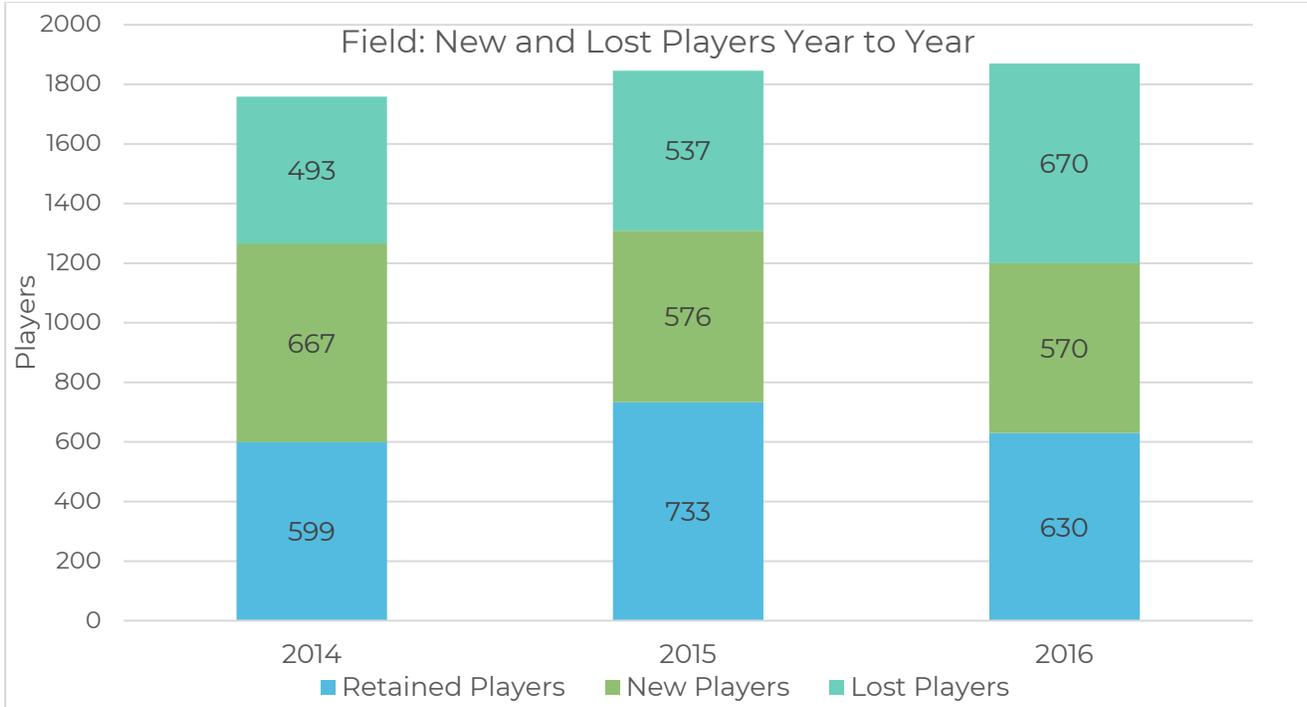
For example, in 2007, more than 13% of hockey players who played in major junior hockey were born in January while only 4% were born in December. This is called the relative age effect. The relative age effect exists in many sports. Balyi and Way 2016 include charts from track and field, swimming, soccer, and tennis.

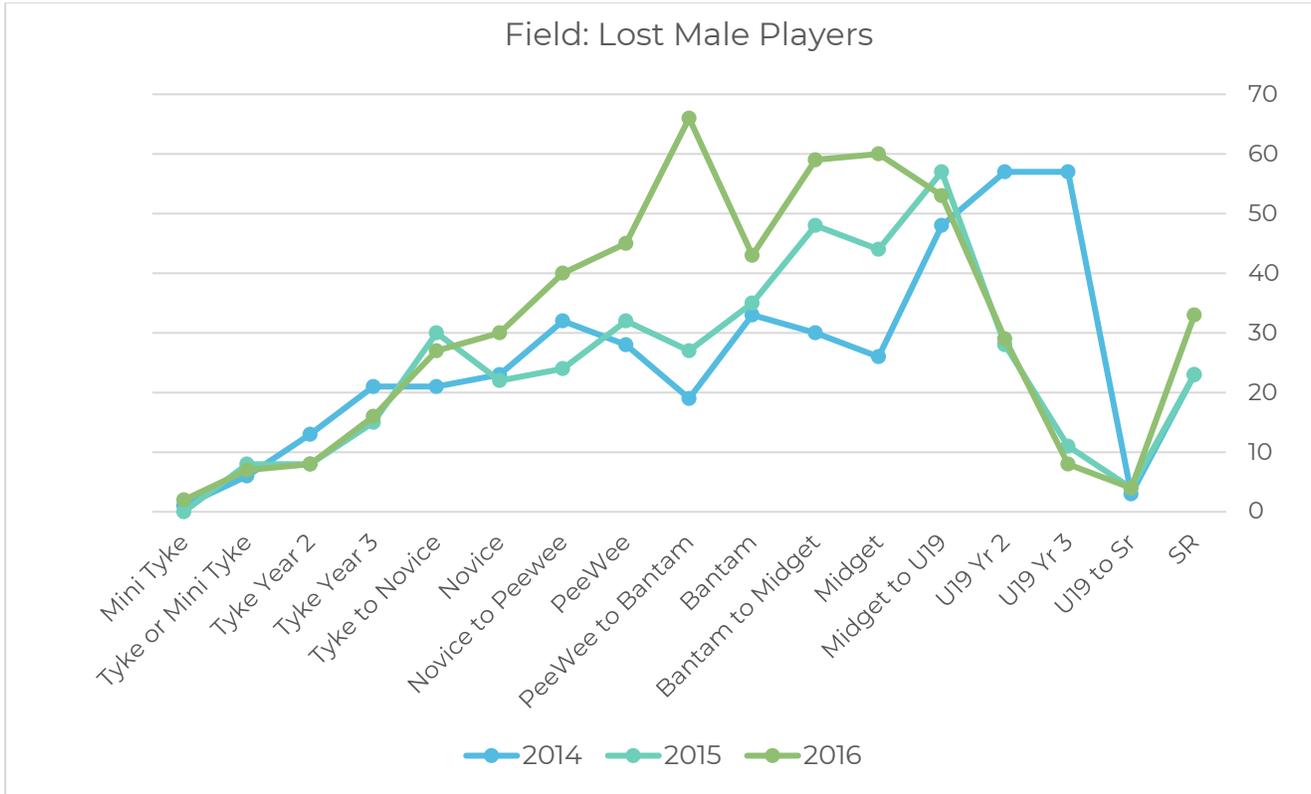
The recommendations made in this report are designed to find ways to reduce the relative age effect. For example, using (when possible) single age instead of dual age groups in minor lacrosse. The recommendations around playing up/down also help to mitigate the relative age effect.





**Figure 5**  
**Alberta Attrition (2014-2016)**







**Figure 6**  
**Field Attrition Survey: Answers by Division**

<b>Field Survey</b>	<b>Sr.</b>	<b>U19</b>	<b>Midget</b>	<b>Bantam</b>	<b>Pee Wee</b>	<b>Novice</b>	<b>Tyke</b>	<b>Female</b>	<b>ALA</b>
Moved/Relocated	2.8%	11.8%	5.4%	0.0%	0.0%	0.0%	0.0%	2.3%	2.4%
Focusing on another sport. Please specify which sport.	11.1%	0.0%	0.0%	7.9%	4.3%	14.3%	25.0%	11.4%	8.3%
Injured/Healing from an injury. Please Describe.	13.9%	11.8%	5.4%	2.6%	2.2%	0.0%	0.0%	9.1%	5.1%
No longer can commit the time, due to work, school, etc. Please explain	2.8%	17.6%	0.0%	5.3%	0.0%	0.0%	0.0%	4.5%	2.8%
Registration Fees were too high.	2.8%	5.9%	8.1%	7.9%	6.5%	14.3%	12.5%	9.1%	9.1%
Played Lacrosse but did not enjoy it. Please explain.	0.0%	11.8%	0.0%	2.6%	10.9%	0.0%	6.3%	4.5%	3.6%
Too much Travel.	5.6%	0.0%	5.4%	5.3%	8.7%	10.7%	6.3%	4.5%	5.5%
Was not receiving enough technical training at practice.	13.9%	5.9%	2.7%	10.5%	13.0%	7.1%	0.0%	6.8%	7.9%
Was not satisfied with the coaching. Please explain.	8.3%	5.9%	8.1%	10.5%	17.4%	17.9%	6.3%	6.8%	11.9%
Schedule	5.6%	0.0%	10.8%	13.2%	10.9%	7.1%	6.3%	6.8%	7.9%
Did not receive enough playing time.	2.8%	0.0%	5.4%	5.3%	10.9%	10.7%	6.3%	4.5%	6.3%
Other reasons. Please explain.	30.6%	29.4%	48.6%	28.9%	15.2%	17.9%	31.3%	29.5%	29.2%



**Figure 7**  
**Sport Retention in the United States**

**AGE CHILDREN QUIT REGULARLY PLAYING A SPORT (AGES 3-18)**

<b>SPORT</b>	<b>AVG. AGE OF LAST REGULAR PARTICIPATION</b>	<b>AVG. LENGTH IN YEARS OF PARTICIPATION</b>
Baseball	10.5	3.3
Basketball	11.2	3.2
Bicycling	9.5	2.5
Cross Country	12.7	1.7*
Field Hockey	11.4	5.1
Flag Football	10.4	4.1
Tackle Football	11.9	2.8
Golf	11.8	2.8
Gymnastics	8.7	3.0
Ice Hockey	10.9	3.1
Lacrosse	11.2	2.2
Martial Arts	9.2	2.6
Skateboarding	12.0	2.8
Skiing/Snowboarding	12.1	4.3
Soccer	9.1	3.0
Softball	10.4	2.8
Swimming	10.2	3.2
Tennis	10.9	1.9
Track and Field	13.0	2.0*
Volleyball	12.3	2.0*
Wrestling	9.8	1.6
<b>All Sports</b>	<b>10.5</b>	<b>2.9</b>

\* These sports have low average lengths of participation due to kids starting these sports later.

Source: Aspen Institute/Utah State University 2019 National Youth Sport Survey (1,032 youth sports parents).



## Figure 8 Types of Team Sports

**Invasion Sports:** Are team games in which the purpose is to invade the opponent's territory while scoring points and keeping the opposing team's points to a minimum, and all within a defined time period. Hockey falls into this category. Research shows that strategies, tactics, and patterns of play have the potential to transfer between these invasion sports. Playing some of these other invasion sports in the offseason can help a player better understand basic concepts of offensive and defensive play when they return to lacrosse. Examples include hockey, basketball, soccer, football, ringette, and rugby.

### Offense Tactics of Invasion Sports

- Maintain possession
- Avoid defensive players
- Create space for teammates
- Create space for yourself
- Attack the goal

### Defense Tactics of Invasion Sports

- Defend the goal
- Defend space
- Gain possession
- Defensive positioning
- Defensive area coverage
- Predicting opponent's movement

### Common Tactics

- To create space while invading your opponent's territory.
- To contain space while the opposition is invading your territory.
- To use a net, goal, or target for scoring purposes.

**Striking Sports:** Involve one team acting as the fielding side and one team acting as the batting - striking side. The fielding side has to get the batting - striking side out before they score too many runs. Once the batting side is out, the two teams reverse their roles. Examples include baseball, softball, and cricket.



**Figure 9**  
**Types of Team Sports Comparative Team Sports Age Categories**

<b>Recommended Box Lacrosse</b>	<b>Hockey</b>	<b>Basketball</b>	<b>Rugby</b>	<b>Football</b>	<b>Soccer</b>	<b>Ringette</b>
Senior (22+)	Senior (21+)	Senior (20+)	Senior (21+)	Senior (23+)	Senior (20+)	Senior (20+)
Junior (17-21)	Junior (18-20) CHL allows 3 21-year-olds Underage players are permitted.	U19 (18-19)	U20	Junior (17-22)	U19 (18-19)	U19 (17-19)
Intermediate (17-18)	U18 (15-17)	U17 (17)	U19 (17-19)	U18 (17-18)	U17 (16-17)	U16 (15-16)
16U (15-16)	U15 (13-14)	U16 (16)	U16 (15-16)	U16 (15-16)	U15 (14-15)	U14 (13-14)
14U (13-14)	U13 (11-12)	U15 (15)	U14 (13-14)	U14 (13-14)	U13 (12-13)	U12 (11-12)
12U (11-12)	U11 (9-10)	U14 (13-14)	U12 (11-12)	U12 (11-12)	U11 (10-11)	U10 (9-10)
10U (9-10)	U9 (7-8)	U12 (12)	U10 (9-10)	U10 (9-10)	U9 (8-9)	Active Start (5-8)
8U (7-8)	U7 (4-6)	U11 (11)	U8 (7-8)	U8 (5-8)	U7 (6-7)	
6U (4-6)		U10 (10)			U5 (4-5)	



**Figure 10**  
**Softball Canada Proposed Changes to age categories**

<b>CATEGORY</b>	<b>CURRENT AGE</b> (prior to January 1st of the current year)	<b>PROPOSED AGE</b> (Prior to January 1st of the current year)
<b>MALE</b>		
U23	Under 23	<b>Under 23</b>
U19	Under 19	<b>Under 20</b>
U16	Under 16	<b>Under 17</b>
U14	Under 14	<b>Under 15</b>
U12	Under 12	<b>Under 13</b>
U10	Under 10	<b>Under 11</b>
U8	Under 8	<b>Under 9</b>
U6	Under 6	<b>Under 7</b>
<b>FEMALE</b>		
U19	Under 19	<b>Under 20</b>
U16	Under 16	<b>Under 17</b>
U14	Under 14	<b>Under 15</b>
U12	Under 12	<b>Under 13</b>
U10	Under 10	<b>Under 11</b>
U8	Under 8	<b>Under 9</b>
U6	Under 6	<b>Under 7</b>

This was passed in April 2021.



**Figure 10**  
**Comparative Birth Dates**

<b>Sport / Organization</b>	<b>Age Deadline</b>
Lacrosse Canada	December 31
World Lacrosse	August 31 of year before competition takes place
Baseball	December 31
Basketball	January 1
Football	July 31
Hockey	December 31
Ringette	December 31
Rugby	January 1
Soccer	January 1
Softball	January 1



**LACROSSE CANADA  
CROSSE CANADA**

INFO@LACROSSE.CA  
LACROSSE.CA  
18 RUE LOUISA STREET, SUITE 310  
OTTAWA, ON K1R 6Y6

## **Appendix B LTD Committee Membership**

### **Chair:**

Duane Bratt, Lacrosse Canada National Resource Person

### **Members:**

Bryan Baxter, Lacrosse Canada Director of Domestic Development

Sylvie Beliveau, Canada Sport for Life and Former LTAD Soccer Canada Lead

James Buhlman, Lacrosse Canada Program Coordinator

Andre LaChance, Canada Sport for Life and Baseball Canada

Dorothy Paul, Canada Sport for Life specializing in Indigenous athletes

Ron Yeung, Basketball Canada, Director Domestic Development



## Appendix C

### LTAD Committee Terms of Reference

Name	LTAD Committee
Mandate	<p>The LTAD Committee is an operating committee of the Canadian Lacrosse Association (CLA). It is responsible for leading and advising the CLA and its partners in the development of a Long-Term Athlete Development Plan for Lacrosse and for the development of new programs, events and/or projects that will foster developmentally appropriate opportunities in the sport of Lacrosse.</p>
Key Duties	<p>The Committee will perform the following key duties:</p> <ul style="list-style-type: none"><li>▪ Prepare plans for LTAD integration and implementation for lacrosse in Canada, with the intent to support the optimal preparation of athletes in all LTAD stages.</li><li>▪ Determine annually whether any proposed policy, program or rule revisions that are technical in nature and required for alignment with LTAD will be submitted to the appropriate sector and to submit proposed program and rule revisions to the appropriate sector in writing.</li><li>▪ Provide input as requested to the Board of Directors in furtherance of policies on LTAD.</li><li>▪ Align the CLA's NCCP materials with the CLA's LTAD plan.</li><li>▪ Liaise with the Members on all issues relating to LTAD.</li><li>▪ Liaise with other Committees on issues of mutual concern.</li><li>▪ Report on progress on a regular basis through its Meeting Minutes or communications to the CLA Board.</li><li>▪ Prepare an LTAD plan for athletes with a disability.</li><li>▪ Prepare a Long-Term Officials Development Plan.</li><li>▪ Perform such additional tasks as may be delegated to the Committee by the Board from time-to-time.</li></ul>
Authority	<p>The Committee is an advisor to the CLA Board, Sectors and other committees on matters related to the CLA's LTAD program and initiatives. The Committee, with approval from the Board, may establish sub-committees or task forces to deal with specific issues in relation to the mandate of the Committee.</p>
Composition	<p>The Committee will be composed of 4-5 persons. The Board will designate the Chairperson of the committee. The CLA Director Domestic Development and CLA Program Coordinator will members of the Committee.</p> <p>The Board appoints members to the Committee at the Annual Meeting. Should a vacancy occur on the Committee, for whatever reason, the Board may appoint a qualified person to fill that vacancy for the</p>



	remainder of the vacant position's term. The Board may remove any member of the Committee.
Meetings	The Committee will meet by telephone or in person, as required. Meetings will be at the call of the Chair. Minutes shall be kept and provided to the CLA Executive Director within 30 days of the meeting, who then shall distribute them as appropriate.
Resources	The Committee will receive the necessary resources from the CLA to fulfill its mandate. The Committee may, from time to time, receive administrative support from the CLA National Office.
Reporting	The Committee will report at every meeting of the Board and will submit a written report at every meeting of the Members.
Approval and Review	These Terms of Reference were prepared by the Planning and Governance Committee and were approved by the CLA Board on November 14, 2014. The Board will review these Terms of Reference on a regular basis, with input from the Committee as required.
Other	The provisions of the CLA's Bylaws and Regulations as they relate to the LTAD Committee will also apply.



**Appendix D**  
**LTAD Activation Plan**

<b>Strategic Outcome</b>	<b>Output and Impact</b>	<b>2021 Focus</b>	<b>2022 Focus</b>	<b>2023 Focus</b>	<b>Strategic Plan Link</b>
<b>A. Evaluate current athlete pathway to ensure various entry and exits points are considered</b>	<p><b>Output:</b> A revised male and female pathways are created</p> <p><b>Impact:</b> Clear pathways are communicated, understood, and implemented including appropriate tiering and specialization principles</p>	Through data, validate actual pathways are reflecting the reality of male and female athletes (Is the pathway actually happening ?)	Build a strategy for the late entry for both male and female athletes so ALL athletes find appropriate training & competition environment to fit their needs	Position the role of the private lacrosse organizations in the national landscape and determine inclusion or not.	
<b>B. Ensure LTD principles and concepts are aligned with all coach education material and resources produced by Lacrosse Canada</b>	<p><b>Output: Create an education platform for LTD to assist coaches in understanding the growth and development concepts.</b></p> <p><b>Impact: With a better understanding of child development, coaches can ensure that their sessions are aligned with the LTD model of development</b></p>	Through existing documents, identify clear coaches' roles and responsibilities at each stage of development while position the role of winning at each stage of development	Enhance current coaching legislation to encourage for more coach certification or more coaching requirements for various trained and certified status of the NCCP. Implement a robust recruitment and retention strategy for evaluators.	Identify key elements of coach education that could be transformed into digestible digital resources for coaches at the various stages of development	
<b>C. National Championships</b>	<p><b>Output:</b> Clear minor National Championships with their LTAD emphasis in training</p> <p><b>Impact:</b> National championships offered are aligned with LTD guiding principles.</p>	Complete and communicate key competition guiding principles for each stage of development and compare/analyze principles against nationals currently being offered. Define meaningful competition for lacrosse.	Using data, propose a series of recommendations to better rationalize and position national championships across the various stages of development with an emphasis on the 12U and 14U age groups.	Implement recommendations with solid pilot projects to evaluate impact on changes at the various stages of development.	



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**D. Develop an Introduction to Lacrosse aligned with LTAD including programs and delivery standards**

**Output:** Develop metrics for coaches to align with the stages of LTAD. Provide tools for coaches to reach these development objectives.

**Impact:** Athletes will be properly assessed at each stage of their development

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## Appendix E Resources

Aspen Institute, *Project Play* (2019). <https://www.aspenprojectplay.org/national-youth-sport-survey/kids-quit-most-sports-by-age-11>

Canadian Lacrosse Association, *Lacrosse for Life: Overview* (2010).  
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Canadian Lacrosse Association, *Lacrosse for Life: Stages* (2010).  
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Canadian Lacrosse Association, *Lacrosse for Life: Competition Review 3.0* (2015).

Canada Sport for Life, *Athlete Development Matrix*. Version 1.1 (2016).

Canada Sport for Life, *Physical Literacy Assessment for Youth* (2016).  
[http://physicalliteracy.ca/wp-content/uploads/2016/08/PLAYself\\_Workbook.pdf](http://physicalliteracy.ca/wp-content/uploads/2016/08/PLAYself_Workbook.pdf)

Canada Sport for Life, *Long-Term Development in Sport and Physical Activity 3.0* (2019) <https://sportforlife.ca/wp-content/uploads/2019/06/Long-Term-Development-in-Sport-and-Physical-Activity-3.0.pdf>

Istvan Balyi and Richard Way,

*The Role of Monitoring Growth in Long-Term Athlete Development* (2016).  
<https://sportforlife.ca/wp-content/uploads/2016/11/the-role-of-monitoring-growth-in-dlta.pdf>



## Appendix F List of Meetings

Date	Description	Participants
<b>2020</b>		
August 17	Preliminary CLA LTAD Committee Meeting	Duane, Bryan, James
August 26	Preliminary CLA LTAD Committee Meeting	Duane, Bryan, James
September 10	Preliminary CLA LTAD Committee Meeting	Duane, Bryan, James
September 21	First Full LTAD Committee Meeting	Duane, Bryan, James, Ron Yeung, Andre Lachance, Dorothy Paul,
October 5	Second Full LTAD Committee Meeting	Duane, Bryan, James, Ron Yeung, Andre Lachance, Dorothy Paul,
October 19	Third Full LTAD Committee Meeting	Duane, Bryan, James, Ron Yeung, Andre Lachance, Dorothy Paul,
November 2	4th Full LTAD Committee Meeting	Duane, Bryan, James, Ron Yeung, Andre Lachance, Dorothy Paul,
November 24	CLA LTAD Committee Meeting	Duane, Bryan, James
November 25	Consultation with Box Sector Chair	Duane, Bryan, James
December 7	CLA LTAD Committee Meeting	Duane, Bryan, James, Sylvie
<b>2021</b>		
January 11	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
January 18	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
January 20	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
January 22	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
January 25	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
January 27	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
January 29	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
February 1	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
February 3	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
February 5	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
February 8	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
February 10	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
February 12	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
February 17	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
February 19	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
February 22	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
February 24	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
February 26	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
March 1	Town Hall #1 – Minor Lacrosse	Duane, Bryan, James, Sylvie
March 2	Town Hall #2 – Junior Lacrosse	Duane, Bryan, James, Sylvie
March 4	Town Hall #3 – Senior Lacrosse	Duane, Bryan, James
March 12	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
March 15	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
March 17	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
March 19	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
March 22	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
March 24	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
March 26	Consultation with Sylvie Beliveau and Roxanne Curtis (Women's Field)	Duane, Bryan, James, Sylvie, Roxanne Curtis
April 12	CLA LTAD Meeting	Duane, Bryan, James
April 14	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
April 16	Consultation with Sylvie Beliveau (Sport 4 Life)	Duane, Bryan, James, Sylvie
April 28	LC LTAD Meeting	Duane, Bryan, James



**LACROSSE CANADA**  
**CROSSE CANADA**

**INFO@LACROSSE.CA**  
**LACROSSE.CA**  
**18 RUE LOUISA STREET, SUITE 310**  
**OTTAWA, ON K1R 6Y6**

May 5	LC LTAD Meeting	Duane, Bryan, James
May 11	Consultation with Coach Sector – LC SAGM	Duane, Bryan, James
May 12	Consultation with Box Sector – LC SAGM	Duane, Bryan, James, Steve
May 15	Consultation with MF Sector – LC SAGM	Duane, Bryan, James, Steve
May 15	Consultation with WF Sector – LC SAGM	Duane, Bryan, James, Steve
May 16	Consultation at Meeting of the Members – LC SAGM	Duane, Bryan, James, Steve
May 19	LC LTAD Meeting	Duane, Bryan, James, Steve, Roxanne
May 26	LC LTAD Meeting	Duane, Bryan, James, Steve, Roxanne