



National
Coaching
Certification
Program



Programme
national de
certification des
entraîneurs



Community Coach Initiation Box Lacrosse Manual

Coaching
Association
of Canada



Association
canadienne
des entraîneurs












Association
canadienne
de crosse



Canadian
Lacrosse
Association

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Partners in Coach Education

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Sport Canada

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Lucie LeBel
Julie Long

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Karen Blake	Duane Bratt
Bruce Codd	Ed Comeau
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Kim Knowles	Doug Krochak
Mike Laleune	Ken Lay Sr.
Paul Lehmann	Ron MacSpadyen
Mike Marshall	Bill McBain
Melissa McKenzie	Terry Mosdell
Frank Nielsen	Rick Phillips
Damien Roy	Russ Sheppard
Joanne Stanga	Ross Ste-Croix
Richard Way	

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Dear Coach,

The Coaching Association of Canada is pleased to offer you an interactive Web site that enables you to check your accreditation online. Go to www.coach.ca where you can:

- track your progress through the NCCP;
- update your coaching profile;
- print out copies of your coaching card or a transcript of your coaching courses;
- visit the Coaching Tips and Tools section;
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THE NATIONAL COACHING CERTIFICATION PROGRAM (NCCP)

The National Coaching Certification Program (NCCP) is developed and implemented through the combined efforts of the federal/provincial/territorial Governments; the national/provincial/territorial sport governing bodies and the Coaching Association of Canada (CAC).

Coaching Courses are administered and delivered through a partnership of the Coaching Association of Canada and each governing sport body.

The NCCP is broken down into the following Coaching and Instructional contexts:

- **Community Coaching (For coaches of entry level and house league players)**
 - Community Coach - Initiation
 - Community Coach - Development
- **Competitive Coaching (For coaches in competitive leagues)**
 - Competitive Coach - Introduction
 - Competitive Coach - Development
 - Competitive Coach - High Performance
- **Instruction (For sports where instructors are used)**
 - Instruction Beginners
 - Instruction Intermediate Performers
 - Instruction Advanced Performers

Each Stream is composed of instructional material called contexts which is divided into two categories:

- Multi-sport Training Courses, which is information from the sport sciences that is common to all sports and is delivered by facilitators trained by the CAC
- Technical Training Courses, which is the body of knowledge specific to each sport and is developed and delivered by each sport body.

CERTIFICATION

The certification part of the NCCP is a formal evaluation jointly administered by the CAC and the Governing Sport Bodies.

To qualify for certification, coaches must complete all courses and requirements in both the Multi-sport and Technical sectors of each Stream.

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WRITER & NATIONAL RESOURCE PERSON

Duane Bratt

WRITERS/CONTRIBUTORS

Karen Blake	Bruce Codd
Ed Comeau	Roxanne Curtis
Chris Driscoll	Laura Favor
Pierre Filion	Wayne Finck
Shawn Gilmore	James Gow
Denny Johnson	Kim Knowles
Doug Krochak	Mike Laeune
Ken Lay Sr.	Paul Lehmann
Ron MacSpadyen	Mike Marshall
Bill McBain	Melissa McKenzie
Terry Mosdell	Frank Nielsen
Rick Phillips	Damien Roy
Russ Sheppard	Joanne Stanga
Ross Ste-Croix	Richard Way

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THE CLA LACROSSE COACHING DEVELOPMENT PROGRAM

The Canadian Lacrosse Association's (CLA), with the cooperation of the Coaching Association of Canada, has combined its **Coaching Development Program** with the **Streams** and **Sport Contexts** of the NCCP. This integrated approach will offer lacrosse coaches several advantages:

- The theory of how to coach is made relevant by integrating it with the actual teaching of lacrosse. Therefore, the support information from the sport sciences is easier to understand because it is learned as it is being used.
- Coaches will take only one course to coach their teams.
- The Facilitators will be familiar with the needs of lacrosse coaches and the information will be relevant.

LONG-TERM ATHLETE DEVELOPMENT

The Lacrosse Coaching Development Program (LCDP) is committed to the concept of Long-Term Athlete Development (LTAD). The CLA has adapted LTAD to lacrosse through its *Lacrosse for Life* program, especially the Overview and Stages documents.

Long-Term Athlete Development (LTAD)

What?

LTAD is a framework for systematically training and developing physical, mental, and emotional capacities in athletes according to scientifically-recognized principles and stages of human development. As a training, competition, and recovery model, it respects the natural stages of physical, mental, and emotional development in athletes.

How?

Based on clearly defined developmental stages, LTAD 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 designing training and competition programs at every developmental stage to optimize long-term skills acquisition and performance.

Why?

Importantly, LTAD 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, and depending on talent, athletes may choose to pursue elite competition or join a recreational stream for fun and wellness. In this way, LTAD supports lifelong wellness for the greatest number of participants even while promoting medal-winning performances.



Growing with Lacrosse

Lacrosse for Life identifies seven basic stages for developing lacrosse players:



Active Start

Young children begin basic play.



FUNDamentals

Later childhood provides more structure but emphasizes FUN.



Learning to Train

Pre-teens prepare for structured training.



Training to Train

Early teens build training capacities.



Learning & Training to Compete

Older teens start training to compete for titles.



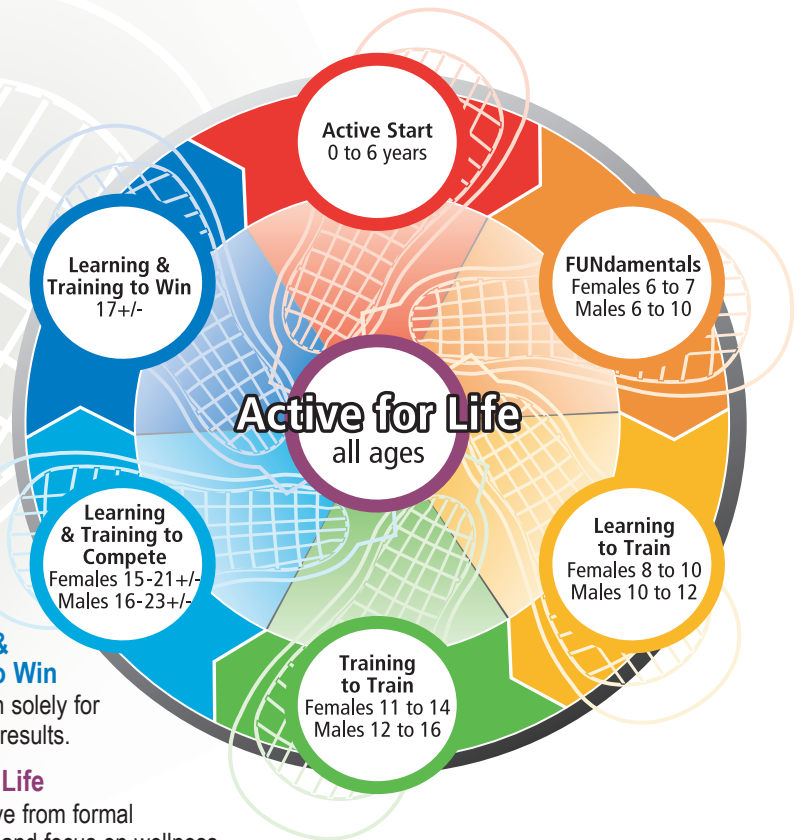
Learning & Training to Win

Players train solely for competitive results.



Active for Life

Players move from formal competition and focus on wellness.



THE MALE ATHLETE

This table reflects the intended focus of training at each stage, ages of players, and the roles played by lacrosse organizers through the stages:

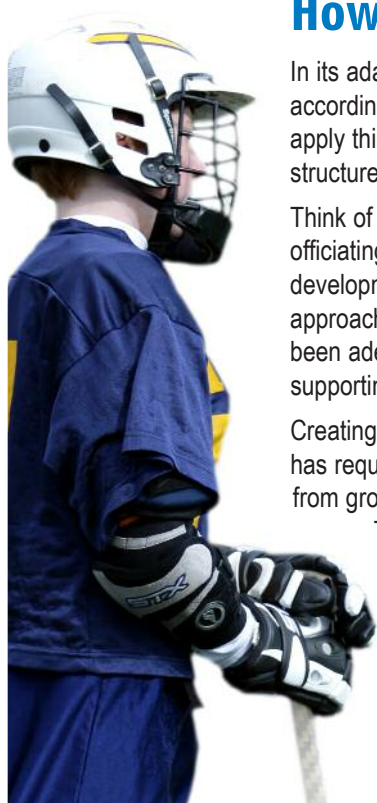
LTAD Stage	Focus	Time	Age Range	Play for	Competition Host	Description
AS	Play		4-6	Club	Local Assoc.	Pre-kindergarten, low organized games - FUN
Fun1	Learn	1st Half	7-8	Club	Local Assoc.	Emphasis on fun; School PE and intramurals SPEED, SUPPLENESS
Fun2		2nd Half	9-10	Club	Local Assoc.	Skills and drills - SPEED Fair play, modified rules, decrease competition, increase fun
L2T	Skill		11-12	Club MA Prov. Team	Local Assoc. CLA w/Host	Start goaltender specialization - SKILL. Ensure fun and participation.
T2T	Game	1st Half	13-14	Club MA Prov. Team	Local Assoc. CLA w/Host	Further skill interaction - STAMINA Ensure fair play - AEROBIC CAPACITY
		2nd Half	15-16	Club MA Prov. Team	Local Assoc. CLA w/Host	Increase competition, Start to focus on the game of lacrosse; SPEED Late entry opportunities; AEROBIC POWER
L2C	Specialize in lacrosse	1st Half	17-18	Club	MA	Skill refinement - STRENGTH Year-round training begins - late entry opportunities
T2C		2nd Half	up to 21	Club	MA	Full complement of training and game exposure Late entry opportunities
L2W	Elite	1st Half	up to 21 21+	Club Club	MA / CLA MA / CLA	Training environment with full Performance Enhancement Team support Full compliment of training and game exposure
T2W	Pro	2nd Half	21+	Club CLA Nat. Team	MA / CLA FIL	Total skill refinement
A4L	Life		21+	Club MA/CLA	MA / CLA MA	Divisions by skill, competition and recreation divided Sr. adult - post career

THE FEMALE ATHLETE

This table reflects the intended focus of training at each stage, ages of players, and the roles played by lacrosse organizers through the stages:

LTAD Stage		Focus	Age Guideline	CATEGORY		Play for	Competition Host	Description
				Field	Box			
AS		Play	0-5	Club				Pre-kindergarten; Daily physical activities (both organized and unstructured); encourage fundamental movement skills; focus on participation; FUN
FUN		Learn	6-7		Tyke 7-8	Club	Local Assoc.	Skill development should be well-structured, positive and FUN; encourage participation in a variety of sports; School PE and intramurals. SPEED 1, SUPPLENESS ; introduce simple rules.
L2T		Skill	8-10	U-11	Novice 9-10	Club	Local Assoc.	Focus on SPORT SKILLS and drills, (accelerated motor co-ordination); NO position specialization
T2T		Game	11-14	U-13	Peewee 11-12	School Club	Local Assoc. MA	Combine skills and tactics; train competitive situations (games & drills); increase competition; start goaltender specialization SPEED 2; STAMINA (PHV ~12); STRENGTH (post menarche)
				U-15	Bantam 13-14			
T2C	L2C		15-16	U-17	Midget 15-16	High School Club	School Board	Skill refinement; athlete specific training programs; model high competition in training; some specialization to attack/defense/midfield; late entry opportunities Year-round training begins for National players
	T2C	Specialize in Lacrosse	17-18	U-19	Major 17+	MA Provincial	MA CLA	
T2W	L2W		18+/-	U-19 Nat.		U19 Nat. University	MA / CLA OUA Div.II-III NCAA Div.II-III	Training environment with full Performance Enhancement Team (PET) support. Full compliment of training and game exposure.
	T2W	Elite		Senior Nat.		University Sr. Nat.	NCAA Div.I FIL	Total skill refinement; year round training and game exposure with highest level of support; high intensity/high volume training
A4L		Life		Masters	Masters	Club	MA	Post career: competition and recreation; coaches; officials. Sr. adult - post career

How Can LTAD Build Lacrosse?



In its adaptation to lacrosse, LTAD will maximize the development of lacrosse players across Canada according to a consistent and scientifically-founded methodology for training and development. However, to apply this systematic methodology to training, LTAD has to be supported by the surrounding organizational structures of our sport.

Think of Canadian lacrosse as an integrated “sports system.” There are competition formats to consider, officiating, facility development, coach training, and a host of other components that contribute to the overall development of our players. LTAD has implications for each of these elements, hence a multi-pronged approach needs to be taken to implementing LTAD that deals with all of them. When all components have been adequately addressed, the result will be a comprehensive, rational system of player development supporting LTAD.

Creating such an integrated system can be challenging. In previous instances where LTAD implementation has required changes to a sport culture’s existing methods and procedures, there has often been resistance from groups within the “sport system” who feel their authority is being challenged or their territory invaded.

This feeling is not abnormal as it is natural for people to feel anxious about change and “stepping into the unknown,” but it can be a stumbling block if it prevents the sport system from moving forward with improved player development and threatens the long-term success of the sport itself.

From its inception, one of the goals of LTAD has been to address a number of consistent shortcomings in all sports development in Canada. These shortcomings have had serious negative consequences as half of our youth are inactive and not engaging in sport programs of any kind. Canadian lacrosse can benefit by learning from other sport organizations in how they have addressed their gaps in delivery.

Shortcomings

- Young athletes tend to over-compete and under-train.
- Coaches neglect the sensitive periods when young athletes experience accelerated adaptation to special aspects of training (e.g. stamina, strength, speed, skill and suppleness).
- Winning is emphasized prematurely at young ages, so training becomes geared to short-term game results instead of long-term athlete development.
- Fundamental lacrosse skills are not taught at appropriate ages using appropriate methods.
- Training and competition programs designed for males are imposed on females.
- Adult training and competition formats are often imposed on child and youth athletes.
- Chronological age is used to organize training and competition, rather than developmental age.
- The best coaches work with elite athletes; less-experienced volunteers coach at the developmental level where trained coaches are essential.
- The competition system (e.g. league and tournament schedules) interferes with athlete development.
- There is no talent identification system (TID).
- There is no integration between physical education programs in schools, recreational community programs, and elite competitive programs.
- There is little integration and coordination between the disciplines of lacrosse (box, men's field, and women's field).
- Athletes are encouraged to specialize (by both sport and position) when they are too young.

Consequences

- Athlete skills are undeveloped and unrefined.
- Skill development is never optimized.
- Athletes fail to reach optimal performance levels when they progress to senior elite competition.
- Athletes develop poor movement abilities.
- Athletes lack proper fitness.
- Athletes develop poor habits from over-competition focused on winning.
- Female athletes do not reach their potential.
- Children do not have fun in adult-based programs and they leave the sport.
- The next generation of international athletes is not systematically developed.
- Athletes over-compete and burnout when pulled in different directions by school, club, and provincial teams.
- Provincial and National team coaches must implement remedial programs to counteract the shortcomings of athlete development.
- Inconsistent national performances due to lack of TID and a player development pathway.
- Athletes fail to reach their genetic potential.
- Competition between box and field programs for players.

In the LCDP, the Phases of Athlete Development as articulated in *Lacrosse for Life* are combined with the Streams and Multi-Sport Contexts of the NCCP.

Community Coach - Initiation: The “FUNdamental” Phase of Player Development

This is the introductory level for lacrosse and is the first phase of development for 5 to 8 year olds. The course content gives coaches the background to teach young players in a fun and exciting environment. At this level coaches will learn:

- Basic skills & basic team fundamentals;
- Identify correct equipment;
- Basic rules of lacrosse;
- Teaching through the use of minor games;
- The principles of fair play & ethics;
- The principles of running a practice; and
- Safety and liability

Community Coach - Development: The “Learning to Train” Phase of Player Development

This is the starting level for coaches of all older beginners in both recreational and competitive leagues, and the next step for young players who have completed the Fundamental Phase of Learning. Community Coach - Development also contains elements of the Fundamental Phase of Development as all players must go through this phase with every new skill and concept learned. At this level the coach will learn:

- Basic skills and identifying correct measures;
- Basic team strategies;
- Teaching through the use of games and self discovery;
- Principles of fair play and ethics;
- Principles of running productive practices; and
- Rules of lacrosse

Competition - Introduction: The “Training to Train” Phase of Player Development

Coaches in competitive leagues will need the knowledge and coaching techniques of the Learning to Compete Phase of Development. It is during this phase of development that players learn the elements of team offense, team defense, special team play as well as the effort required to compete on a more focused level. Coaches are introduced to knowledge and coaching techniques that will help them motivate players to increased levels of concentration, intensity, and commitment; and that will help them prepare their players mentally and technically for a higher level of play.

Competition - Development: The “Learning and Training to Compete” Phase of Player Development

This phase of player development will be designed to meet the needs of Intermediate, Junior, and Senior Coaches. Along with the advanced skills and the information on tactics and strategies, coaches will receive specialized training in the areas of mental and physical preparation. The basic difference between the second, third, and fourth phases of athlete development is the commitment coaches and players make to the game. Therefore, learning to win is the process of increasing the levels of concentration, the intensity of the activity, and the attention to detail.

Competition - High Performance: Learning and Training to Win

Not yet developed.

COMMUNITY COACH EVALUATION AND CERTIFICATION

Lacrosse Community Coach - Initiation

Self-Evaluation only will be conducted at this Level by completing the assigned tasks contained in this manual.

Lacrosse Community Coach - Development

Formal evaluation will be conducted at this Level and when successful, will result in coaches being Community Coach Certified.

COMMUNITY COACH - INITIATION

GOAL: To provide parents, teachers, recreational leaders, administrators and coaches with the assistance they need to create a safe and positive environment in which children can have fun while learning the fundamentals of lacrosse.

OBJECTIVES: By taking the course and coaching a year or two, participants will be able to use a method of coaching that will:

- Teach all children basic lacrosse skills and movement patterns in a way that is easy, fun and safe for them to learn.
- ensure that all children, not just the elite, achieve their potential.
- develop an understanding of the player centred approach to coaching. The intent is to show adults how to guide play without interfering with the natural way that children learn.

Introduction

Children play lacrosse in order to have fun, develop skills and to be with friends. Every child involved in lacrosse should have a positive experience, which is only possible when the sport environment is both physically and emotionally safe.

The children depend on you, the coach in community sport, to build and maintain the sport environment. Children will be able to develop a love for sport when your leadership is directed at valuing each and every one of them. You have an important opportunity to have an impact on the lives of the children involved in your program.

This manual is intended to support your efforts by providing you with:

- *practice planners to help you organize your practices to match the learning level and maturity of your players,*
- *a technical section to show you how to execute the skills,*
- *information about the players you are working with so that you can better meet their needs,*



- *information on how children learn so you can maintain the fun of playing and coaching lacrosse.*
- *guidelines for providing a safe environment for playing lacrosse and for managing injuries.*
- *guidelines for providing a harassment and abuse free environment.*
- *ideas that will help you develop and improve your approach to coaching.*
- *special on-floor methods for educating and involving parents in the development of the players.*

USING THE MANUAL

The manual is to be used as a tool for learning as well as a reference book by box lacrosse where the players are eight years of age and younger. The purpose of the manual is to introduce teaching methods that coincide with the way young players learn when first introduced to a sport.

The Manual as a Tool for Learning.

The manual contains tasks that are intended to lead coaches to a Player-Centred Approach to coaching. Space is provided for coaches to note their own thoughts, record the ideas of others and to summarize information from the resources. Not all Tasks will be covered in the workshop, but coaches should look at them during the season to ensure that all ideas and concepts of the manual are explored.

Welcome to Coaching and the Game of Lacrosse

The introductory phase that all beginners must go through, regardless of age, is the **FUNDamental Phase of Development**. Research has shown that when we are learning a new sport we need time to get the feel of how to perform the skills before we are put into formal games. Young players go through this step when they play in their driveways and back yards, in the neighborhood parks or on frozen ponds. The focus of the Lacrosse Community Coach program is to show coaches how to bring this back yard learning into the setting of the formal practice.

***The FUNDamental Phase
of Learning***

The Importance of the Community Coach - Initiation Program

The need for educated coaches is increasing. Most sports have entry levels for children under eight years of age, but unfortunately, only a few of them, generally the individual sports, provide coaches with the special training that is required for this age group. Coaches who work with young players soon realize that children do not react well to direct instruction and that they function best when participating on their own terms. Consequently, the tendency is to limit the practice time and to schedule more games in order to “just let the children play and have fun.” Unfortunately, only the early developers, the natural athletes, or those from lacrosse families are ready to learn in this environment. The rest tend to be too timid to assert themselves and never really get the ball long enough to develop their skills

***Children have special
learning needs.***

By the time children are five, they have outgrown the confines of their home and are looking to expand their learning environment. With the playgrounds, neighborhood streets and even back yards now unsafe for unsupervised play, and with both parents working, the need for quality programs for children, including sports, is on the rise. Children learn through their play, and if they are to continue learning at the rate they are accustomed to, and if they are to maintain an active and healthy life style, all coaches will need to be specifically trained to meet the learning and developmental needs of the five to eight-year-olds

***Formal games are
not the best.***



SETTING THE SCENE

TASK 1: Define your approach to coaching.

Group work: Record the conclusions of the following discussion topics on a flip chart and prepare to give a summary.

1. Why have you decided to coach? What do you hope to achieve?
2. Why have your players decided to get involved in sport and, in particular, to play lacrosse?
3. What do you think parents expect their children to get out of playing lacrosse?

List the common themes that arise from the three questions.

TASK 2: Watch the Video Children in Sport (SaskSport, 22 min) and take note of the key messages.

TASK 3: Define “Fun:” Using personal experience and observations from the film, define what it takes for players to have “fun”.

Group work Record the conclusions of the following discussion topics on a flip chart and prepare to give a summary.

1. What makes an activity “fun” for children?
2. What are children doing when they are having fun? What do you see, hear and feel?
3. Define what makes an activity fun for adults.
4. Describe what children are doing when they are playing.

List the factors that make activities fun.

TASK 4: Group work: Record the conclusions of the following discussion topics on a flip chart and prepare to give a summary.

1. What makes an activity “not fun” for children?
2. What are children doing when they are not having fun? What do you see, hear and feel?
3. Define what makes an activity not fun for adults.

List the factors that take the fun out of an activity.

THE GAME

Module

1

Goal To define a progression of games that will lead young players from pass and a catch to the formal discipline of box lacrosse and to portray lacrosse as a vehicle for fun, action and discovery.

Objectives

1. To give coaches an understanding of how minor games can be used to teach the fundamentals changed when an athlete centred approach is used.
2. To show how rules are used to promote learning.
3. To relate the equipment to the type of game that is played.

Introduction

When people think of coaching lacrosse, the first thought is to teach the players how to pass and catch the ball and the second is to get them playing the game as soon as possible. Unfortunately, new players can't do both at the same time and coaches are left trying to find the balance between teaching the fundamentals and playing the game. Throw into this mix coaches who over control in order to push the players to win and those who just let the kids play in order to have "fun."

The first step in achieving the balance between teaching and playing is to switch the emphasis from teaching the game to coaching the players. To understand this concept, which is called the player-centred approach to coaching, coaches must first think in terms of what they did as kids when they went out to play. The venue was usually the back yard, or a vacant lot, and the games were usually the games passed on from previous generations before the time of organized sport for kids.

The next step is for coaches to find ways to open up the practice so kids can organize these "sandlot" type activities while in the formal setting of a practice. Chaos might be a good way to describe the picture. A closer examination, however, will reveal individuals and groups having fun as they play and practice. As one activity breaks down because of boredom, another soon replaces it.

The third step is for coaches to discover ways to provide the structure required to keep the practices safe and to make the practices an enjoyable learning experience.



Interactive games

Seeing Lacrosse through the eyes of the beginner

For beginners, lacrosse is a game of passes, catches, carries and scoops. The challenges they set up for themselves as they interact with the objects in their environment or with a partner are the first games that beginners play when they pick up a lacrosse stick.

To get ideas, coaches can watch what the players do while they are waiting for the practice to start. Other ideas such as mirror and follow the leader games are found in Modules 4 and 7.

The challenge of these first games is to see if the skills can be performed, and then to see how well or how many times they can be repeated. Simple rules are invented to present a progression of challenges that will keep the games challenging.

Coaches Take Note

By allowing the players to adapt and change activities it ensure that the activities are;

Spontaneous –Exploratory -Repetitive

Challenging – Adaptive- Inconsequential

These are the qualities that are necessary for learning to take place.

Cooperative Games are games for teaching team concepts

Once the players become familiar with the individual skills, they can combine them into game related activities, ie., pick-up and shoot or pass; pass and run; games of keep-out or keep-a-way. In these games the players work in pairs and cooperate to achieve preset goals or challenges.

The final stage of the Cooperative Games is to increase the group sizes to three or four. Follow the leader games like the taxi cab game along with the airplane teach the concepts of teamwork and floor positions. The keep-out games can be played against players playing the give and go and shoot, the loose ball and the break-out games. At this stage these games are more cooperative than competitive as both sides have tasks they are trying to achieve in order to win. The offensive players win by making passes without drop-ping them and the defensive players by not letting the offensive players carry or catch the ball into the scoring area. There is no need for stick checking to give these games meaning. Because the challenges are personal rather than competitive, the players can focus on developing their skills rather than on the outcome.

The Progression from Interactive Games to Formal Games

The next step is for players to develop their skills in different situations by organizing the players into small evenly matched groups of 2-on-2, 3-on-3 or 4-on-4 called **Minor Games**. These games provide the opportunity to learn team concepts as well as the skills to execute them. The rules are adapted or invented to match the abilities and understanding of the participants and to provide learning experience in a progressive manner. Minor games are designed for fun and skill development and can be competitive or cooperative. ¹

Formal games are the competitive games of sports that have universally accepted rules and regulations.

The formal game of lacrosse is too complex for entry-level players. Players who are pushed ahead before they are ready tend to be left out of the play and lose interest. Conversely, players who are held back will become bored. The answer is to continually match the players with the games the players are ready for. By modifying the rules and reducing the playing surface, transition games can be designed to meet the need for increased challenge and to prepare players for the next level of play. The best example is Inter-lacrosse. Inter-lacrosse is designed for immediate participation at the recreational level of competition and is currently being used in schools and recreational centers, and at community to international levels of play. The stick is designed to make passing and catching relatively easy so that players can focus on playing rather than on skill development. The Inter-lacrosse manual has an abundance of interesting and challenging lead-up and minor games that make learning fun.

*Minor games and
Recreational games*

Formal Games

INTER-LACROSSE



TASK 1: Define

1. Minor Games: _____

2. Interactive Games: _____

3. Cooperative Games: _____

4. Formal Games: _____

TASK 2: Highlight the main rules of box lacrosse.

How the game is played: _____

Notes: _____

Violations: _____

Notes: _____

Penalties: _____

Notes: _____



Since the formal game is too complex for mini-tyke and tyke players, the CLA now has modified rules for these age groups. These rules adjust the goal size, the size of the floor, the number of players, the type of contact, etc. Please check with your provincial association or local body to find out which option is being utilized. In addition, some of the drills/practices explained in Modules 4 & 7 may not be applicable to the rules that your association is using, ie., goaltenders, 5-on-5 full floor lacrosse, etc. In reading through those sections keep in mind what is useable and what is not.

APPENDIX D

MINI-TYKE (6 and Under) RULES

Note: These are modifications to the existing CLA rules for box lacrosse. Where there is a conflict between the CLA rule book and these special rules for mini-tyke, then the mini-tyke rules shall apply.

OPTION L

The Lacrosse Stick

The player's stick shall measure not more than 101.6 cm (40"), nor less than 66.04 (26") in overall length.

The Ball

The balls used in all matches shall be soft lacrosse balls that conform to CLA standards and be approved by the CLA.

The Goals

Each goal shall consist of two upright poles, 91.44 cm (3') apart, joined by a rigid crossbar 91.44 m (3') from the playing surface. All measurements are to be inside distances.

Player's Equipment

All players must wear at all time the following pieces of equipment: helmet, mask, elbow pads, mouth guards, gloves, and a jock or jill strap.

The following pieces of equipment are optional: shoulder and arm pads, back/kidney pads, and knee pads.

The Teams

One Coach from each team may be on the floor to instruct players.

The Game

The duration of a game shall be three fifteen-minute straight time periods, with intermissions of three minutes between periods. Each period shall start with a centre face off.

Appointment of Officials

The appropriate governing body or their delegate may appoint one or two referees for the game.

If there are no referees appointed for the game, then the coaches on the floor also referee the game.

Score Sheet

A score sheet must be completed prior to each game.

No score is kept or displayed on the scoreboard.

Contact

Defensive players may occupy a space to prevent an offensive player from entering. The defensive player may place their stick on an opponent, but they are not to push or check with the stick.

Any offensive player (including the ball-carrier) who deliberately charged directly at a defensive player may be assessed a charging penalty.

There is to be no body checking.

A defensive player may check an offensive player by placing their stick head on an opposing player's stick head.

Fall Back Rule

Local lacrosse associations may incorporate the fall back rule.

The fall back rule applies when possession is awarded to the goalie. All defensive players must enter the neutral zone. Once all the defensive players are in the neutral zone, they are free to go wherever they want. The goalie must pass the ball to one of the offensive players who must be outside of the 24 foot dotted line.



OPTION A

The Playing Surface

Games are to be played wide length in one of the attacking zones. The end boards and the closest restraining line are to be the boundaries. This allows two games to occur simultaneously.

The neutral zone is where the players wait to enter the play.

The crease is to be an arc that starts two feet on either side of the goal posts and extends as far back at the tail on the goal. The net tail must be 3 feet from the boards.

Playing surfaces without floor markings can be used by using tape or chalk to mark the crease.

The Lacrosse Stick

The player's stick shall measure not more than 101.6 cm (40"), nor less than 66.04 (26") in overall length.

The Ball

The balls used in all matches shall be soft lacrosse balls that conform to CLA standards and be approved by the CLA.

The Goals

Each goal shall consist of two upright poles, 91.44 cm (3') apart, joined by a rigid crossbar 91.44 m (3') from the playing surface. All measurements are to be inside distances.

Player's Equipment

All players must wear at all time the following pieces of equipment: helmet, mask, elbow pads, mouth guards, gloves, and a jock or jill strap.

The following pieces of equipment are optional: shoulder and arm pads, back/kidney pads, and knee pads.

The Teams

Each team shall be composed of three players, one designated goalkeeper, up to six substitute players (i.e., a maximum of ten).

One coach from each team may be on the floor to instruct players.

No other people may be on the floor other than the players, referees, and the coaches listed on the game sheet.

The Game

Each session shall consist of two training sessions of 15 minutes in length and two games of 15 minutes in length.

Each player, with the exception of the goalkeeper, plays a three minute shift.

There is no thirty second clock.

Appointment of Officials

The appropriate governing body or their delegate may appoint one or two referees for the game.

If there are no referees appointed for the game, then the coaches on the floor also referee the game.

Score Sheet

A score sheet must be completed prior to each game.

No score is kept or displayed on the scoreboard.

Contact

Defensive players may occupy a space to prevent an offensive player from entering. The defensive player may place their stick on an opponent, but they are not to push or check with the stick.

Any offensive player (including the ball-carrier) who deliberately charged directly at a defensive player may be assessed a charging penalty.

There is to be no body checking.

A defensive player may check an offensive player by placing their stick head on an opposing player's stick head.

Fall Back Rule

The fall back rule applies when possession is awarded to the goalie. All defensive players must enter their own zone. Once all the defensive players are in their own zone, they are free to go wherever they want. The goalie must pass the ball to one of the offensive players who must be at least 9 feet from the crease.



Face-Offs, Possession, and Awarding Possession

Play to start with a face-off at the start of a period.

After a shift, play to start with the goalie of the team that had possession at the end of the shift.

After each goal and the end of a shift, the opposing team is to fall back to their zone.

Penalties

No penalties are to be assessed. Instead play is stopped and the offending player has the infraction explained to him by either the referee or their own coach. If the offending player's team had possession of the ball, it is awarded to the opposing team. In more serious cases, the coach may replace the offending player with another player.

OPTION X

The Playing Surface

Games are to be played wide length in one of the attacking zones. The end boards and the closest restraining line are to be the boundaries. This allows two games to occur simultaneously.

The neutral zone is where the players wait to enter the play.

The crease is to be an arc that starts two feet on either side of the goal posts and extends as far back at the tail on the goal. The net tail must be 3 feet from the boards.

Playing surfaces without floor markings can be used by using tape or chalk to mark the crease.

The Lacrosse Stick

The player's stick shall measure not more than 101.6 cm (40"), nor less than 66.04 (26") in overall length.

The Ball

The balls used in all matches shall be soft lacrosse balls that conform to CLA standards and be approved by the CLA.

The Goals

Each goal shall consist of two upright poles, 91.44 cm (3') apart, joined by a rigid crossbar 91.44 m (3') from the playing surface. All measurements are to be inside distances.

Player's Equipment

All players must wear at all time the following pieces of equipment: helmet, mask, elbow pads, mouth guards, gloves, and a jock or jill strap.

The following pieces of equipment are optional: shoulder and arm pads, back/kidney pads, and knee pads.

The Teams

Each team shall be composed of three players, and up to six substitute players (i.e., a maximum of nine).

There are no goalkeepers on the floor.

One coach from each team may be on the floor to instruct players.

No other people may be on the floor other than the players, referees, and the coaches listed on the game sheet.

The Game

Each session shall consist of two training sessions of 15 minutes in length and two games of 15 minutes in length.

Each player plays a three minute shift.

There is no thirty second clock.

Appointment of Officials

The appropriate governing body or their delegate may appoint one or two referees for the game.

If there are no referees appointed for the game, then the coaches on the floor also referee the game.

Score Sheet

A score sheet must be completed prior to each game.

No score is kept or displayed on the scoreboard.

Contact

Defensive players may occupy a space to prevent an offensive player from entering. The defensive player may place their stick on an opponent, but they are not to push or check with the stick.

Any offensive player (including the ball-carrier) who deliberately charged directly at a defensive player may be assessed a charging penalty.

There is to be no body checking.

A defensive player may check an offensive player by placing their stick head on an opposing player's stick head.

Fall Back Rule

Since there are no goalies, the fall back rule does not apply in Mini-Tyke Option X.

Face-Offs, Possession, and Awarding Possession

Play to start with a face-off at the start of a period.

After a shift, play starts with the team that had possession at the end of the shift.

After each goal and the end of a shift, the opposing team is to fall back to their own zone.

Penalties

No penalties are to be assessed. Instead play is stopped and the offending player has the infraction explained to him by either the referee or their own coach. If the offending player's team had possession of the ball, it is awarded to the opposing team. In more serious cases, the coach may replace the offending player with another player.

APPENDIX E

TYKE (7 & 8) RULES

Note: These are modifications to the existing CLA rules for box lacrosse. Where there is a conflict between the CLA rule book and these special rules for tyke, then the tyke rules shall apply.

OPTION L**The Lacrosse Stick**

The player's stick shall measure not more than 101.6 cm (40"), nor less than 66.04 (26") in overall length.

The Ball

The balls used in all matches may be soft lacrosse balls that conform to CLA standards and be approved by the CLA.

The Goals

Each goal shall consist of two upright poles, 91.44 cm (3') apart, joined by a rigid crossbar 91.44 m (3') from the playing surface. All measurements are to be inside distances.



Player's Equipment

All players must wear at all time the following pieces of equipment: helmet, mask, elbow pads, mouth guards, gloves, a jock or jill strap, shoulder and arm pads, and back/kidney pads.

The following pieces of equipment are optional: knee pads.

The Game

The duration of a game shall be three fifteen-minute straight time periods, with intermissions of three minutes between periods. Each period shall start with a centre face off.

Score Sheet

A score sheet must be completed prior to each game.

All goals, assists, and penalties are recorded and the score is displayed on the scoreboard.

A differential of more than five goals is not displayed.

Contact

Defensive players may place their stick on the ball carrier and push them away.

Any offensive player (including the ball-carrier) who deliberately charged directly at a defensive player may be assessed a charging penalty.

There is to be no body checking.

A defensive player may check an offensive player by placing their stick head on an opposing player's stick head.

Fall Back Rule

Local lacrosse associations may incorporate the fall back rule.

The fall back rule applies when possession is awarded to the goalie. All defensive players must enter the neutral zone. Once all the defensive players are in the neutral zone, they are free to go wherever they want. The goalie must pass the ball to one of the offensive players who must be outside of the 24 foot dotted line.

OPTION A

The Playing Surface

Games are to be played length width in a modified lacrosse box. In a traditional box, the goals shall be moved so that the tail of the goal rest at the top of the 24 foot dotted line.

The crease is to be an arc that starts two feet on either side of the goal posts and extends as far back at the tail on the goal.

A barrier should be set up 3 feet from the net tail of each goal. Any ball that goes beyond it is out of play.

The wide length shall remain the same.

Playing surfaces without floor markings can be used by using tape or chalk to mark the crease.

The Lacrosse Stick

The player's stick shall measure not more than 101.6 cm (40"), nor less than 66.04 (26") in overall length.

The Ball

The balls used in all matches may be soft lacrosse balls that conform to CLA standards and be approved by the CLA.

The Goals

Each goal shall consist of two upright poles, 91.44 cm (3') apart, joined by a rigid crossbar 91.44 m (3') from the playing surface. All measurements are to be inside distances.

Player's Equipment

All players must wear at all time the following pieces of equipment: helmet, mask, elbow pads, mouth guards, gloves, a jock or jill strap, shoulder and arm pads, and back/kidney pads.

The following pieces of equipment are optional: knee pads.

The Teams

Each team shall be composed of four players, one designated goalkeeper, up to six substitute players (i.e., a maximum of ten).

One coach from each team may be on the floor to instruct players.

No other people may be on the floor other than the players, referees, and the coaches listed on the game sheet.



The Game

Each session shall consist of two training sessions of 15 minutes in length and two games of 15 minutes in length.

Each player, with the exception of the goalkeeper, plays a three minute shift.

There is no thirty second clock.

Appointment of Officials

The appropriate governing body or their delegate may appoint one or two referees for the game.

If there are no referees appointed for the game, then the coaches on the floor also referee the game.

Score Sheet

A score sheet must be completed prior to each game.

No score is kept or displayed on the scoreboard.

Contact

Defensive players may place their stick on a ball carrier and use equal pressure to prevent his movement.

Any offensive player (including the ball-carrier) who deliberately charged directly at a defensive player may be assessed a charging penalty.

There is to be no body checking.

A defensive player may check an offensive player by placing their stick head on an opposing player's stick head.

Fall Back Rule

The fall back rule applies when possession is awarded to the goalie. All defensive players must enter their own zone. Once all the defensive players are in their own zone, they are free to go wherever they want. The goalie must pass the ball to one of the offensive players who must be at least 9 feet from the crease.

Face-Offs, Possession, and Awarding Possession

Play to start with a face-off at the start of a period.

After a shift, play to start with the goalie of the team that had possession at the end of the shift.

After each goal and the end of a shift, the opposing team is to fall back to their zone.

Penalties

No penalties are to be assessed. Instead play is stopped and the offending player has the infraction explained to him by either the referee or their own coach. If the offending player's team had possession of the ball, it is awarded to the opposing team. In more serious cases, the coach may replace the offending player with another player.

OPTION X

The Playing Surface

Games are to be played wide length in one of the attacking zones. The end boards and the closest restraining line are to be the boundaries. This allows two games to occur simultaneously.

The neutral zone is where the players wait to enter the play.

The crease is to be an arc that starts two feet on either side of the goal posts and extends as far back as the tail on the goal. The net tail must be 3 feet from the boards.

Playing surfaces without floor markings can be used by using tape or chalk to mark the crease.

The Lacrosse Stick

The player's stick shall measure not more than 101.6 cm (40"), nor less than 66.04 (26") in overall length.

The Ball

The balls used in all matches shall be soft lacrosse balls that conform to CLA standards and be approved by the CLA.

The Goals

Each goal shall consist of two upright poles, 91.44 cm (3') apart, joined by a rigid crossbar 91.44 m (3') from the playing surface. All measurements are to be inside distances.



Player's Equipment

All players must wear at all time the following pieces of equipment: helmet, mask, elbow pads, mouth guards, gloves, and a jock or jill strap.

The following pieces of equipment are optional: shoulder and arm pads, back/kidney pads, and knee pads.

The Teams

Each team shall be composed of three players, one designated goalkeeper, up to six substitute players (i.e., a maximum of ten).

One coach from each team may be on the floor to instruct players.

No other people may be on the floor other than the players, referees, and the coaches listed on the game sheet.

The Game

Each session shall consist of two training sessions of 15 minutes in length and two games of 15 minutes in length.

Each player, with the exception of the goalkeeper, plays a three minute shift.

There is no thirty second clock.

Appointment of Officials

The appropriate governing body or their delegate may appoint one or two referees for the game.

If there are no referees appointed for the game, then the coaches on the floor also referee the game.

Score Sheet

A score sheet must be completed prior to each game.

No score is kept or displayed on the scoreboard.

Contact

Defensive players may occupy a space to prevent an offensive player from entering. The defensive player may place their stick on an opponent, but they are not to push or check with the stick.

Any offensive player (including the ball-carrier) who deliberately charged directly at a defensive player may be assessed a charging penalty.

There is to be no body checking.

A defensive player may check an offensive player by placing their stick head on an opposing player's stick head.

Fall Back Rule

The fall back rule applies when possession is awarded to the goalie. All defensive players must enter their own zone. Once all the defensive players are in their own zone, they are free to go wherever they want. The goalie must pass the ball to one of the offensive players who must be at least 9 feet from the crease.

Face-Offs, Possession, and Awarding Possession

Play to start with a face-off at the start of a period.

After a shift, play to start with the goalie of the team that had possession at the end of the shift.

After each goal and the end of a shift, the opposing team is to fall back to their zone.

Penalties

No penalties are to be assessed. Instead play is stopped and the offending player has the infraction explained to him by either the referee or their own coach. If the offending player's team had possession of the ball, it is awarded to the opposing team. In more serious cases, the coach may replace the offending player with another player.

EQUIPMENT

Lacrosse Sticks and Balls

Stick Preparation:

The mesh pockets of sticks have to be reset because they are too tight when new. Loosen the lace that holds the pocket in place and using a ball, form a pocket that will allow for easy catching and cradling. Before tying the laces, make sure the ball will roll smoothly out of the pocket. The pocket and lacing will stretch through use and therefore will need to be reset from time to time.

Balls:

Coaches of 5 and 6 year-olds and recreational beginners can use a dense sponge rubber ball instead of the lacrosse ball. The ball is easier to control and reduces the fear of being hit.

The skill level of the players, the composition of the ball, the type of contact, and the intensity of the games/practices determine the equipment that is required. Equipment should be based on what young players can/need to learn. In addition, equipment often interferes with the development of skills. Therefore, the CLA has a list of required and optional equipment depending on the age group and the LTAD option (please refer to the rules that were identified above). Using equipment that is the right size, and that fits well makes learning activities much more enjoyable and also safer. Equipment swaps and rentals are one way to keep the cost of participation down – and this is particularly important for children with a disability who need specialized sports equipment.

TASK 3 List the pieces of equipment used to play lacrosse and indicate:

- whether the equipment is mandatory, recommended, or optional for the participants
- key points on fitting the equipment
- key points on checking if the equipment is safe (particularly for used equipment).

Age of Players _____

Equipment	Status	Keys to Fitting and Safety Points
Helmet		
Mouth guard		
Shoulder Pads		
Elbow Pads		
Gloves		
Kidney Pads		
Knee Pads		
Running Shoes		



GLOSSARY

General Terms

Cooperative games	Games where two or more players work to achieve a common goal.
Formal games	The games of organized sport which have rules that are universally accepted and administered by a controlling body.
Interactive Games	Games where players pursue individual challenges or work with a partner to achieve a goal.
Minor Games	Games that are designed to focus on one or two skills and to promote activity and fun. Minor games have only a few rules, can be cooperative or competitive and are flexible enough to meet the needs of the players.

Defensive Terms

Angles	The goalie has five angles to stop the ball. There is an imaginary arc, 1 to 2 steps from the goal line, from post to post as a guide to following the ball around the floor. Imagine 5 points on your arc as reference positions (1 as left post position; 2 as left shooter position; 3 as centre or point position; 4 as right shooter position and 5 as right post position)
Back-Side Help	A teammate who is behind a defender and close enough to help in case the defender is beaten.
Bottom Defenders	The bottom two defenders in a box man short. They play against the offensive creasemen, but they sometimes offer support to defend the shooters on the side of the power play.
Box Defence	A zone defence used against a power play.
Butt-End Penalty	Player used the butt of his/her stick to jab an opposing player.
Charging Penalty	Running at someone from a distance in an aggressive manner.
Chaser	A defensive player that pressures the ball carrier.
Checking	The act of contacting the offensive player or the player's stick.
Checking-From-Behind Penalty	This occurs when a player hits or cross-checks an opponent from behind.
Chest Protector	A heavy padding for the goalie to protect his chest and to help him/her stop the ball.
Clamping	The act of placing the head of the stick over the top of the offensive player's stick.

Close the Gap	This occurs in the open floor when there is a wide gap between the ball carrier and the defender, in this situation, the defender quickly moves towards the ball carrier and then starts to backpeddle.
Contain	The close checking of a player to prevent the player from passing, catching, or shooting. Also referred to as “shutting down a player.”
Controlling	The act of keeping a player in check so as to keep offensive threats to a minimum.
Cross-Checking	A defensive tactic to stop an offensive player from scoring by keeping both hands on the stick, a shoulder width apart, and thrusting the aarms out to hit the offensive player.
Defence	The part of lacrosse that is played when the opponent has the ball and is associated with protecting the goal area.
Defensive Draw	A faceoff strategy that places more players on the defensive side of centre than on the offensive side of centre.
Defensive Stance	The knees are bent, the feet are shoulder width apart, the lead foot is slightly ahead, the stick is held to match the opponent’s stick and to protect the body.
Delayed Penalty	When the defensive team gets a penalty while the offensive team has possession of the ball. The referee keeps his arm up until the offensive team loses possession, usually on a shot.
Diamond	A short man strategy used against a scoring threat from the point position. The points of the diamond guard the two shooter positions and the point position with the back of the diamond at the top of the crease.
Elbow Pads	A piece of hard plastic that is used to protect a player’s elbows.
Five Second Count	After stopping a shot in the crease, the goalie has five seconds to get the ball out of his/her crease or lose possession of the ball.
Front-Side	The position of the offensive player in relation to the defence and the goal.
Gap	A defender, usually shorthanded, positions themselves between two offensive players.
Goalie Stance	The pre-shot position for a goalie. Feet are shoulder-width apart with their knees slightly bent. Weight is evenly distributed on the balls of your feet. The back is straight, head is up, and eyes are on the ball. The stick is held firmly with hand placed on the shaft near the throat and is 4-6 inches in front of your feet. The free hand (blocking hand) is out to the side.



Hand Ball	When a player touches the ball with their hand, their team loses possession of the ball.
Helmet	A piece of hard plastic that covers the player's head. It must be approved by the Canadian Standards Association.
High-Sticking Penalty	When a player hits an opponent above the shoulders.
Holding Penalty	The act of using the arms to wrap around an opponent or grab an opponent's sweater to impede his/her progress.
Interference Penalty	Making body contact with an opponent who does not have possession of the ball.
Jock/Jill Strap	Groin protection for both males and females.
Kidney Pads	An important piece of equipment to protect the kidneys. Players often turn their back to their opponents, leaving themselves vulnerable for a hit in the kidney area.
Knee Pads	Cloth protection for a player's knees. Recommended for younger players.
Leg Guards	Leg guards are used to protect the goalie's legs and used for stopping shots.
Man Short	A situation, caused by a penalty, where one team has fewer players allowed on the floor than the opponent. Also referred to as short handed or man down.
Mask	A piece of metal that is attached to a helmet to protect the face. It must be approved by the Canadian Standards Association.
Mid-Pointing	Taking a position so both the ball carrier and the player being checked can be observed by the defender.
Mouth Guard	An internal piece of plastic that players teeth bit down on. Primarily used to prevent concussions.
Pants	Padding that protects a goalie's hips and thighs.
Press	A defensive strategy that has every defensive player guard every offensive player tightly across the entire floor.
Ragging	The act of controlling the ball to run down the clock.
Rebound	A loose ball off the boards or off the goalie from a missed shot or pass.
Rotating Box	A man short strategy where the players rotate in the opposite direction to the movement of the ball.

Sagging Man-to-Man	A team defence where there is pressure on the ball carrier while the remaining players move off their checks towards the middle of the floor.
Sliding	The act of leaving one's check to help a teammate.
Stick Side	The defensive position taken to defend the offensive player's stick.
Switch	The act of exchanging checks with a teammate.
Top Defenders	The two top defenders in a box man short. They play the top three offensive players on the power play, trying to pressure their opponent's shot.
Triangle	A defensive tactic used when you only have three defenders.
Tripping Penalty	Using your leg to cause an opponent to fall.
Turnover	Losing possession of the ball without taking a shot, such as off a bad pass, when checked off the ball, or by committing a violation.
Wall	The act of placing players side-by-side to form a barrier, protecting the prime scoring area.
Zone	A defensive strategy where each player has a designated area to defend.

Offensive Terms

10 second rule	The time allotted to move the ball into the offensive zone when short handed.
2-3 Line Change	A line change system where players are changed at different times through different gates. "2s" play defence, offence, and then change (in through the front gate and out through the back gate). "3s" play offence, defence, and then change (in through the back gate and out through the front gate).
3 Man Weave Drill	A stick and conditioning drill that involves three players going down the floor passing and catching (and following their pass). The drill can end with a shot on goal.
30 Second Clock	The offensive team must take a shot on net within 30 seconds or lose possession of the ball.
5 Hole	The area between a goalie's legs where shooters can aim.
5 Man Line Change	A line change system where all five players are changed at the same time. Players go in through the back gate and out through the front gate.



6 on 5	A situation where a team pulls its goalie to create an odd man situation with an additional attacker. This can occur on a delayed penalty, a set play at the end of a period, or as a surprise tactic against the defence.
Back Over	Violation where the offending team loses possession of the ball when on offence the ball goes back over the rag line.
Backdoor	When a player cuts not in front of a defender, but behind him for a pass or shot.
Backdoor Pick	The player sets a pick on the side board's side of the defender.
Back Gate	The bench gate that is closest to the team's own net.
Ball Carrier	The offensive player who has control of the ball.
Ball Pick	A pick is set on the ball carrier's defender
Ball Side	The side of the floor where the ball is.
Ball Stop	A small piece of cloth that goes inside at the bottom of the stick head. It is designed to keep the ball from resting on the hard plastic of the stick head.
Bounce Shot	A type of shot where the ball hits the floor in front of the goalie.
Brush Pick	The teammate sets a conspicuous pick and waits for the defender to call "switch." While the defenders are in the process of switching, rolls to the net for a quick pass from the ball carrier.
Bull Dodge	This is an offensive move in which you lean into a defender while cradling the stick on the opposite side and use your size, strength, and/or speed to create room to pass or shoot.
Change Area	Rectangular boxes in front of both benches where players coming off the floor must step before other players can replace them on the floor.
Closed Stance	An on-ball defender facing the sideboards in a position to prevent the ballcarrier, or his/her teammate on the same side, get either a good shot or be able to cut to the middle of the floor.
Columns	The spot on the net between the goalie and the post, from the cross-bar to the floor.
Cool Down	This is a post-game/practice recovery activity. It usually involves static stretching.
Corner Position	The spots on both sides of the floor on a 45 degree line radiating out from the centre of the crease and located out past the dotted line. This is also referred to as the shooter position. The player that plays this position is called a Corner Man or Shooter.

Cradling	The rocking motion of the stick used to gain a feel for the ball and to keep control.
Crease	The area around the goal that cannot be entered by the opposition.
Crease Position	The position on the goal line extended and about one metre off the goal crease. The player that plays this position is called a Crease Man.
Cross Pick	A player goes across the floor to set a pick for a teammate on the other side of the floor.
Cut	The act of an offensive player moving to the goal to receive a pass.
Cut & Replace	Cutting and replacing is the basic movement pattern of the motion offence. An offensive player cuts to the net looking for a pass, and a teammate replaces the spot that the cutter has vacated.
Dodge	A one-on-one move where the offensive player beats the defender.
Doted Line	This is a circular line that is 24 feet away from the goal line. Only within this area can non-ball carriers be cross-checked.
Double Threat	The stick is held with two hands so that the body is between the stick and the opponent and in such a manner that the player can pass or go around his/her opponent.
Down Pick	The cornerman or pointman goes “down” the floor (towards the net) to set a pick on the creaseman
Draw	The act of pulling and turning the stick during a face-off.
Drawman	The player who takes the face-off.
Dynamic Stretching	A dynamic stretch involves flexibility during sport-specific movements. Dynamic stretching includes movements’ specific to a sport or movement pattern and helps the athlete to increase sport-specific flexibility.
Egg & Spooner	A player who does not properly cradle the ball, but instead resembles a person in an egg and spoon race.
Engage	The offensive player moves in to make physical contact with a defender.
Face-Off	A method of starting or restarting play that has two players (drawmen) placing their sticks on the ground back-to-back to fight for possession of the ball by directing the ball to a teammate or by picking it up.
Face-Off Circle	The area in the centre of the arena where only two drawmen can go before the ball comes out of the circle.



Fake	The act of performing a movement without completion to fool a defender or goalie. Can be a body fake or a stick fake.
Far Side	The spot on the net that is furthest away from the shooter and the goalie. Also called the wide side.
Fast Break	The rapid attack which occurs during the transition from defence to offence.
Flood	The strategy of moving a large number of players into one area of the floor. This is also referred to as overloading.
Floor Balance	Maintaining 2 lefts and 3 rights or 3 lefts and 2 rights on the floor.
Freelance	An offensive system that does not involve set players, just players moving the ball and moving their feet to get an open shot.
Frontdoor Pick	The player sets a pick on the net's side of the defender.
Front Gate	The bench gate that is closest to the opposing net.
Give & Go	The act of passing then quickly going for a return pass.
Horseshoe Drill	A shooting drill that has the shooters in a formation resembling a horseshoe around the goalie.
Hotbox Drill	A passing/catching drill designed to improve players' quick stick abilities.
Inside Shot	A shot within a couple of feet of the goal crease.
Jab Step	A step in one direction where the forward motion is absorbed by bending the knee, followed by a push off and movement in the opposite direction. The jab step is used as a fake to get the defence off balance.
Lacrosse Gloves	Specialized gloves that allow for greater wrist movement.
Left Hander	The player's dominant hand is the left hand and is located at the throat of the stick. Left handed offensive players play on the right side of the floor.
Line Change	The process of changing players in and out of the player's bench.
Loose Ball	The status of the ball when it is not in control of either team.
Mismatch	When an offensive player has an advantage over a defensive player due to size, speed, or talent.
Motion Offence	An offensive pattern that involves the five runners in a continuous and balance cycle of player movement.
Near Side	The spot on the net that is closest to the shooter and the goalie. Also called the short side.

Odd Man	An offensive situation where a player has beaten his/her check to create an odd-man break going into the offensive zone. (2 on 1, 3 on 2, 4 on 3, 5 on 4, are created in the same way).
Offence-Defence System	A line change system where players play either offence only or defence only. Note: this is illegal in minor lacrosse.
Off Ball Side	The side of the floor that does not have the ball.
Off-Ball Pick	A pick is set on a non-ball carrier's defender.
One Handed Cradling	Cradling the ball by putting one hand at the throat of the stick and keeping the stick vertical tight against the body away from a defender.
Open Stance	An off-ball defender is facing up the floor in a position to see both the ball and his/her check.
Out of Bounds	The area of the box that is designated as a non-playing area.
Outlet Pass	The pass that triggers the fast break. On the breakout, the goalie makes a short pass to a teammate waiting around towards the side boards.
Outside Shot	A shot that is taken past the dotted line.
Overhand	The act of shooting or passing by moving the stick down from above and just off the shoulder.
Over-the-Shoulder	The act of shooting or passing where the ball leaves from over the shooter's shoulder. This is also referred to as a backhand.
Passing Lane	The path the ball would be traveling as it is passed from one player to another.
Pick	Blocking the path of a defender so he/she can't follow his/her check.
Pickee	The player who is having the pick set for.
Picker	The player who is setting the pick.
Pick & Roll	The setting of a pick, and then quickly turning to receive a pass.
Pivot	The act of rotating or turning on one foot or leg.
Player's Bench	The place where players wait to go on the floor.
Pocket	The mesh area inside of the frame of the lacrosse stick head. The pocket should be about the depth of a lacrosse ball.
Point Position	A spot at the top and centre of the floor and is the spot filled by the player that is furthest from the goal.
Power Play	The situation when one team has a player advantage as a result of a penalty. Also called Man Up or a Man Advantage.



Prime Scoring Area	The best position on the floor to score from.
Quick Stick	The act of catching and then passing or shooting in one motion.
Rag Line	A horizontal line by the face-off dot that is used for over and back calls.
Ready Position	A method of holding the stick with two hands so that the head of the stick is near the shoulder and ready to receive a pass.
Right Hander	The player's dominant hand is the right hand and is located at the throat of the stick. Right handed offensive players play on the left side of the floor.
Rolling	A type of dodge where the player rolls off the defender.
Scoop	A method of picking up the ball by accelerating the head of the stick under the ball.
Screen	An offensive tactic where a player blocks their defender so that a teammate can use this screen to rub out his/her check to get in the open for a pass or shot.
Set Play	An offensive strategy that usually involves a series of predetermined moves in which each player has an assigned task.
Shaft	The handle of the stick.
Shuttle Drills	A series of passing, catching, and running drills. These are used in practices and pre-game warmups.
Shooting Strings	The strings stretched from the two widest parts of the head of the lacrosse stick. Most sticks have between one and four shooting strings, and most are either nylon or hockey skate laces. They are used to create a smoother release of the ball from the pocket.
Side Arm	The act of shooting or passing the ball by swinging the stick through the horizontal plane at the waist – like a baseball swing.
Side Stance	A technique to take face-offs that has the drawman to bending down to the right side of the stick.
Sidewalls	The string that goes along the side of the stick head.
Slash Guards	Additional Protection for the arms that are designed to withstand cross-checking.
Slashing Penalty	This occurs when a player hits another player violently with the stick.
Specialty Teams	A group of players used in specific situations such as power play, man short, or faceoffs.
Star Drill	A passing, catching, running drill that simulates the offensive spots on the floor: crease, corner, point.

Static Stretching	A static stretch is a slow and constant stretch with the end position held for at least 30 seconds.
Stick Checking	A defender tries to check their opponent's stick with their own stick to try to dislodge the ball.
Stick Head	The plastic top of the stick.
Stick Throat	The bottom of the stick head – where the head is attached to the shaft.
Straddle Stance	A technique to take face-offs that has the drawman bending down with their stick between their legs.
Strong Side	The side of the floor that has more players than the other.
Sweep	A dodging technique that involves the ball carrier pulling his defender to the boards and running horizontally across the floor, using speed to try to beat the defender.
Swing	Passing the ball from one side of the floor to the other side.
Throat Guard	A hard piece of plastic that protects a goalie's throat.
Transition	The process of players moving from the offensive zone to the defensive zone, or from the defensive zone to the offensive zone.
Trap & Scoop	The act of placing the head of the stick over the ball to stop its movement and then scooping the ball into the stick.
Triple Threat	The stick is held with two hands so that the body is between the stick and the opponent and in such a manner that the player can pass, shoot, or dodge their opponent.
Twirling	A technique for catching the ball, whereby the player twirls his stick to keep the ball in the pocket. This is a very bad habit and prevents a player from catching the ball properly and prevents the use of a quick stick.
Underhand	The shot that is taken with the stick moving in a plane below the waist – like a golf swing. Also referred to as a Sub Shot.
Up Pick	The creaseman comes “up” the floor (away from the net) to set a pick on the cornerman or pointman.
Up, Down, Off	A line change system where a player plays offence (up), defence (down), and then changes to the bench (off).
V-Cut	The one to three step move of an offensive player to engage the defender, and then with a quick reverse step, move to get open to receive the ball.



Warding Off	An act of pushing off the defender with the arm when a player has possession of the ball. When called, this results in the ball carrier losing possession.
Warm Up	This is a pre-game/practice recovery activity. It usually involves dynamic stretching and stick work.
Weak Side	The side of the floor with the least number of players.

THE COACH

Module

2

- Goal** To support the coach in providing a learner friendly and a harassment free zone.
- Objectives** Coaches will be able to:
- provide every participant in a sport program with a safe and positive experience;
 - provide an opportunity for participants to achieve their full potential through lacrosse;
 - use sport as a personal development tool;
 - use a decision-making tool for resolving the ethical questions of Fair Play and the NCCP Code of Ethics;
 - use the principles of learning to meet the needs of the players;
 - work with the players in recognizing and dealing with abusive and harassing behaviour.

Introduction

Module 2 is about understanding the Player-Centred Approach to Coaching. The first step is find out what it takes to provide a positive learning environment that is free of the fear of failure, harassment and abuse, and that is fair to all. The second step is to find out more about the way children intuitively learn things when they are involved in their play.

The second part of Module 2 focuses on the coach as the learner. Just as players learn to play by meeting the challenges of their games, coaches will start learning as they prepare their first practices and will continue as they work to meet the challenges of the player-centred approach to coaching.



FAIRPLAY and ETHICS

PROVIDING A POSITIVE AND SAFE ENVIRONMENT

To provide a positive and safe environment start with following the LCDP Fair Play Code and the NCCP Code of Ethics

Fair Play Code for Coaches

1. I will follow the Harassment Policy
2. I will be reasonable when scheduling games and practices, remembering that young athletes have other interests and obligations.
3. I will ensure that all athletes get equal instruction, support and playing time.
4. I will not ridicule or yell at my athletes for making mistakes or for performing poorly.
5. I will remember there is a reason for failure, it is a part of the learning process and it is my responsibility as a coach to define the problem and find the solution.
6. I will remember the game is for the athletes and the goals that I set will reflect the needs of the players rather than my personal goals.
7. I will teach my players to play fairly and to follow the Fair Play Code for Players.
8. I will not pressure my players to perform at levels I have not prepared them for or in a way that will jeopardize their safety.
9. I will not allow players to harass or put each other down. (See the Harassment Policy)
10. I will be open to communication with parents and will enforce the Parent coaching codes

The NCCP Code of Ethics is based on four fundamental principles:

1. Respecting Participants
2. Coaching Responsibly
3. Maintaining Integrity in Relationships
4. Honouring Sport

Ethical Decision Making

Fair Play Policies and Codes of Ethics provide behavioural guidelines to cover most situations in Lacrosse. However, there are times when situations provide a conflict between two or more viable

solutions or are in a gray area where the influence of attitudes, biases and even the culture of the sport can cause coaches to resort to unethical or unfair behavior. To ensure that all decisions are fair to everyone, coaches are asked to use a process to ensure that they:

1. have all the facts,
2. are not breaking the law,
3. have considered all ethical issues,
4. are not influenced by biases, attitudes or beliefs
5. have tested their decision to ensure fairness to all.

The Decision Making Tool

Note: This process can be used for making any decision where more than one solution is possible.

The Ethical Decision Making Process

1. Gather all the facts

Often limited knowledge and personal biases keep coaches from examining all the facts in a situation.

2. Determine whether the situation is a legal one.

Example 1: If you suspect that a player is being abused and you don't know whether to report it. You are legally required to report all suspected cases of abuse.

Example 2: You witness a group of players bullying another player. It is your responsibility as a coach to control the behaviour of your players and will be legally responsible if the incident leads to charges.

3. Identify all the ethical issues

Write out all the pros and cons using the Fair Play Policy and Code of Ethics

Consider if the rules of the game or of the governing body are being violated.

4. Consider what might influence how you see the situation

Personal Experiences, beliefs and attitudes,
Culture and traditions of lacrosse
Influence of family and friends

5. Use the Four Way Test to decide between different options.

THE FOUR WAY TEST

- ***Will it enhance the enjoyment of all those concerned?***
 - ***Will it be fair to all?***
 - ***Will it promote friendship and mutual respect?***
 - ***Will it be beneficial and effective all times?***
-



TASK 1: Read the Fair Play Policy and Code of Ethics.

List situations where you have witnessed violations of the Policies or Codes.

TASK 2: Choose a situation from task 1 and use the Ethical Decision Making Tool to arrive at a solution.

1. The facts are: _____

2. Is there a real issue? _____

3. List the ethical issues: _____

4. Identify the outside influences: _____

5. Apply the Four Way Test: _____

LEARNING AND THE BEGINNER

Children learn by observing, experimenting, imitating and playing. When in their infancy, their curiosity and impatience lead them through the struggle to sit up for a better view and then to crawl for a closer examination. By the time they are five, they have learned to communicate, to perform skills and to understand concepts. They are learning machines. Why then is it so difficult to get five year-olds to play lacrosse? Why do they seem to be content to chase rather than to pass, catch or any of the other skills the older players do?

The simple answer is that the adult version of box lacrosse is a poor learning environment for new players of any age. The complex answer involves an analysis of how we, and specifically, how children learn. Children learn through their play, and conversely, they play to learn. They see sport as a fun activity involving new challenges rather than as a game to be played against an opponent or a game to be won.

The Mini-tykes and tykes, for example, play for the enjoyment of the activity and the pleasure of skill acquisition. In a formal game with only one ball and a few skills, they get little opportunity to even touch the ball. Consequently, new players are left with the game they love to play most, the chasing game. Players learn that to play lacrosse you chase the ball, chase the opponent and when stick checking is allowed, to go after the opponents' sticks with the hope for a pick-up, a carry and a throw. These are all skills that lead to bad defensive habits.

***How children learn
Children are “active
information processors”²
that have “natural
affinities to play”.³***

***Children play to learn
not to compete***

***If natural play is
interfered with, learning
is compromised.***



Compare this model with the players who come from lacrosse families where the children are given the opportunity to play and learn on their own terms and make up their own games and rules. The skill development becomes spectacular. Examples are seen in many other sports as well as lacrosse where six year olds can be seen skiing or boarding down hills, competing on their BMX bikes or dazzling their parents with their hockey or lacrosse skills as a result of their undirected play.

As toddlers, these budding stars watched the behaviour of their parents, their older siblings and the professionals they see on television. Then, when they got the opportunity, they picked out those aspects of the adult activities that looked interesting and achievable, organized them into a series of little challenges or minor games, and then played at them until they achieved a degree of success. As children mature, they gain a more realistic view of their environment and their games become more realistic. The learning that has taken place is intuitive, and happened as a result of self-directed participation rather than of a planned event like a drill.

The value of sandlot learning

The best way for coaches to understand the learning process is to compare the learning that takes place when kids are playing on the computer, at their electronic games, in community parks, on frozen ponds, or when they are in school... What is the difference?

The research of Jean Piaget, Douglas Kleiber, Robert Singer, Maria Montessori and a significant number of other behavioral scientists is now extensive. Their work was used in the last century to redefine the curriculum of day cares, play schools, pre-schools, kindergartens and the primary grades. Applying these principles to youth sport, the conclusion is that coaches need to teach through facilitation rather than through instruction. By observing the following guidelines coaches not only free up the powers of learning but they give their players permission to use their own initiatives to explore and therefore to learn. Learning happens when:

- Practices resemble the natural play environment of the children. This means "minor games", not trying to replicate the formal game (i.e. scrimmaging).
- Coaches provide opportunities to learn as opposed to giving instruction.
- The players control the situation. The learning environment must be free of fear of failure, which can come from intimidation,

criticism and correction. Instead the learning environment should be as relaxed as when players are playing on their own.

- The players are intrinsically motivated. Motivation comes when the players are appropriately challenged. When the formal or minor games are too easy, there is nothing to learn and the players lose interest. When the challenges are beyond the players' abilities and there is no hope of success, learning is too difficult and the players become frustrated and discouraged.⁵
- The players are free to create.

When coaches involve their players in setting the purpose, the content and the pace of their own learning, they give the players ownership of their accomplishments. As previously mentioned, it is the sense of accomplishment and knowing that they have engineered their own success that builds the feeling of self-worth and the building of self-esteem. This emotional connection is what leads to the creativity, the exploration and the reflection that triggers true learning⁶ and ultimately the love of lacrosse.

What does a Player-Centred environment look like?

Beginners in any activity rely on direct coaching input to get them started. Coaches often make the mistake of maintaining the same approach, even when the participants are more able to give feedback on their needs. Player-centered coaching means sharing the responsibility for learning with the players; it is about coaching for empowerment, not coaching to be in power.



A player-centred environment looks like this:	A coach-centred environment looks like this:
There is a clear structure and organization to what is going on; everyone is on task	Free- play with everyone doing what they want or coach dictates who goes where and does what at all times
Participants are involved in the decision-making (rules of an activity, ideas for activities, groupings, movement between stations)	Coach decides what is going to be done, when it will be done, who will do it, and for how long
All participants are active and engaged in a task, because stations are set up and running simultaneously	Participants do a lot of waiting in line as the whole group does a single drill
Parents and/or assistants are involved in the practice as facilitators (if you set up stations to maximize active time, then you will need help from them)	Coach is the only one managing the activities; practice is drill oriented rather than activity oriented; parent involvement is discouraged
Direction is given only when there is a need for information (instructions on getting started or how to perform a task – skill, activity, explaining rules of a game)	Coach talks a lot, constantly gives orders, and frequently intervenes in activities.
Feedback starts with questioning the participants (guided discovery – participants are prompted rather than told)	Feedback starts with coach telling a participant what to do differently in order to correct mistakes
Participants control the pace of learning, so that if more practice time is needed, it is available; participants move on to a higher challenge when they are ready	Entire group constantly shifts from one activity to the next, with little attention paid to what was learned or if it was learned or a single activity is done repetitively to the point of boredom
Participants try things out, are not afraid of failure, and ask for the coach's help when needed. They seek help not from a position of dependency but on their own terms	Participants look to the coach all the time to "teach me"
Participants play mini games or a version of the game that is adapted for their stage of development	The adult game is played by the participants

What are the effects of a player-centred environment?

Player-centred coaching not only builds the skills of the sport in participants, but it also teaches them life skills such as problem-solving, self-direction, ownership and responsibility of their actions and their learning, and creativity.

A player-centred environment results in participants who:	A coach-centred environment results in participants who:
Are able to make decisions on the floor at critical moments	Hesitate and have difficulty reading a situation on the fly
Are eager to be challenged (want the ball in the decisive moment) and free to take risks – failure is OK and accepted as a stimulus to learning	Don't want to be challenged too much (they fear failure, and do not want to be on the floor at critical times)
Are able to clearly state their needs and do not fear assistance	Cannot state clearly what they need (because they may have no training in identifying their needs)
Are able to take responsibility for their mistakes	Blame or deflect responsibility (because they really have no control over the situation so it can't be their fault)
Are able to change their response after a mistake	Are locked into prescribed responses and so have limited ability to recover from mistakes and adapt future responses
Can manage on their own if the coach is unable to attend a competition	Have difficulty making decisions without input from the coach
Are aware of their emotions and therefore are able to learn to control them – they don't feel locked into their prescribed response	Are overwhelmed by the emotions they feel they have no control over and therefore cannot change
Are open to creative responses and new ideas when situations change	Can respond appropriately only if the situation in competition is exactly as it is practised; however, if the situation changes in any way, they cannot adapt



Creating A Player-Centred Environment

"Give a person a fish and you will feed him/her for a day; teach a person to fish and you will feed him/her for a lifetime."

There is no doubt that as an adult coaching children you are responsible for the safety and the structure of the learning environment. Children depend on the coach to establish with them and to maintain consistent guidelines for what is acceptable behaviour in their sport learning environment. Involving participants in the process makes each child feel valued and safe to take risks and grow.

Player-centred coaching does not mean that you do not plan your practices, establish a structure and framework for each practice, or share your expertise during practices. It simply means that you:

- allow for choice in what is to be done and how it is to be done
- encourage input from participants
- allow time for participants to explore several options and come to understand for themselves why some options are more effective than others
- value and respond to each participant's input

Player-centred coaching often requires more planning on your part than a practice in which you are in full control of what the participants do and how they do it.

TASK 3 Player-Centred Coaching

Describe what you would like a visitor to see, hear and feel if they dropped in on your best player-centred practice. Relate your answer to how the practice would be organized:

THE COACH AS THE LEARNER

It will be difficult for some coaches to adapt to the player-centred approach to teaching. The education systems and coaching styles of the last century all modelled a directed approach to teaching that is very difficult to change. Consequently, coaches will have to plan their own learning activities just as they do for their players. In addition, just as a coach might start their players with a game or a drill to give them ideas, the following tips will give coaches enough information or guidance to get them started.

The coach is now the learner

The best models that coaches can use are their own experiences. By comparing the situations when their parents, teachers, coaches or bosses were exercising control with the times when they could do what they wanted, coaches can begin to understand the meaning and importance of having the freedom of self-determination. It is the same freedom that we all look forward to on weekends, holidays or in retirement and is what players should be able to look forward to when they go to their practices and games.

Make the “sandlot” experience part of the practice

This is the autonomy that kids have when they play, and as already stated, is the necessary ingredient for learning. Coaches who are still unsure of this approach must understand that it doesn't mean that players are allowed to do anything they want. Letting players turn a practice into chaos, bully or exert control over team-mates or even allowing players to go through a season unchallenged, does not constitute fun. Some players will need help to set and follow rules, others will need to be encouraged to develop their senses of caring, respect and responsibility and many will need to be shown how to use rules to set challenges and to play minor games. This is the structure that is required for learning rather than the traditional structure of drills and lessons.

Players need structure in order to learn

The player-centred coach is a facilitator instead of a dictator of instructions and information. The principles of effective practices are still adhered to but in a different way. Instead of lining up an hour of drills player-centred coaches plan how to:

The player- centred coach is a facilitator

- keep the players challenged by showing them new games,
- present models of what the players can aspire to,
- prompt the players when they seem to be stuck and ask them to find new ways to use their skills,
- let the players evaluate their own effort so they can plan how and



- what they want to practice next,
- modify the games by changing the rules,
- use the rules of the games to focus attention on skill development and motivate higher levels of achievement.

The Practical Application of the Player-Centred Approach to Coaching

Delay the formal organization of the practice

Players will arrive at their first practice with a preconceived idea of what is going to happen.

- If they are accustomed to an open style learning environment they will start playing and experimenting with the equipment.
- If they come from a more controlled environment, they will wait for permission or to see if it is okay to try things on their own.
- If they come from an uncontrolled environment, they will start doing as they please, even if it means infringing upon the rights of others.

Observation is a coaching tool

Observation is the key to player-centred coaching. From the first practice, coaches will be able to determine each player's:

- learning style, ie., directed or self-directed,
- level of expertise and coordination,
- personal characteristics and level of maturity.

Warm-up

It is natural for players to start slowly while their bodies warm up. Use this time to:

- Talk to the players that are still watching to help them find a partner or a skill to practice.
- Watch for any bullying or teasing
- Watch the players that are active and take note of what they are doing.

Conclude the warm-up by selecting one or two of the activities that will engage the aerobic energy system and get all the players to participate.

The instruction

The instructional needs of the players are determined from the warm-up exercises and previous practices or games. When there is a common problem, a formal demonstration and discussion can be given for all players. Drills are used to ensure understanding and

then players are into their groups to practice on their own. When the needs are too divergent, players should be grouped to find ways to improve their performance. Individual coaching will be extremely helpful to get players to their next level of competency.

Coaches who are accustomed to being in control will feel uncomfortable even thinking about a player-centred approach to coaching. However, just as the players need to organize and plan how they are going to practice in order to learn lacrosse, coaches will also have to make a decision to try something new and plan how to use the ideas in this manual. The act of coaching will be the teaching instrument by which coaches will learn.

TASK 4: Implementing the Player-Centred Approach to Coaching

Review the information of Player-Centred Coaching and list the parts that you have difficulty understanding or would have difficulty implementing. Use your group to identify possible solutions.

HARASSMENT, ABUSE AND SEXUAL ABUSE

Harassment, Abuse and Sexual Abuse are indictable offenses!

The public awareness of the sexual abuse perpetrated by people in positions of trust has resulted in the following lists of what constitutes inappropriate behaviour. Coaches may be surprised that the way they communicate may be considered abusive, even if unintended. The anti-abuse and harassment codes also apply to players and fans. The coach has a responsibility for controlling any abuse or harassment perpetrated by team members, and for reporting abuse by third parties. The following definitions of

Coaches are responsible



harassment, abuse and sexual abuse have been provided as a guide for coaches to ensure that their own behaviour, the behaviour of their players, fans, or parents do not violate the harassment or abuse codes.

TASK 5 Using ones own experience and the Harassment and Abuse definitions listed below, determine the appropriate and inappropriate behaviour of coaches when relating with players, fans and parents.

Coaches: List how the mannerisms and conduct of coaches of 5 to 8 year-olds can be considered as harassment or abuse. Consider methods of communication and relating with their players.

Players: List how 5 to 8 year-olds can be abusive in the way they relate to each other, and then determine what action coaches can take to control such behaviour.

Fans and Parents: List examples of how fans and parents can be abusive to the players, and then determine what actions coaches can use to control such behaviour.

Harassment – intentional or unintentional behaviour including comments and/or conduct which is insulting, intimidating, humiliating, hurtful, malicious, degrading or otherwise offensive and/or which creates an uncomfortable environment.

1. Deliberately ignoring a player, placing unrealistic demands on a player; verbal abusing or threatening a player
2. Practical jokes which cause awkwardness or embarrassment, endanger a person's safety, or negatively affect performance;
3. Remarks, jokes, innuendoes, or taunting about a person's body, attire, age, ethnic or racial origin, religion etc.;
4. Sarcasm, condescension, paternalism or patronizing behaviour which undermine self-respect or adversely affects performance;
5. Displaying of sexually explicit, racist or other offensive or derogatory materials;
6. Shouting, swearing, taunting, degrading, demeaning;
7. Physical conduct such as touching, kissing, patting, pinching.

Harassment or abuse may include:

Teasing is a behaviour used by children developing their communication skills. In today's society, however, it often turns into bullying and intimidation and is not to be condoned by coaches.

***Teasing, Bullying,
Intimidating***

Adults who work with children should be aware of the ways children can be appropriately touched. Hi-fives, a pat on the helmet, or a friendly touch on the shoulder can all show that you care. If coaches are unsure about their behaviour, they should check with the parents. Also, asking the players for permission before helping them with equipment, clothing or injuries will clarify the coach's intent and prevent any misunderstanding or uncomfortable situations.

Communication

Sarcasm and put-downs, although quite common, are not to be used as forms of humour, communication or motivation. Coaches must set the example and communicate with respect. Mistakes are a natural part of learning and players should be encouraged to find appropriate ways of communicating their feelings.

Sarcasm and put-downs



A Checklist - Is Our Team Environment

A Discrimination-Free Zone?

- ☐ People first language is used (i.e. language that does not demean a particular person or group)
- ☐ Posters and other materials that demean a particular group are not displayed or exchanged (e.g. posters, cards, magazines, cartoons, videos/DVDs, screensavers)
- ☐ Name calling is not tolerated
- ☐ Jokes that poke fun at specific populations are not tolerated
- ☐ Every participant is given equitable coach attention
- ☐ Every participant is given equitable playing time in community lacrosse
- ☐ Every participant has a say in developing the team code of conduct
- ☐ The team code of conduct outlines behaviours that will promote a discrimination-free zone and this code is enforced by all
- ☐ Initiation ceremonies are not practiced

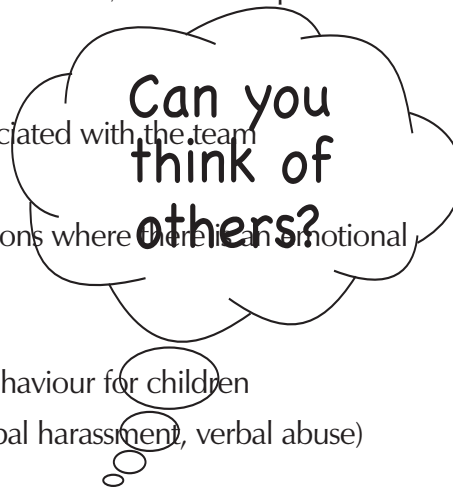
Notes: _____

Loud Mouth Fans

You are a coach of young participants and at a parent meeting a few days before a weekend tournament one of the parents tells you he/she is not happy about the behaviour of some other parents. "Some parents on our team keep shouting directions to their child and to other kids on the team. They also harass kids and coaches on the other teams. I don't feel this is right at all," he/she says.

Some Issues in this situation:

- Quality of the competitive environment, and of the sport experience
- Leadership of the coach
- Image presented by those associated with the team
- Respect for others
- Self-control of parents in situations where there is an emotional involvement
- Self-control in public
- Parents as models of proper behaviour for children
- Safety of the environment (verbal harassment, verbal abuse)
- Freedom of expression
- Potential escalation (general security on the premises if parents come to blows)
- Potential to lose volunteers if the situation persists (coaches, other parents)
- The participant may be confused – Who should he/she be listening to: the parents or the coaches?



Some possible interventions by the coach:

- Talk with the parent who is voicing concern, but do not intervene with the other because you do not feel there is a problem (this is just a case of two parents who do not like each other)
- Intervene alone with the parent who is yelling.
- Intervene with all parents as a group.
- Intervene by requesting a meeting with the parent who is complaining, the parent who is yelling, and yourself as mediator.
- Have your team prepare a parent code of conduct and have a group of parents responsible for enforcing it.
- Talk to the participants about ignoring the yelling from the stands – they should only concern themselves with coaches, other players, and the officials.
- Have the noisy parent ejected from the stands.

NB: Before following through on a chosen action, be sure that your intervention is consistent with the NCCP Code of Ethics and with Fair Play concepts.

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Reference Material, April 8, 2003

THE PLAYER

Module

3

Goal For coaches to make the emotional, social, cognitive and motor development an integral part of a player-centred approach to coaching.

Objective Coaches will be able to:

- use the growth and development characteristics of the players to enhance their physical, mental, and emotional development, develop their skills, and guide their learning;
- Assess the implications of liability and the role of the coach.
- prevent injuries from occurring
- know what to do in the event of a life threatening or serious injuries.
- provide the appropriate methods for removing an injured player from the playing surface.
- provide the appropriate first aid treatment for soft tissue injuries.
- Know when players can return to action following an injury.

Introduction

The mini-tykes, the cute little "guys", the children adults smile at. Can these children be coached? Most adults that work with this age group say they can't, at least not in the traditional coach directed sense. As soon as coaches give two teams one ball and ask them to play a game of lacrosse, the children invent their own simpler game of throw and chase. Not only do young players lack the skills to play the formal game but they are only beginning to understand formal games and their rules. Still, many adults insist on dressing their children in full lacrosse protective gear and then organizing them into the formal adult version of the game.

Does this mean that adults shouldn't interfere and "just let the kids play?" Perhaps. But there is a very important role that adults can play which will enhance the development of the child. The first step according to Douglas A. Kleiber, a child psychologist, is that:



A thorough understanding of child development is invaluable if one is in some way responsible for supervising the play of young children, structuring the play environment or providing aid to those who request it. ⁷

What Klieber is suggesting is that even though coaches are not going to be using the direct approach to teaching skills, they still have a responsibility for the personal development of the players, which falls in line with the goals of the LCDP.

Children of this age should not specialize in lacrosse. Although they may well have a preferred sport that they take part in once or twice a week, they should take part in other sports or activities at least 3 to 4 times per week.

TASK1: Develop a profile of the age group coached using the Age related Growth and Development characteristics.

Age category: _____

General: _____

Psycho / Social / Emotional: _____

Physical: _____

Learning Ability or Readiness: _____

TASK 2: Describe the type of activity that will be appropriate for your players: _____

GROWTH AND DEVELOPMENT CHARACTERISTICS

Mini-Tykes

Five years of age is an appropriate age to start learning sport skills in the formal setting of a practice. Five-year-olds are more settled, focused, and cooperative than they were at four. They are looking for new challenges and are “full of curiosity and enthusiasm for learning.”⁸ They have a need for both large and small muscle development and to release energy - “must be on the go from dawn to dusk.”⁹

The mini-tykes are just coming out of what the professionals call the egocentric stage.¹⁰ The egocentrics play alongside each other, must have what the other children have and like to do what everyone else is doing. There is very little interaction except when they have to share. Even though the mini-tykes are now more cooperative and social than they were at four, the five-year-olds will learn much faster if they can practice on their own or in groups of two or three with an adult helper. In lacrosse, this means that the players need their own stick and ball, and all players must be active. Standing in lines and taking turns is too slow, and does not meet their need to

The Five Year Olds

Must be active



move and learn. Use parents as facilitators, to pick up loose balls, to accurately toss and catch balls for passing and catching, and to generally act as mentors. In other words, the parents are to help keep the play active and the environment safe, psychologically as well as physically (See Module 7 for using parents in practice).

The formal game of lacrosse is too boring.

Mini-tykes play for the pleasure of skill acquisition¹¹ and have the ability to create their own games and to plan their own challenges. The formal game of lacrosse is too boring and players will invent their own games, which may not be related to the lacrosse skills coaches want their players to develop. As a result, the players often develop bad habits that they will never break which leads many players to never fully develop their skills and sometimes leads them to quit the sport.

The development of skills through play

The first games children play are ones of small challenges involving motor skills, curiosity and creativity. Even before they can speak, toddlers are driven by the games of: What will happen; What would happen if I do it this way or I want to try what my mother, father, brother or sister etc. is doing. If a person watches children closely, one can see the wheels turning.

Everyone reacts in a similar way when faced with something new whether it be the new car, DVD player, computer program, golf club or even a new skill. Learning is experimentation to see what will happen and then followed by an evaluation. Coaching the five-year-olds is providing these opportunities in an organized fashion.

Coaching Tip

➤ *When first introducing lacrosse, play games that allow the players to explore their stick skills. Coaches can help by modeling skills that are within the player's range of possibilities so they can get a feel of how to apply the forces. Play games of how hard, how far, how soft, how high, and a progression of carrying, pick-up and catching games.¹²*

Once the players have developed a feel for the stick, put them into small groups to play the interactive games with the assistant coaches, ie., the give and go games. The trick is to watch the players as they start looking for new challenges and then increase the complexity of the games.

Five year olds have a strong sense of what is "fair" and should be introduced to the simple rules and ethics of sports. Basic tactics and decision making (like a give and go) can be introduced.

➤ Coaches can also get ideas by watching what the kids do when they flood onto the floor between periods of junior or senior games. Coaches will see the complete progression of interactive to minor games: a three year old being closely watched by her dad as she tries to throw him the ball; five and six year-olds shooting at the net, each with their own ball; numerous players throwing the ball at the side boards; a group of seven to twelve year-olds playing 4-on-4 around the other net.

By the end of their first season the five-years-olds will be able to combine the games of the individual skills i.e. combine a face-off game with a pick-up game with a give-go & shoot game. These games are cooperative by nature and give the players a chance to experiment with their skills

➤ It is at this point that adults start introducing the players to the structured formal game of lacrosse. Coaches start filling their practices with drills and explanations that adults don't even care for. The "play" in "playing lacrosse" starts to disappear and consequently, so does the vehicle by which the children learn and have fun.

At six, the mini-tykes are becoming more social, are quite comfortable being away from the family and being on a team satisfies their need to be with others their own age. The six-year-olds are going through a year of change and extremes. When they are successful and enjoying themselves, life and people around them are great. If, however, frustration sets in, e.g. they don't get their way, they hate everything and everyone related to the situation. This is the age where many parent find it best to have their children under the direction of the assistant coaches.

On the plus side, the sixes can understand the concept of working together to achieve common goals, i.e. teamwork. They also have the strength and coordination to execute their skills in the partner type games they played with their parents the year before. Sixes have "boundless energy and all muscles cry out for action"¹³ so once they understand the concepts of the keep-out games they can be introduced to 2-on-2 contests and the full floor group chasing and throwing games.

Between school and parents, the six-year-olds get their fill of adults telling them what to do. By organizing interactive games to develop skills, coaches can keep their instructions to a minimum and the children can play. They know what rules are but have difficulty making the decision to follow them. Example: the meaning of "no".

Warning

The SIX-YEAR-OLDS

Start with 2-on-2 games



Games for six-year-olds

The second year Mini-tykes should go through all the games of the beginners but at a more sophisticated level and over a shorter period. They will want to focus more on using their keep out games against their offensive counterparts. Start with 2-on-2 with the teams taking turns shooting at one goal or target and progress to 3-on-3 on the cross-floor (for those using LTAD Option L, they can progress to 4-on-4 and 5-on-5 on the half floor). It must be remembered that this age group:

- Is just learning about rules,
- Is interested in skill development not outcomes,
- Still needs maximum stick to ball contact that they get when playing in smaller groups,
- Must play the games involving the players without the ball and need the 3-on-3 cross-floor games to explore this forgotten dimension of team sports.

Coaching Tips (Adapted from CAC Resource Materials.)

Be aware that young children may:

- be afraid of the unknown;
- are likely to imitate and be highly imaginative; and
- want to know everything but at their own level because of the curiosity that is able to reason but only in relation to what is readily observable.

For best results for promoting self-esteem and confidence avoid:

- Emphasizing the result or performance;
- Negative competitive experiences;
- Comparisons with other children;
- Lengthy explanations;
- Criticism;
- Activities that require repeated impact or wherein there is a risk of collision; and
- Repetitive activities and activities that feature too much structure to prevent boredom and overuse injuries.

To promote learning:

- All activities should take the form of games; conditions in which activities or games take place should be varied to promote the development of a variety of motor patterns and skills;

- Rules should be adapted to encourage a high degree of interaction between and involvement of participants, and to increase the probability of success during the activity; modified, scaled-down equipment should be used
- Demonstrations should be highly specific, simple, and aimed at the achievement of a well-defined objective; duration of activities should be relatively short, and exercises should change frequently
- Children need to be praised and complimented generously and regularly for their efforts; feedback should focus on one point only; choose the most important one; children should be encouraged to be proud of their own performance, and to congratulate others for theirs
- Basic motor abilities should be developed through games; techniques should be introduced in ways that stimulate the child's imagination (e.g. refer to a funny situation of the child's life, a cartoon)
- Encourage children to drink water, and in hot conditions, ensure that there are plenty of beverages available
- The child is conscious of own feelings and emotions, and of those of others toward him/her; can play on these feelings to obtain privileges

THE TYKES

The sevens are entering what Jean Piaget described as an age of cooperation¹⁴ where social skills are developing and rules are becoming important for defining a common understanding and a level playing field for their games. Being more cooperative, they are easier to get along with, easier to teach and are anxious to please. This is the ideal age to start combining the partner games of the mini-tykes into the recognizable team plays of lacrosse.

THE SEVEN-YEAR-OLDS

A word of caution about the first year tykes: Dodson describes this as the age of reflection.¹⁵ Just as toddlers need to practice going up and down stairs, the seven-year-olds need to practice thinking about life and sorting things out at a seven-year-old level.¹⁶ Players will often appear to be in a daze because they may be thinking more about being accepted by the team, being compared with others and being dealt with fairly than about what the coach is saying. Coaches must be patient. It is important to stress personal performances, not outcomes, and to strictly enforce rules.



The games of the seven-year-olds.

The tykes are into improving their skills, bettering their own performances, and trying to achieve what they see others doing.¹⁷ The enjoyment and fun of playing lacrosse is still in executing skills and imitating, but now coaches can vary the situations by making them more complex. If the sevens were given the opportunity to learn through their play as Mini-tykes, they will be able to play the cross-floor three-on-three games by the time they are seven. Players at this age are more willing to accept the different roles and positions of a team game and will adapt the interactive pick-up, face-off and give-and-go games when playing 3-on-3 cross-floor, or 4-on-4/5-on-5 half floor games. If using LTAD Options L or A, playing games such as the airplane game work well to develop the concepts of the transition from defence to offence and vice-versa.

Coaching Tip

- *The airplane game is an excellent example of how learning works. While the players are focusing on keeping the parts of the airplane together when moving down the floor, they are subconsciously or intuitively learning the advantages of keeping the positions of the break-out pattern filled.*
- *The rate of learning, and for that matter the level of enjoyment, are related to the number of times each player gets to handle the ball. Players who are not ready for this level of play will resort to chasing when on defence and more running with the ball than passing when on offence. Help players through this transition from the lower level to higher level games by not pushing them ahead too fast and by using rules and their ideas to lead them to the next step.*

THE EIGHT-YEAR-OLDS

Dr. Dodson describes the eight-year-olds as being “ready to meet the world with great verve and exuberance, and who are ready for any-thing.” Dodson goes on to describe the eight year old as “speedy” and who “does everything in high gear”, is “actively looking for new things to do” and who is “hungry for facts.”¹⁸

The eight-year-olds have been in a “gang”¹⁹ mode for some time and the gang code and values fit right in with team sports: “daring, physical strength, agility, comradeship, ingenuity, and even slyness.”²⁰ Sport teams are a natural and safe place for players to satisfy their needs.

“The eight-year-old has a tendency to appraise what happens to him and what he causes to happen. He constantly evaluates his activities

and those of others. This interest in appraising and evaluation is part of his drive to become more grownup. He definitely demands that adults treat him more like a grownup."²¹ Therefore, there is no doubt that eight-year-olds are mentally, physically and socially ready to play lacrosse.

The tyke games

Coaching Tips (Adapted from the CAC Resources)**Be aware that:**

- Just because eight-year-olds have an improved ability to listen, to follow rules, and to assimilate information, coaches must not be drawn into the more direct approach of teaching through instruction and drills.
- Players will always need self-directed play to learn. The small groups and modified games that were necessary at the earlier stages must now be adapted to the needs of the older players.
- Only those players that played on their own became good enough to make higher level teams.
- Likes to assume some responsibility and to take part in decisions relating to games or activities played.
- Prefers activities that will allow him/her to shine and to be successful

To promote self-esteem and confidence avoid:

- Activities that feature repeated impacts or where there is a risk of collision; repetitive activities (for reasons of boredom but also to prevent overuse injuries); activities that are too structured
- Mechanical and/or highly repetitive approach to the teaching of fundamental techniques; use of equipment that is not designed for children
- Repetition of all-out efforts lasting between 20 and 60 seconds; work against a high resistance; prolonged aerobic endurance efforts
- Emphasizing winning and creating a pressure to perform
- Comparisons with other children
- Negative competitive experiences
- Criticism



Guidelines for promoting learning:

- Establish guidelines for acceptable behaviour, and act in a constant and predictable manner; however, accept each child unconditionally
- Children need to be praised and complimented generously and regularly for their efforts; feedback must focus on one point only; choose the most important one; emphasize the following: development of confidence, self-esteem, peer interaction, cooperation, having fun, putting winning and losing into perspective, and giving a 100% effort
- Demonstrations must be highly specific, simple, and aimed at the achievement of a well-defined objective; duration of activities must be relatively short, and exercises must change frequently
- Focus on activities that are aimed at developing coordination, balance, and proper motor patterns; encourage participation in a variety of sports and activities; encourage the use of both right and left hands and feet whenever possible to enhance motor patterns and improve coordination; good age to use speed games
- Modified, scaled-down equipment should be used; competitive games where ability levels are matched; create opportunities for the child to demonstrate the progress he/she has made in a way that will enhance self-image; participants should have the opportunity to take some responsibility, and to assess the impact of such decisions; rules should be adapted to encourage a high degree of interaction between and involvement of participants, and to increase the probability of success during the activity
- Encourage children to drink water, and ensure that plenty of beverages are available when exercising in the heat

EMOTIONAL DEVELOPMENT

Human behavior is controlled by the emotional and the thinking parts of the brain. Sometimes these two parts work and respond independently of each other and at other times they work together. How and when we use each is determined by heredity, nurturing, conditioning and on the circumstances. We are born with the emotional brain ready to use. As we grow and develop we learn how to use the thinking part of the brain to filter and control our emotional reactions. Five to eight year-olds are in the middle of this development and what they learn in lacrosse will be critical to how they respond to emotional situations later in life. Our emotional development is responsible for the many special qualities that are often described as “character” and plays an important role in being successful in life long pursuits.

The Emotional development of children is well underway by the time they start playing lacrosse. How a coach handles the emotional times of practices and games over the four years of Mini-tyke and Tyke lacrosse will establish the base for how the player deals with the emotional, social and tactical aspects of lacrosse in future years. When the emotional brain has been triggered it is very difficult to shut it off as all parents have discovered. Coaches can speed up the process by:

- First, identifying with the emotion by showing empathy;
- Then, ask questions to lead the player to think about what happened,
- Finally, lead the players to think about what they can do to prevent or how to view the situation in the future.

This process is a model that players can use to build a rational response to emotional situations. In the behavioral sciences the ability to respond in a rational and reasonable way is part of what is now classified as emotional intelligence.²²

Daniel Goleman describes emotional intelligence as: “abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathize and to hope.”²³

Any time coaches can help players deal with any of the emotional problems that Goleman lists, they are contributing to the emotional development of their players, thereby increasing their emotional intelligence.

Practical Application

***Discussion Topic:
Show how the Codes of
Ethics and Fair Play
Policies, using the Player
Centred Approach to
Coaching, harassment
and discrimination
policies lead to and
enhances the personal
development of the
players, i.e. a higher
level of emotional
intelligence.***



THE COMPONENTS OF EMOTIONAL DEVELOPMENT

Learning

Two aspects of emotional development that coaches will have a direct influence on is: **How the players Learn** and **Self-esteem**.

Higher level decision making is learned at the entry levels

During the formative years children are learning how to learn and learning how to adapt what they know to new situations. Sport is an excellent environment for this to happen but only if the coaching style is non-directed. In fact, a totally directed style of coaching will eventually result in lower esteem for the player, (higher for the coach) regardless of how good the player becomes. Giving players realistic feedback in a positive way helps players build a positive self-image. Self-esteem, however, is more than just telling players how good they are. Players need to be involved in activities where they can try things so they can feel they are being successful. They need to:

- be involved and active,
- feel they are part of the group,
- learn, participate or play like everyone else,
- be accepted and have their ideas accepted

Self-image is not just being told how good you are.

When players are involved in the problem solving process of learning, the resulting feeling of accomplishment enhances their self-esteem. The more times they can have these experiences of control, the stronger their self-esteem becomes, the greater their confidence in making decisions and the greater their desire to accept and successfully meet new challenges.

Player centred coaching empowers.

Children are constantly coming up with different ideas as they learn to express themselves and keep themselves busy in their play. At the same time, they are also discovering the best methods to solve their problems and to discover answers. When adults constantly correct, direct, judge and answer; children learn to distrust their judgment and to rely on the direction of others.

Coaching tip

- Break formal games into parts and organize the different activities into play stations.
- Have a multiple of activities to choose from, encourage them to find different solutions to problems or to change the games to increase the challenges.
- Provide guidance by giving ideas and by watching and learning how the players adapt the games and challenges to make the activities more interesting.

Empathy is “the ability to know how another feels”²⁴, and is taught by example when coaches empathize with their players and follow the Fair Play Codes and by teaching players how to follow the rules and play to the Spirit of Sport.

Empathy
The caring about others

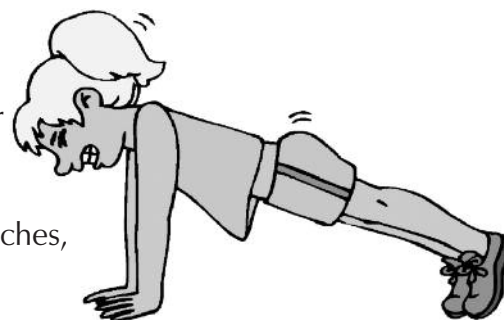
SELF-ESTEEM

What is self-esteem?

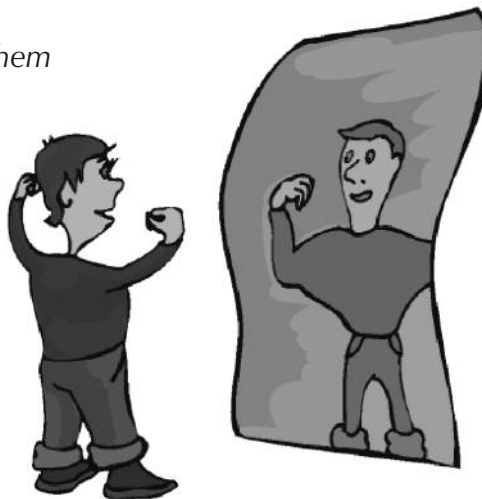
Self-esteem is an outcome of how positively an individual feels about himself/herself. A person’s self-esteem can be directly affected by the positive and negative comments of others toward him/her, including those received during participation in sport.

The importance of self-esteem in sport

Sport gives participants the opportunity to acquire new abilities and to assess their skills in competition. Those participants that have high self-esteem tend to learn quicker and perform better than those with poor self-esteem. One of the most important phases of self-esteem development occurs between ages of six and 11. Therefore, parents, coaches, and other adults who work directly with young participants play significant roles in helping them feel good about themselves.



Even remarks that seem insignificant to the person that made them may have an impact on a participant. Parents and coaches should always point out things that the participant is doing well, as well as those that need to be improved. Positive reinforcement can be given on how a participant is performing a skill/activity, and can also be provided for aspects of behaviour that have little to do with performance in sport (e.g. following the rules, playing fair, being on time, taking good care of equipment, making others laugh or relax).



What you say matters a lot to the participants. Coaches can directly impact the self-esteem of the participants, and therefore must carefully assess the potential impact of the words they use and the comments they make on the participants before they are made.

Tips for Developing the Self-Esteem of your Players.

- Give them a warm and personal welcome when they arrive, and make sure they are happy to be there.
- Show them that you have confidence in their ability to learn and improve.
- Show respect for them.
- Tell them what their positive qualities are, and what they do well.
- Show them you appreciate them as persons.
- Communicate with them in a positive way.
- Design activities that are suited to their level of performance. Establish realistic goals and expectations based on their abilities.
- Give sincere and frequent praise, especially to young children. Encourage effort and avoid always focussing on results. However, avoid giving false praise, as participants will soon stop valuing your feedback.
- Avoid games involving an elimination process because they may create unnecessary pressure. Create situations with high chances for success.
- Be specific when you praise efforts or performance.
- Praise them for their special achievements; recognize the progress they make.
- Smile, wink, or nod when you want to express acknowledgment. A pat on the back or a high five is an excellent indication of support.
- Give them responsibilities. Involve them in the decision-making process and give everyone the opportunity to be a leader (e.g. alternate captains regularly).
- Ask for their opinions and encourage them to ask questions.

RISK MANAGEMENT

This section is not a First Aid course, but rather a guide for coaches to safely manage their players. Players must have both a psychologically and a physically safe environment to play in and the priority is prevention. If, however, a player is injured, it is the coaches' responsibility to make every effort to:

- prevent the injury from getting worse,
- ensure that players get the best treatment possible
- take measures to reduce the risk of it happening again.

The ideal situation is for the coach to be a certified First-Aider or trainer, or to have a trained health professional to take on the duties of the **Charge Person**, (the person who takes care of all team injuries).

Regardless of who takes on the role of caring for injuries, it is the coach's responsibility to ensure that the Injury Management Protocols are followed. The protocols are provided to ensure that injuries that can't be treated out of the First Aid kit are handled by a qualified First- Aider. Coaches must understand that if the protocols are not followed, they can be held liable for any complications they cause.

Coaches must be able to show a plan for dealing with: the prevention of injuries, emergencies, managing injured players, the recording and reporting of injuries and the adequate supervision of the players.



NEGLIGENCE AND LIABILITY

The responsible and prudent coach is familiar with written policies that govern him/her, is aware of unwritten norms and practices, knows something of the case law as it applies to coaches, and has learned to trust his/her intuitive judgment and common sense.

More than ever before, coaches are aware of the risks and responsibilities they assume when they coach. These risks and responsibilities include those that are legal in nature. No matter what their certification, experience, employment or volunteer status, sport discipline, or location of residence, coaches at all times have a legal obligation to provide a safe environment for participants.

To understand this obligation more fully, the coach must understand some key legal principles including negligence and liability. In order to fulfill this obligation, the coach must also understand concepts and techniques related to risk management. With this knowledge, the coach can determine the applicable standard of care, can assess his or her own coaching situation for risks, and can put in place appropriate measures to manage these risks.

Negligence

Negligence is a legal term with precise legal meaning. The term relates to standards of behaviour that the law expects, and understanding the law of negligence is an essential first step in learning how to provide a safe environment for participants.

In general terms, negligence refers to behaviour or action that falls below a “reason-able standard of care.” The law in Canada demands that we behave in a particular way so that others who might be affected by our actions are not exposed to an unreasonable risk of harm. The standard of behaviour the coach is expected to meet is what is termed an “objective” standard. As adults and as coaches, we are all credited with the same general intelligence and sensibility, and thus the law expects each of us to behave in a reasonable fashion when confronted with similar circumstances.

The law does not expect a coach to be *perfect* in his or her behaviour, only that the coach be reasonable and act as other reasonable coaches would act in the same circumstances.

It is widely accepted that there is a certain amount of risk in many sport activities and that such risk is knowable, foreseeable, acceptable, and, depending on the sport, even desirable. What is unacceptable in sport is behaviour that places participants in a situation of unreasonable risk or danger.

A coach's conduct is negligent when all four of the following conditions occur:

- a duty of care exists (such as that which exists between a coach and a participant)
- that duty imposes a standard of care that is not met by the coach
- a participant, or other person, experiences harm
- the failure to meet the standard can be shown to have caused or substantially contributed to the harm.

For the coach, the "standard of care" is the most important of the above elements. The standard of care is what the coach should do in a given situation. Standard of care is difficult to define precisely because it is influenced by the risk inherent in the surrounding circumstances. Thus, the duty to act responsibly remains constant, but the specific behaviour required to fulfill that duty will change with the circumstances.

To determine what the *standard of care* is in any given circumstance involves looking to four sources:

- Written standards – these are government regulations, equipment standards, rules for a particular sport or facility, rules from a sport governing body, coaching standards and codes of conduct, and other internal risk management policies and procedures.
- Unwritten standards – these are norms or conventions in a sport, an organization, or a facility that might not be written down, but are nonetheless known, accepted, and followed.
- Case law – these are court decisions about similar situations. Where the circumstances are the same or similar, judges must apply legal principles in the same or similar ways. Earlier decisions of the court are a guide, or precedent, for future decisions where the facts are similar.
- Common sense – this means simply doing what feels right, or avoiding doing what feels wrong. Common sense is the sum of a person's knowledge and experience. Trusting one's common sense is a good practice.



TASK 3: To protect oneself from being found negligent while carrying out the duties of a lacrosse coach.

Define negligence as it applies to the age of the players you coach:

[illegible]

Liability

Where all four conditions of the legal definition of negligence have been met, negligence of the coach may be established. What follows then is the question of liability. While negligence refers to *conduct*, liability refers to the *responsibility* for consequences of negligent conduct. Responsibility may lie with the coach who was negligent, or with another person or entity entirely.

For example, an insurance policy transfers the financial liability for negligence to an insurance company. A valid waiver of liability agreement might eliminate liability entirely. An injured participant may be partially responsible for his or her injuries and thus may share liability with the negligent coach. And a sport organization may be vicariously liable for the negligent actions of its coach, whether he or she is an employee or a volunteer.

In summary, an understanding of the legal meaning of *negligence* answers the coach's question, How does the law expect me to behave? The follow-up question is, How can I be sure that my behaviour will meet this expectation? The answer to this question lies in *risk management*.

PREVENTION OF INJURIES

TASK 4: Discuss how allowing stick checking and cross-checking at the Tyke level presents a safety hazard for the players. What are the ramifications of playing Mini-tyke and Tyke lacrosse using helmets, gloves and knee pads only?

TASK 5: Identify the risks players face in playing and practicing lacrosse. Choose one of the following and share:

1. Health history
2. Weather
3. Equipment and facilities
4. Human Factors

Recommend the prevention strategies for each of the risks listed above.



Risks	Preventive Action Plan
Health History	
Weather	
Equipment and Facilities	
Human Factors	

The preventative measures are categorized under:

1. Health History.
2. Weather
3. Equipment and Facilities
4. Human Factors

Medical histories should be carried with the team and should contain information on:

- Phone numbers for Parents, Doctors and a friend or relative for emergencies and Medical Insurance Number.
- List of medications, allergies, illnesses, injuries or chronic problems. Date of last Tetanus shot and details of procedures for specific medical conditions.
- Blood type and
- List of other activities and previous injuries.

Medical History

Keep this information in a waterproof binder that you can carry with you to the training or competition site.

- Outdoors: Check for debris, particularly cans and broken glass, holes on fields, and disrepair of wood and wire structures. Take note of the weather conditions and make sure there is adequate hydration protection for heat and proper clothing for cold.
- Indoors: Check for built-in structures such as metal bars or sharp corners that players could fall against. Make sure that things such as hanging ropes are out of reach of children.
- Shoes: Running shoes should be properly fitted with enough support to stabilize the ankle and with a tread that is suitable for the surface being played on.
- Protective equipment: Must be CSA approved if applicable. Must fit and be suitable for the size of the player.
- All equipment must be maintained, e.g. shoe laces done up.

Weather

Equipment

Minimize accidental contact by:

- Individualizing the programs. Activities and games that match the ability of the players will reduce the number of loose balls, ie.,

Human Factors



teaching catching by first rolling and bouncing a ball by hand instead of throwing the ball head height.

- Locate games so that the loose balls end up on the boards instead of down the floor.
- Using parents to control activity and to snag loose balls.
- Setting and enforcing rules that control behaviour and create a sense of safety for everyone.
- Ensure that the whole playing surface is supervised at all times. This means
- When alone: position yourself so that the whole floor is within your line of sight at all times.
- Divide the playing surface into sections and use Assistant Coaches to supervise each section.

Medical History Card

Name: _____ Birthdate: _____

Address: _____

_____ Phone: _____

Personal Health Number: _____

Parent/Guardian Name: _____

Address (If different from above): _____

Phone (home): _____ Phone (work): _____

Contact person
(if parent is unavailable): _____ Phone: _____

Family Physician: _____ Phone: _____

Record of Illnesses. State illnesses or conditions, past or present, that may affect or be affected by performance.

Asthma ☐Diabetes ☐Heart Disease ☐Seizures ☐

Other: _____

(Specify) Other problems, previous injuries or surgery

Headaches ☐Blackouts ☐Chest Pain ☐Fractures ☐

of Concussions _____

Other: _____

Are corrective lenses required No ☐ Yes ☐

Immunization: Year of last tetanus shot: _____

List allergies and/or medications taken regularly:

Date card completed: _____

Signature of parent or guardian



Facility Safety Checklist

Facility: _____

Date: _____

Inspected by: _____

Item	Observations	Corrective Measures
Playing surface and installations		
Dressing room		
Team Equipment		
Individual Equipment		
First Aid Kit & Procedures		
Others		

Emergency Action Plan (EAP)

An Emergency Action Plan (EAP) is a plan designed by coaches to assist them in responding to emergency situations. The idea behind having such a plan prepared in advance is that it will help you respond in a responsible and clear-headed way if an emergency occurs.

An EAP should be prepared for the facility or site where you normally hold practices and for any facility or site where you regularly host competitions. For away competitions, ask the host team or host facility for a copy of their EAP.

An EAP can be simple or elaborate should cover the following items:

1. Designate in advance who is in charge in the event of an emergency (this may very well be you).
2. Have a cell phone with you and make sure the battery is fully charged. If this is not possible, find out exactly where a telephone that you can use is located. Have spare change in the event you need to use a pay phone.
3. Have emergency telephone numbers with you (facility manager, fire, police, ambulance) as well as contact numbers (parents/guardians, next of kin, family doctor) for the participants.
4. Have on hand a medical profile for each participant, so that this information can be provided to emergency medical personnel. Include in this profile a signed consent from the parent/guardian to authorize medical treatment in an emergency.
5. Prepare directions to provide Emergency Medical Services (EMS) to enable them to reach the site as rapidly as possible. You may want to include information such as the closest major intersection, one way streets, or major landmarks.
6. Have a first aid kit accessible and properly stocked at all times (all coaches are strongly encouraged to pursue first aid training).
7. Designate in advance a “call person” (the person who makes contact with medical authorities and otherwise assists the person in charge).



Be sure that your call person can give emergency vehicles precise instructions to reach your facility or site.

When an injury occurs, an EAP should be activated immediately if the injured person:

- is not breathing
- does not have a pulse
- is bleeding profusely
- has impaired consciousness
- has injured the back, neck or head
- has a visible major trauma to a limb

Sample Emergency Action Plan

Contact Information

Attach the medical profile for each participant and for all members of the coaching staff, as well as sufficient change to make several phone calls if necessary. The EAP should be printed two-sided, on a single sheet of paper.

Emergency phone numbers:

9-1-1 for all emergencies

Cell phone number of coach:

Cell phone number of assistant coach:

Phone number of home facility:

Address of home facility:

Address of nearest hospital:

Charge person (1st option):

_____ (coach)

Charge person (2nd option):

_____ (assistant coach)

Charge person (3rd option):

_____ (parent, nurse, usually on site)

Call person (1st option):

_____ parent, cell: _____

Call person (2nd option):

_____ parent, cell: _____

Call person (3rd option):

_____ parent, cell: _____

Directions to Hospital from Playing Area: _____



Roles and responsibilities

Charge person

- Clear the risk of further harm to the injured person by securing the area and shelter the injured person from the elements
- Designate who is in charge of the other participants
- Protect yourself (wears gloves if he/she is in contact with body fluids such as blood)
- Assess ABCs (checks that airway is clear, breathing is present, a pulse is pre-sent, and there is no major bleeding)
- Wait by the injured person until EMS arrives and the injured person is trans-ported
- Fill in an accident report form

Call person

- Call for emergency help
- Provide all necessary information to dispatch (e.g. facility location, nature of injury, what, if any, first aid has been done)
- Clear any traffic from the entrance/access road before ambulance arrives
- Wait by the driveway entrance to the facility to direct the ambulance when it arrives
- Call the emergency contact person listed on the injured person's medical profile

Risk Management Duties of the Coach

- Designing an Emergency Action Plan
- Planning practices that are safe
- Inspecting equipment and facilities
- Informing participants and parents of events and when injuries occur
- Supervising activities

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MANAGEMENT OF INJURIES

Step 1 Control the environment so that no further harm occurs

- Stop all participants
- Protect yourself if you suspect bleeding (put on gloves)
- If outdoors, shelter the injured participant from the elements and from any traffic

Knowledge of how the injury occurred is important in the diagnosis of the injury and will determine how the coach will approach the player. Coaches and assistants should be as conscious of the interaction of the players as they are of the execution of skills

Take note of how the injury occurred

Step 2 Assess for life threatening injuries

If the participant:

- is not breathing
- does not have a pulse
- is bleeding profusely
- has impaired consciousness
- has injured the back, neck or head
- has a visible major trauma to a limb
- Cannot move his/her arms or legs or has lost feeling in them

Assess for serious injuries

Then Activate the EMERGENCY ACTION PLAN.

While waiting for the Ambulance:

- Keep the athlete still and warm, and monitor vital signs until the arrival of the ambulance.
- Talk to and relax the player while noting if there are any irregular reactions of the player. If a cut is suspected, check for bleeding and locate the source. Do not move the athlete during this process. If the athlete is not moving or can't move, suspect a serious injury. Injury to back, neck or head; fractures and dislocations; and signs of shock are all classified as serious conditions.
- support the injured area
- Stay with the injured participant and try to calm him/her; your tone of voice and body language are critical

ACTIVATE THE E.A.P.

Injured players must initiate movement on their own accord



***When in doubt,
call for help***

The importance of Step 2 is to ensure that the coach or a parent doesn't panic and pick the player up and carry him/her off the floor or field.

If the player doesn't show the above signs, proceed to Step 3.

STEP 3: Do a second assessment by Communicating with the player.

If the injury is not life threatening:

- Calm the player if s/he is upset and then determine the seriousness of the injury by asking if the injured area can be moved.
- Determine the extent of the injury by asking if and where there is pain, and if the player is experiencing any abnormal feelings.

Note: Young players are just learning how to deal with their emotions and when they fall or are hit, the pain of losing face or of not getting ones own way can confuse the diagnoses of an injury. When players suffer from psychological trauma, empathy will get them off the floor and then getting the players to think of ways to prevent the incident from happening again will help them to regain their confidence and self-respect.

Step 4: Evaluate the player's ability to move off of the playing surface

At Step 4 the coach is dealing with an injury that the player can move or at least support and is ready to assess the athlete's ability to leave the playing surface.

- Check to see if the injured area can be moved and/or supported.
- Ask the player to sit up. The coach can offer support.
- Ask the player to stand. The coach can offer support.
- If the injured area is part of the leg, ask the player if they can apply a little weight.
- Ask the player if s/he is ready to move off of the playing surface

If the athlete can't initiate movement then a more serious injury must be suspected and the ambulance is to be called.

Step 5: Assist the player off the floor

- Ask the player how s/he may be assisted.
- If at any time the injury is too painful to continue or if he player feels faint, the player is to sit or lay down and if necessary, with the head below the heart. If the player can not continue, activate E.A.P.

Step 6 Return to activity or go for medical assessment?

Once off the floor, the charge person must decide whether the player should:

- Go for a medical assessment
- Refrain from further activity and be put in the care of the parents.
- Return to activity

The player must not return to activity and must go for medical attention if there is any evidence of:

- swelling,
- pain,
- favouring of the injured part (see function test below)
 - Deformity
 - Continued bleeding
 - Reduced range of motion
 - Pain when using the injured part

The player will not return to activity and can be placed in the care of the parents when:

- the charge person is not sure whether an injury has occurred,
- the charge person is not sure about the seriousness of the injury
- the player does not want to return,
- there is minor pain or some discomfort when performing the function tests.

**The player can go back into the play:
If there is no:**

- swelling
- bruising,
- pain
- favouring of the injured part when performing a function test:
 - testing for full range of motion
 - weight bearing
 - movement against resistance
 - doing sport related exercises or drills.



Coaches should allow time for the player to recover from the incident before making a final decision for returning to activity. Ensure that the players are comfortable about returning to activity by asking them if they are ready to return.

Step 7 Treatment of sprains, strains, and bruises - P.E.I.R

P.E.I.R.

- **P Pressure** from a tensor bandage or wrap; do not apply too much pressure as it will cut off the circulation.
- **E Elevation** Try to keep the injured area slightly above the heart.
- **I Ice** 5 minutes on, – 15 minutes off.
Keep a wet towel or a wrap of the tensor between the skin and the ice.
- **R Rest** Keep the athlete from using the injured part until there is no risk of internal bleeding or further injury.

Cuts and scrapes

- Wear latex gloves
- Apply pressure with a sterile bandage to stop any bleeding
- Clean with clean water, an antiseptic soap
- Treat with an antiseptic
- Cover with sterile bandage or Band-Aid.

Step 8 Have injuries assessed by a doctor

- Advise parents when their children go down regardless of whether an injury has occurred or not.
- Fill in the accident report for serious injuries.
- Keep your own record of all injuries, treatment and recommendations; particularly those that don't require an accident report..
- Have a note from the medical practitioner to indicate that a player can return to activity following an injury.
- Do a function test when the player returns, even when the player has a note from the medical practitioner, and assess the strength and range of motion of the injured part.

- Expose the returnee to a progression of activities that go from less to more intense levels of play, i.e. attend a practice before a game is played.

Head Injuries And Concussions: Guidelines For Coaches

NB: The following information is presented as a series of guidelines for handling head injuries. This is not a training session and therefore all head injuries must be treated by a recognized medical professional.

What is a concussion?

A concussion is an injury to the brain that results from a hit to the head, or to another part of the body that allows the transmission of impact forces to the head. It shows itself through a temporary alteration in the mental status of the individual, and may also be accompanied by some physical symptoms.

Some common causes of concussions

The situations that may result in head injuries vary greatly from sport to sport. Producing a comprehensive list of possible causes is therefore difficult. However, some common causes include:

- direct blows to the head, face, jaw, or neck
- collisions from the blind side, or hits from behind
- hard fall on the buttocks, or whiplash effect
- poor quality of protective sport equipment (shock absorption), failure to wear protective equipment designed for the head, or improper adjustment of the same
- the environment (e.g. obstacles near playing surface)
- significant differences in the skill level, age, or size of participants involved in activities with physical contact or risk of impact
- insufficient strength in the neck and upper body musculature.

Symptoms

Symptoms observed in the case of a concussion include headache, dizziness, loss of consciousness, nausea, lethargy, memory loss, confusion or disorientation (lack of awareness of time, place, date), vacant stare, lack of focus, ringing in the ears, seeing stars or flashing lights, speech impairment, balance impairment, and problems with sight.



Other signs may include a major decrease in performance, difficulty following directions given by the coach, slow responses to simple questions, and displaying inappropriate or unusual reactions (laughing, crying) or behaviours (change in personality, illogical responses to sport situations).

A person can suffer from a concussion without losing consciousness.

Managing a participant with concussion symptoms

The following short-term measures should be implemented in the event that a participant suffers a concussion:

- An unconscious participant, or a participant with significant changes in mental status following a head injury, must be transported to the emergency department of the nearest hospital by ambulance. This is a grave situation, and the participant *must be seen by a medical doctor immediately*. In such a situation, the *Emergency Action Plan must be implemented*.
- A participant showing any of the concussion symptoms should not be allowed to return to the current practice or competition.
- A participant showing concussion symptoms must not be left alone, and monitoring for the deterioration of his/her condition is essential. He/she should be medically evaluated as soon as possible following the injury. The circumstances of the injury should be recorded and communicated to the medical personnel.
- If any of the concussion symptoms reoccur, the participant's condition should be considered serious, and the individual must go immediately to the hospital.

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Strategies For Managing Risk

Information to gather

- Risks of the activity
- Participants' medical information
- Participants' contact information in case of emergency
- Facility safety checklist
- Past injury reports

Actions to take

- Planning
- Designing an Emergency Action Plan
- Inspecting equipment and facilities
- Informing participants and parents
- Supervising activities

TECHNICAL PREPARATION

Module

4

Goal: To ensure that coaches understand the correct technique for demonstrating and executing the fundamentals of lacrosse.

Objectives: To provide coaches with the steps for executing the fundamentals.

To provide coaches with information that will help them solve the problems associated with learning.

Introduction

Learning how to teach the fundamentals is as much about learning why skills are not performed well as it is about understanding the how. To correct errors, coaches must understand two things: the cause of the error and the readiness of the player to make the correction. (It will help if coaches can relate to their own experiences such as when a golf instructor gave them the right correction at the right time.)

Players who are born with a natural athleticism intuitively notice or feel how to use their whole body to generate force. The rest of the players tend to use just their arms for throwing, and thereby leave out the contribution of the legs, hips and shoulders. When this concept is not addressed, players have difficulty getting the full feel for the coordinated execution of their skills.

Other factors that effect performance are motivation, maturity, strength and flexibility. The information in the other modules will help coaches plan practices that will meet the needs of their players. Too many coaches ignore these factors and push players into games that are beyond their abilities. The result causes frustration, anxiety, loss of esteem, and eventually the players to give up.



THE OFFENSIVE FUNDAMENTALS

The Ready Position



The Ready Position is the way to hold the stick in preparation for catching or checking. The fundamentals can be performed more effectively from this basic stance.

1. Place the top hand below the throat of the stick, about 1/3 of the way down the shaft.
2. Place the bottom hand near the butt end. (Hand spacing depends on the size of the person.)
3. The top hand indicates whether the player is right or left handed. Allow the players to experiment to determine which hand feels more comfortable.
4. Bend the arm of the top hand.
5. Position the head of the stick slightly in front of the shoulder and at eye level.

Common Faults

- Holding the stick with both arms hanging straight down, which results in the stick being parallel to the floor or the head pointing down.
- Holding the stick with one hand and the head of the stick resting on the floor.

Carrying the Stick and Cradling



When carrying the stick, the left arm (right handed players) is straight, thus positioning the head of the stick at shoulder height and the handle diagonally across the body. This is a more comfortable and relaxed position than the ready position.

When carrying the ball, the natural back and fourth movement of the arm will cause the ball to pop out of the stick. Cradling is the rolling of the wrists in sync with the movement of the arms to keep the ball in the stick.

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

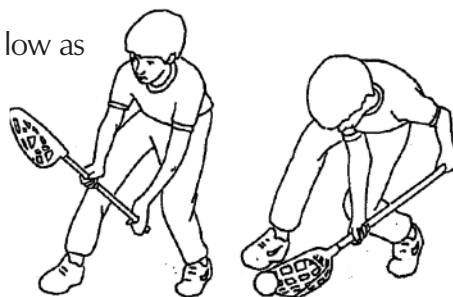
Common Faults of Cradling

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

To develop the coordination to cradle the ball, have the player hold the stick with the top hand only. Move the arm back and forth in slow motion so the flexing and extending of the wrist can be coordinated. As coordination develops, speed up the movement and then add the bottom hand.

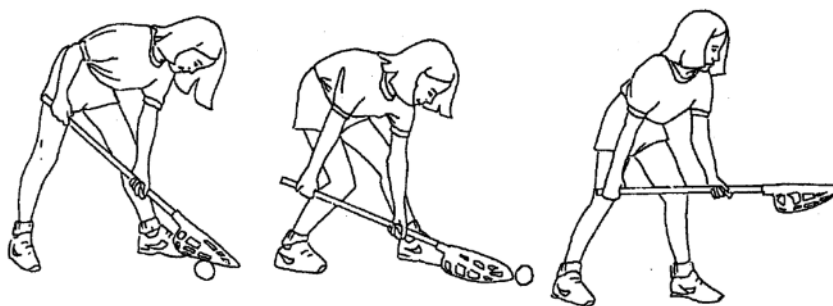
Scooping

1. Position the instep of the right foot beside the ball (left for left handers).
2. Bend the knees to get the butt of the stick as low as possible keeping head down and eyes on the ball.
3. Push off the back foot to accelerate through the ball.
4. Return to the Ready Position.



Trap and Scoop

1. Place the mouth of the stick on top of the ball.
2. Pull the stick back alongside the body, rolling the ball backwards.
3. Drop the mouth of the stick behind the rolling ball, allowing it to roll over the mouth of the stick.
4. Scoop as before and return to the Ready Position.



Common Faults of Scooping

- 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.



Catching

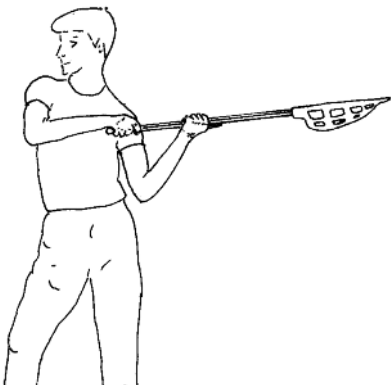


1. Start in the Ready Position and slide the top hand to the throat of the stick.
2. Present a target by extending the stick head up and in the direction of the passer.
3. Move the head, like a glove into the path of the ball and watch the ball fall into the stick,
4. Cushion the incoming ball by bringing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

Common Faults

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

By the time players come to lacrosse they have had experience in other sports where hitting an object is the main fundamental. Therefore, their coordination has been developed for striking but not for catching. Another consideration for young players is that their ability to predict the flight of a ball that is moving towards them is just developing. Both of these issues can be addressed by using good teaching progressions starting with catching: a rolling ball, a bouncing ball, a ball in front, and finally a lobbed ball at shoulder.



Throwing

1. Turn so that the shoulder is facing the target.
2. Extend the arms straight back with the elbow pointing at the target.
3. Start the throwing action by rotating the hips and shoulders while stepping onto the front foot.
4. Follow through in the direction of the target.

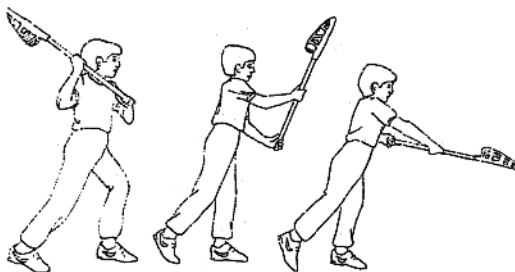
Shooting and throwing long passes

1. To exert the force required for shooting and for throwing longer passes use the larger muscles of the legs and trunk.
2. For added speed, snap the hips around to face the target.
3. For added accuracy, keep the hands soft by using the relaxation tips in Module 5.



Common Faults

- 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.



Lining up to pass or shoot by facing the target all but eliminates the body as a producer of force, thereby leading players: to use their arms to throw, to push with the top hand, and to wind up by dropping the head of the stick or taking it around behind the head. To give the feel of using all of the body parts, hold the head of the players stick when they are preparing to throw and have them pull as hard as they can. Then gradually let the stick move so the players can get the feel. Then have them repeat the feeling when they are throwing.

THE DEFENSIVE FUNDAMENTALS

Over the last few decades defence in lacrosse has been a neglected fundamental. The result has been a defence that has degenerated into stick swinging, slashing and indiscriminate hitting with the cross-check, which has created a very negative image of lacrosse and portrays a very poor defensive model for players and coaches.

Parents and coaches must be aware that habits that are created during the formative years are very difficult to break and therefore, the defensive model described above is not to be used in minor lacrosse. Defence in lacrosse is no different than in other sports where the basic defensive fundamental is position. Football uses the idea of keeping the hips square to the direction of movement of the offensive player, and coaches of young basketball players work very hard to keep their players from "reaching in" after the ball. Both these concepts are powerful tools that lacrosse coaches can use to teach their players proper guarding techniques.



THE OBJECTIVES OF DEFENSE

Good defensive position will keep the offensive players from:

Going where they want to go,
Passing when and where they want to pass,
Shooting when and from where they want to shoot,

and players will learn how to cause:

Bad passes,
Weak shots,
Frustration.

Common Faults:

Giving the extra push or hit,
Hitting the stick,

Because it gives up strong defensive position and makes the defender vulnerable.

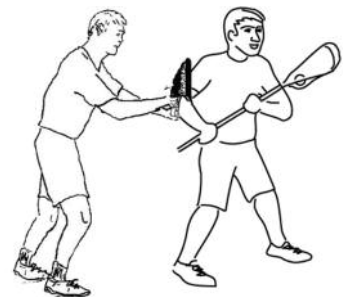
Body Position (used in Mini-Tyke, and Tyke LTAD Option X)

This is like basketball defence. Defensive players may occupy a space to prevent an offensive player from entering. The defensive player may place their stick on an opponent, but they are not to push or check with the stick. This teaches players the most fundamental concept of defence – proper positioning.



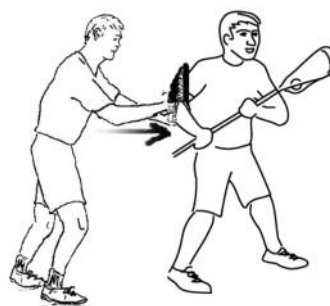
Equal Pressure (Used in Tyke LTAD Option A, and Novice LTAD Option X)

This adds another concept – steering – to the principles of individual defence. Defensive players may place their stick on a ball carrier and use equal pressure to prevent his movement.



Place and Push (Used in Tyke LTAD Option L and Novice LTAD Option A)

This adds another concept – pushing – to the principles of individual defence. Defensive players may place their stick on the ball carrier and push them away. The purpose is not to hurt or intimidate the ball carrier, but simply to prevent him/her from going where they want to go. It stresses the cross-checking motion, but without the full force that is in the full contact type.

**Full Contact** (not allowed in Mini-Tyke and Tyke).

Full force cross-checking is now allowed.

**TEACHING THE FUNDAMENTALS**

Run and chase games are among the very first games that children learn and the image of players chasing each other becomes very appealing and very popular. As mentioned, however, this leads to bad defensive habits in sport and must be replaced with:

- Keep-out games played with a partner
- Team keep-out games, i.e. Kings of the Castle where two or more players try to keep others out of a designated area.
- Racing games: partners, one offence and one defence, race each other to the goal area.
- Shadow games: players have to stay with their checks who are trying to lose them (with all players within the dotted line).
- Shadow game with a stay between your check and the goal challenge.

All games are played using body position with no contact and are progressively combined with the beat your check games of offence, i.e. offensive players are taught how to go around and not through (another neglected skill).

Once the Games have been mastered they can be combined to teach players how to play lacrosse, i.e., a racing game is added to a keep-out game and finally to the stay between your check game, once the goal area is reached.



Loose Balls:

The concept of running and chasing loose balls is not a bad idea and can be used to create a variety of run-and-scoop games. However, once mastered they should be converted to games that lead to playing lacrosse.

Partner run-and-scoop game combined with the keep-out game where the player who didn't get the ball plays defense.

Build the progression that leads to 2-on-2.

Partner run-and-scoop where when one person gets the ball the other releases for a pass

v

Team run-and-scoop-and-keep-out where the players play two on two. The skills and concepts of all previous games are combined. Players that did not grasp the concepts of the earlier games can go back to them for further reinforcement and concept building.

Templates for Teaching Fundamentals

The Teaching Guides are templates that illustrate how to teach beginners in a way that supports the play to learn philosophy of coaching. They are organized so that:

- *Each template represents one of the fundamentals or one of the specific elements of a lacrosse game.*
- *Skills are presented in a progressive manner,*
- *Content of one template leads to the content of the following template.*
- *The content of each template is based on the skills developed in the previous template.*
- *Each template has a variety of activities so that new players as well as the more experienced can be challenged.*
- *Coaching tips, and teaching techniques are included with each template.*

The templates do not represent single practices, but rather the full teaching progressions for each fundamental (sample practice plans are contained in Module 7). When they start out, coaches can use the introductory activities of each template. Then once all the fundamentals have been presented they can return to the practice plans as needed. With experience, coaches will create their own practice plans by mixing and matching games and drills to keep their practices interesting and challenging.

TEACHING GUIDE 1 – PICK-UPS

OBJECTIVES:

The players will be able to:

- toss the ball in the air and catch it in their stick;
- scoop a stationary ball so that it stays in the stick;
- perform all movements with the stick in either hand;
- move about in a restricted space without interfering with each other,

INTRODUCTORY ACTIVITY

Spread the players out double stick length apart.

Mirror Games: The players imitate the actions of the coach. Each player has a ball. The purpose is to develop a feel for the ball in the stick and to find out how to best control the ball.

- Hold the stick in different positions – use both hands and switch hands.
- Slide the hands to different positions on the handle.
- Have the players imitate and then have different players lead the action.

Toss and Catch: Toss the ball into the air and let it fall back into the stick;

- Let the players explore to develop medium and high tosses;
- Toss, bounce and catch;
- Walk, toss and catch - create awareness of other players and the open spaces.

Discovery Method of Teaching: Children learn through experimentation, exploration and imitation. Coaches can take advantage of this natural learning style by guiding their players through discovery type activities. Examples:

- Give an instruction on what has to be accomplished. i.e. pick up the ball with the stick
- Challenge the players to find another method to pick up the ball or to find as many methods as they can.
- Gather the players so they can demonstrate the methods that work the best.
- Identify players who: have their top hand at the throat of the stick; their strong side foot beside the ball and who scoop with an accelerating movement.



SKILL DEVELOPMENT

Scooping

Through exploration develop the following fundamentals of scooping:

- best foot movement and placement;
- fast to slow scooping motion to pick up the ball;
- flex the arms to get control of the ball;
- scoop right handed and left handed.

LEARNING ACTIVITIES

Scoop, toss in the air and catch

- Refine the skills of those that are having difficulties;
- Have the players develop a sequence of scooping, tossing, bouncing and catching.

Scoop and run shuttle relay (see below)

- Use both hands, ie., right hand on first carry and left hand on the second carry etc.

The pick-up game (see below)

- Pick first ball up right hand, the next ball left etc.

Scoop & Run Shuttle Relay

- The players line up in teams of four with half the team on each side of the floor.
- A ball is placed at the feet of the first player who scoops it, carries it across the floor and places it at the feet of the player at the front of the line.
- The players shuttle back and forth until the coach stops the play.
- What energy system is being trained in this drill?

The Pick-up Game

- All the balls are thrown out onto the floor
- The players are divided into two teams, one at each end of the floor or along each side of the box or arena.
- The players scoop up the balls, one at a time, bring them back to throw them in their goal. A coach counts the goals and puts the ball back into play.

Variations: The Pick-up and Shoot Game

- The players throw the balls into the opponents goal.
- After the players are taught the Keep-out Game (Practice 5) they can defend their own goal.



PRACTICE 2 – CARRYING & CRADLING

OBJECTIVES:

The players will be able to carry and cradle the ball with either hand.

INTRODUCTORY ACTIVITY

Toss, catch, bounce and scoop review:

- have the players spread out in the practice space;
- have the players demonstrate their best tricks, ie., get the players to show what they did in the last practice.

SKILL DEVELOPMENT

Develop the rocking motion for cradling – no ball:

- hold the stick at the throat with the favoured hand with the handle hanging straight down to the ground;
- demonstrate wrist extension and flexion as the arm is moved back and forth across the body;
- develop moving the stick to all positions while flexing and extending the wrist;
- change hands and repeat;
- change hands and check the wrist flexibility of the players;
- co-ordinate the rhythm of the arm swing with the wrist action;
- add the bottom hand and repeat the above exercises.

Cradling the Ball

- Repeat the above drills with the ball – develop the feel of the centrifugal force that holds the ball in the stick;
- Refine the skills of those that are having difficulties,

LEARNING ACTIVITY

Relay Shuttle Game

Taxi Cab Game (see the next page)

- The players work in pairs, the passenger has the ball and is cradling it as he/she runs;
- The driver chooses the path. When they get near the boards the passenger rolls the ball to the boards. The driver “scoops” it up and now becomes the passenger and follows the new driver.

POSITIONAL GAMES

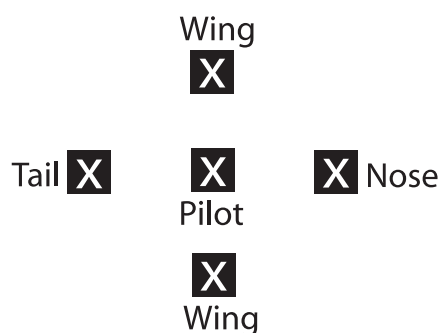
Taxi Cab Game or (Shuttle Craft Game or have players choose the type of vehicle and the names of the crew). This game, the **Bus Game** and the **Airplane Game** are formation games to teach spatial awareness, teamwork and the concept of floor position. These games also make use of the players' visualization skills and when the players are allowed to make decisions of where they want to go or what they want to do, the games become self-directed.

The Taxi Cab and Bus Games are follow the leader games where one player (the driver) leads the group (the passengers) around the floor as directed by the coach or the imagination of the driver. The challenge of the game is for the players to carry out the instructions of the coach while maintaining a specific distance from the other players. The vehicles can move in either direction, ie., the passenger becomes the driver and the driver the passenger

The Airplane Game

The formation of the airplane uses all five runners and is similar to the way a coach might want the players to move up and down the floor. It can be used to teach team work in picking up loose balls, as a break-out pattern or in getting back to the defensive zone. The formation is a Diamond and One. If the players can come up with a space age craft that would use a Box and One the result would be more applicable to the needs of Lacrosse.

The airplane can move in four different directions with the direction of movement determining which player is the nose, ie., the formation can move to the side boards for a loose ball and the wing becomes the nose; a pass can then be made up to the wing for a break-out and the wing becomes the nose again.



PRACTICE 3 – CATCHING

OBJECTIVES:

The players will be able to:

- catch a lob pass, a bouncing ball and a rolling ball
- cradle the ball in the stick while running.

INTRODUCTORY ACTIVITIES

- Cradle the ball while running and weaving around floor markers (parents or older children can be used as floor markers).
- Bounce and catch.
- High toss and catch.
- Run and scoop.

SKILL DEVELOPMENT

- Have the players choose partners, use one ball and space them about two to three metres apart.

Choosing Partners – Where players are too young or are new to the game and don't have the skill to even toss an under handed pass, use older players or parents as the partner. At the beginning level of catching, the throwing will be done by hand because a hand thrown ball is more consistent and is easier for young children to track.

Guided Discovery Method of Teaching

The following set of instructions is an example of the Discovery Method of teaching how to catch the ball.

- The idea is to have the players find the best way to throw the ball to their partner so the partner can catch the ball.
- Before the activity starts give the instruction to **“find the best way to catch each of the passes”**. Identify the players **that have their top hand up near the throat of the stick**.
- **Also note** that some players may have to stay with the first two activities for several weeks. Use a catching activity along with the introductory activities of Practice 4 to 9 and then when the players are ready, revisit each Practice Plan for the more complex skills.

- The more experienced players can follow the progressions until they reach their level difficulty.

Preliminary Activities (for the new player)

- Throw the ball by first rolling it and then bouncing it so it goes to the player.
- Vary the distance and the speed.
- Throw the ball so the player has to move to get it.
- Pick out the players that are having the most success and ask the players to identify what the successful players are doing that helps them catch the ball.

Catching the Lob Pass

- Demonstrate holding the stick in the neutral position and how to move the stick to catch a lob pass
- The pass is made so the ball comes down in front of the player.
- After a few passes have been thrown, ask the players to find ways to keep the ball in the stick as the ball enters the pocket.
- Vary the height of the ball and the distance that it is thrown.

Catching the straight on pass

- Throw the ball with less arc so that it goes more directly to the player.
- Gradually decrease the arc until it is taking the most direct route to the pocket of the stick.
- As the above progression is taking place draw the attention of the players to the receiving hand and how it has to be moved to:
- improve coordination (move the top hand to the throat of the stick)
- absorb the force of the ball .
- By asking them to **find the best way to keep the ball in the stick gets the players to think about the process.**



LEARNING ACTIVITY

- In groups of three and with an assistant coach, the players will catch a bouncing ball, roll the ball to the coach and return to the end of the line.
- The coach will roll, bounce and lob the ball so the players have to run for them. Make the distances long enough so the coach has only one player in front of him at one time.
- Modify the activity by having the players take one step towards the passer before the ball is thrown. Moving to meet the ball is one of the fundamentals of catching that must be made into an automatic response.
- Finish the practice with games of the players' choice. As more activities are introduced players will have a greater selection to choose from and can play them at home with their friends.

PRACTICE 4 – THROWING

OBJECTIVES:

The players will be able to throw the ball to a coach, the wall or the goal.

INTRODUCTORY ACTIVITY

- As the players come into the practice have them pick a partner and any game they want to play. Spread them out throughout the floor area.
- With the players in groups of three and with a coach tossing the ball, have the players illustrate their best catches – catch low, medium and high passes.
- Practice the shoulder high passes.
- Catch and cradle.

SKILL DEVELOPMENT

- Have the players form a large circle- no balls.
- Have the players demonstrate their best throwing action (without the ball).
- Demonstrate the teeter-totter action and have them practice.
- Have the players demonstrate how they would put the teeter-totter and the throw together.
- Acknowledge the players (by using them as models) that:
- have their shoulder to the target,
 - have the stick straight back at chest height with the leading elbow up,
 - shift their weight from back to front,
 - come straight forward on the throw.
- Wall pass: Have the players mime throwing the ball off the wall. With the ball, have the players practice their throw and catch. The coaches stand behind the players to help with missed catches and to prompt the teaching points.

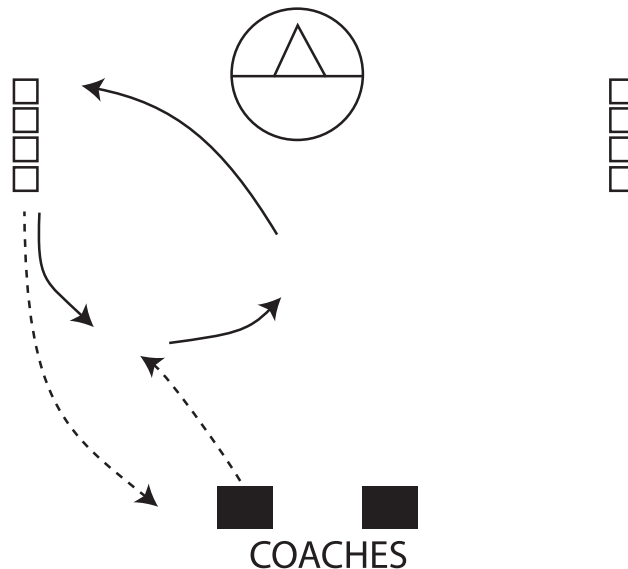
Stop the play to acknowledge the players that slide the top hand to the throat to catch and move it back down the handle to throw.



LEARNING ACTIVITY

- Pass (to a coach), run to an opening, catch the return pass and then shoot (at the goal or a target)
- Experiment with different distances and different types of passes.
- Two Line Throwing Game – Divide the players into two teams, each in one half of the floor and with half of the balls. Without going past the 10 second lines the players throw the balls into the opposing end. For safety, have each team throw the balls from the right side of the floor. (Players should first practice watching for the thrown balls while they are retrieving the loose balls.)

Pass and Catch (game simulation of a “give & go”)



Setting up the Activity

Example of a drill Progression from simple to complex

- Each player has a ball.
- The activity is timed so that only one player at a time is breaking in on net.
- The player at the head of the line passes to the coach, follows the pass, receives a return pass and then returns to the back of the line.
- The return pass is made while the player is still at the side of the goal as in Fig. 1. Do not let the players move in front of the goal to receive the ball as this will limit the shooting choices of the cutter in a game situation.

- Both sides of the goal and both goals are used. No more than four players in a line is recommended and two or three are better. Groups can be set up in the centre of the floor if more space is necessary.
- As soon as the players understand the routine the defensive players can be added. The defensive players do not interfere with the passing. Their objective is to practise their footwork and the concentration required to stay between the check and the goal at all times. (see Practice #5)
- Once the players have developed the skill to pass and catch accurately a player can be substituted for the coach.
- The final step is to eliminate the player at the point position and use one ball. Have the players pass from one line to the other. The sequence is a simple give and go with no return pass to the ball cutter. (The more advanced players can fake the pass to the ball cutter.

Pass, Catch and Shoot

- At any time in the progression the coach can change the activity to a shooting drill.



PRACTICE 5 – INDIVIDUAL DEFENCE

OBJECTIVES:

The players will be able to:

- mirror a partner's moves using slide steps;
- block a players progress using body position.
- stay between a partner and the goal when the partner moves to get open.
- challenge or block passes and shots.

INTRODUCTORY ACTIVITY

Movement Drills

In follow the leader games the players learn how to stay with an opponent and how to move in relation to an opponent.

- Have the players form groups of four to make a Bus with a driver and four passengers.
- Spread the players an arm plus stick length apart and give each player a ball.
- Have the driver lead anywhere on the floor with the passengers following. The players are to maintain their distances apart and cradle the ball so it won't fall out.
- Call out the instructions for stopping, starting; running, walking, hopping skipping; going forward, backwards and sideways. Check the flexibility of the wrist and the co-ordination of the movement.
- Follow the leader games where the leader walks, runs hops etc.

The Learning Games

- Pair the players according to ability. One partner will be on offence and the other on defence.
- The offensive player will try to get away from the defensive player to receive a pass from the coach.
- All players will stay inside the dotted half circle.
- More then one coach can be used to make passes.

SKILL DEVELOPMENT

The Keep-out Game.

- Line the players up in pairs for a demonstration.
- Using the centre line, challenge a player to try to get past you.
- Ask the players what other lines could be used to play keep-out

- Send the players in pairs to find their own line to see how long they can keep the offensive player from going around them.
- Have the players take turns at each position.
- Call the players back to demonstrate their best moves for getting around their checks. Acknowledge those that fake, dodge and roll. Tell them to experiment to find the best way to get around their checks and the best way to keep the players out.

Keep-out and Shoot Game

When there is not enough room at each goal to play shooting games, the coach can either set up targets mid floor or create stations where different games are played. The players would then alternate between stations.

- The players are matched in pairs on their appropriate side of the floor. (The coach can choose the appropriate distance from the goal for this game. By limiting the players to playing on their own side of the floor the two sides of the floor can be used at once and the players become conditioned to positional play)
- The offensive player is to create a way to get around the checking player and to take a shot on goal. Once the offensive player gets beside or ahead of the defensive player he/she is allowed to proceed to the goal for a shot. (No stick checking). The defensive player moves back to the original position and waits for a pass from the goalie or the offensive player.
- The offensive player retrieves the ball, passes it to her partner and then moves to a defensive position on the ball carrier.



Centre Floor Games: Keep-out games with Passing and Catching games.

The assistant coach is a teammate and attempts to pass the ball to or receive a ball from the player. The game is for the defensive player to block or impede the pass while blocking the path to the goal. The offensive player will practice the offensive fundamentals of:

- moving to meet the pass,
- following the pass,
- passing when in the open.

Designate a big spot on the wall as a target.

- The defensive player will keep his/her body between the offensive player and the goal while trying to impede the pass. The priority is to prevent the shot and not the pass.

PRACTICE 6 – DODGING

OBJECTIVES:

The players will be able to perform a face dodge to get around players by changing direction quickly and deceptively.

INTRODUCTORY ACTIVITY

Mirror Game – Cradling

- Arrange the players in front of the coach and review cradling in all positions emphasizing the use of both hands;
- Speed up the transition from cradling right handed to cradling left handed until the players can switch from right hand to left hand to right hand etc. with a natural motion.

Bus Game – Follow the Leader

Four players to a bus, players one stick length apart.

- The driver will lead anywhere on the floor creatively cradling the ball in different ways and hands.
- The players behind will copy.
- Change drivers by having the player at the back of the bus run to the front. Give everyone a turn.
- Finish by having all the buses angle park at the centre line with the drivers facing the coach.

SKILL DEVELOPMENT

The following exercises will be a demonstration by the coach followed by the players copying.

- Stand on the left leg with the knee slightly bent, stick in the left hand.
- Push off the left leg onto the right leg. Repeat to develop a rhythm.
- Repeat using the opposite leg and hand.
- Start as before, but bend the knee when landing on the right leg and immediately push off on the right leg, transferring the weight to the left.
- Repeat, taking one step at a time, to move the group in a zigzag pattern down the floor. Incorporate switching hands once the footwork and weight shift are in place.
- Demonstrate looking straight ahead on each dodge to make the defender think you are actually going in the direction you are facing.
- When the players get back to centre, have a player demonstrate his/her best fake in an attempt to get around the coach. The coach



will go for the fake, thus opening up the lane for the player to run through.

- Line the players up in groups of four (bus formation), double stick length apart. Have the back player weave up through the bus making a fake at each passenger. The passenger will go for the fake. See Fig. 1
- When the teams get to the opposite end of the floor, review the techniques and challenge the players to improve their performance as they return.

Teaching Points

- Absorb the forward motion by bending the knee.
- Look in the direction you are going to make the fake realistic.
- Approach slowly and then shift weight quickly.
- Switch hands to keep the body between the checker and the stick..

Dodge and Roll

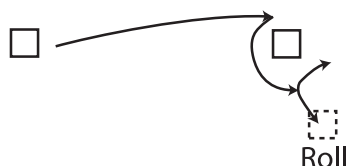
Fig. 1



- Pair the players up and select a player to check the coach.
- Demonstrate approaching the check, dodge right and then roll left by turning the back to the defensive player and going in the opposite direction. See Fig.2
- Have the players change positions.
- Develop dodging right and rolling left with a change of hands on the roll.
- Develop dodging left and rolling right with a change of hands on the roll.
- Challenge the players to find as many ways as they can to beat their check. Have them switch hands to keep their body between themselves and the defensive players.

Fig. 2

Dodge & Add the movement of the defensive player to force a roll



ADVANCED LEARNING ACTIVITY

One-on-one ; One-on-one challenges with a shot on goal.

Face Dodge; Have the players switch hands as they execute the face dodge.

Note: The face dodge is performed while the player is a stick length away from the defensive player. Once the offensive player engages the defense, the player rolls to the open side and will also switch hands.

PRACTICE 7 – GOALTENDING**OBJECTIVE:**

The players will be able to demonstrate the basic goaltender stance, the foot-work necessary to move to block shots to the bottom half of the goal and the use of the stick to block shots to the top of the goal.

INTRODUCTORY ACTIVITIES for all players

Passing; Pair the players for passing drills.

Teaching Points

- Shoulder to the target.
- Weight shift from back to front.
- Shoulder turn to throw
- Follow through for lob pass
- Follow the pass with one step and follow the pass if it is missed.
- When receiving hold the stick near the throat and up for a target.

Goaltender Movement Drills

- The players will mirror the coach as the following exercises are demonstrated in varying combinations. The stick is held in the goaltending position so that it touches but does not rest on the floor.
- The goalies will slide step to the right, then to the left, to stay in from of the shooter's stick each time the shooter changes hands.



- Take one step forward to cut off the angle on long shots and then back in on close in shots.

SKILL DEVELOPMENT for all players

- Have the players gather in pairs for a demonstration.
- Demonstrate the basic goaltender position and then have the players show their best goaltender form.
- Using tennis balls or the equivalent have the players throw the ball to designated corners of the goal.

Teaching Points

- Hold the stick at the throat and touching the floor
- Weight on the balls of the feet (knees slightly flexed)
- Feet shoulder width apart and back straight.
- Slide and block the ball with the pads.

Demonstration:

- After each time the goalie is to come back to the centre position.
- Demonstrate how the goalie is to slide the foot to the goal post and to use the body to stop the shot.

Low shots

- Have the players do the drill and then switch roles.
- Instruct the players to alternate throwing to the left and right side of the goalie.
- Have the players choose whatever side they wish in an attempt to score. The ball is not to be thrown hard, the idea is to make the goalie move to make the stop

High shots

- Group the players for a demonstration and show how to use the stick to block the high shots.
- Have the players do the drill as before but this time to the top corners.
- Finish the drill by having the players randomly choosing the corner to throw to.
- Get the players to find the goalies weakest area.

Tykes and Goalies with pads

The above drills can be used at two levels where the ball is hand thrown for young players and stick thrown for more advanced players. As the players get older and more accurate with their shots the ball can be thrown harder and harder. At no time is the ball to be thrown so hard that the players lose control. **Make sure the force is generated by the movement of all body parts and not just the arms and that the players are looking at the goalie and throwing to the spaces.**

The training of the goaltender is always combined with the training of the shooters. By using the above progressions, both the shooters and the goaltenders get a chance to program the feel for their respective skills. See Practice 8 on Shooting.

Teaching Points for Goaltenders

Goaltender skills should be drilled until they are automatic.

- Line up on the shooters stick and not on the body.
- Stay focused on the ball at all times.
- Stay in motion, as the ball moves around the floor the goalie should always be adjusting position. i.e. as the ball move further away from the goal, the goalie should be moving out and vice-versa.
- Goalies should always know where they are in relation to the goal.
- Goalies should always be aware of players without the ball who are potential scoring threats.
- Goalies must learn to relax as soon as the ball moves out of their zone and then refocus when it comes back in.



PRACTICE 8 – SHOOTING

OBJECTIVES:

The players will be able to control their shots and direct them to target areas in the goal.

(Remember: Shooting drills are also goaltender drills and therefore is advisable to have an assistant working with the goaltenders.

INTRODUCTORY ACTIVITY:

Free Play: The players choose their partners or groups and the activities they want to participate in. Some players may need direction. Play catch with some, start others shooting and others playing keep-out. The coaches help by checking the fundamentals, keeping the play safe and facilitating the sharing of space.

Passing and Catching

- Using the boards and/or older players, coaches and parents check the passing technique of the players.
- Make sure the players are using all the joints possible and that the passes are being made with control.

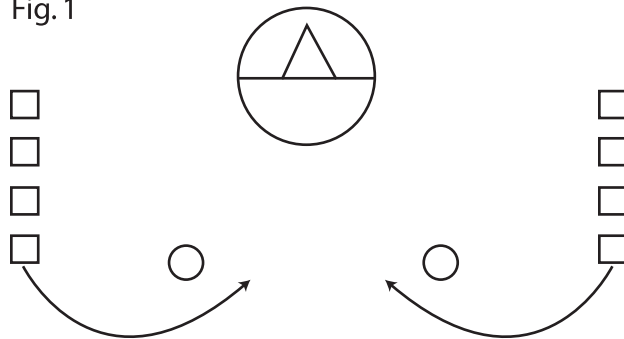
SKILL DEVELOPMENT

Note: All shooting drills should be run from within the motion offence formation. The coach should have a method of marking the floor at the crease, shooter and point positions. i.e. chalk, cones, hoola hoops etc. The distances the floor markings are from the goal vary according to the age of the player and the needs of the drill. For example, in the following shooting games two additional markings are to be set up to indicate the path and shooting spots.

The Shooting Game

- Line the players up on either side of the goal (i.e. right handers on left side etc.) Fig. 1
- Each player has a ball the sides take turns shooting.
- When everyone has shot, the balls will be recovered and the players return to their lines.
- The coach can incorporate the pick-game by throwing the balls in the net into the corners for the players to retrieve.

Fig. 1



Teaching Progressions

- Once the players understand the movement pattern the coach can begin to develop the shooting skills.
- Targets can be placed in the corners and down the sides of the goal.
- The players can be challenged to find the best way to shoot for:
 - their most accurate shot
 - their hardest shot
 - their hardest and most accurate shot.
- The coach can periodically group the players to have individuals demonstrate their techniques for the other players to imitate. The coach should be looking for:
 - use of all the joints,
 - a follow through with the back foot (coming forward for recovery of balance) as well as with the stick and arms,
 - the lead elbow up and pointing toward the target,
 - the players trying not to shoot too hard or winding up too much. i.e. In the preparation phase the stick should be pointing straight back and should remain parallel to the floor and not wind around the body or dip to the floor.

Visualization techniques (see Module 5) teaches the players to recognize goalie vulnerability created by fakes, loss of concentration and quick passes around the goal

Coaching Tips

- To develop technique, give enough time shooting at a specific target location before changing.
- Once the players have practised shooting at each target the coach can call out the target just before the players shoot.
(the Name and Shoot Game)
- When using goalies, the players are to shoot controlled shots to the predetermined locations until the goalies get used to the movement required to stop the shot and to the speed and force of the ball.
- **It is important for the coach to start teaching looking at the goalie and visualizing the target and for the goalies to focus and line up on the stick.**
- The Name (the spot) and Shoot Game is a good drill for both the shooters and goalies.
- Once the players and goalies are good, the coach can allow the players to spontaneously choose the target.
- Promote practising shooting with the weaker hand.

PRACTICE 9 – FACE-OFFS

OBJECTIVES:

The players will be able to put the ball into play with a face-off and work with a partner to get the ball to the goal after the face-off.

Equipment: To keep as many players active as possible and the playing area safe, the coach can use two extra goals or targets i.e. plastic garbage cans pieces of plywood etc.

INTRODUCTORY ACTIVITY:

- Long shot contest at the goals.
- Pass to the wall, catch then run and shoot at one of the targets. Have the players make up a game (a circuit) using right and left hands, rolling, dodging and combinations of all these moves.
- The non-dominant hand shooting contest.

SKILL DEVELOPMENT:

- Gather the players for a demonstration of the face-off.
 - The sticks must be pulled straight back.
 - Make sure the players don't tense up. Use the heavy arm and big breath relaxation exercise.
- Pair the players using parents as officials etc. to practice face-offs.

LEARNING ACTIVITIES:

Face-off, pass and shoot:

- The player not getting the face-off runs to an open area and waits for a pass, if the pass is caught the player goes to the goal and shoots; if the pass is missed, both players chase the loose ball, the one that does not get it runs to the goal and once again looks for the pass.
- Bring to the players' attention the kind of passes that are easily caught.
- Change partners.
- Add a third player for 2 passes before the shot.



PRACTICE 10 – THE TRANSITION GAME

OBJECTIVES:

The players will be able to:

- move up and down the floor in a group while maintaining a relative distance between the members of the group;
- control a ball while moving in such a group.
- fill the lanes on a break-out

The Airplane Game. (see Practice 2 Page 4-13.)

The biggest problem in coaching Tykes to play Lacrosse is to get them to understand the concept of position, patterns and plays. As the Practice Lessons have been demonstrating, this is not a problem when the coach can relate the activity to the experiences of the players. Practice 10 is an example of how players can be taught to move as a group to secure loose balls and to play the transition phase of lacrosse .

- The airplane can be used to:
 - move the players as a group up and down the floor
 - to teach moving to the passing lanes
 - to practice passing the ball up the floor
- The airplane can be made different sizes to:
 - spread the players out or move them closer together
 - to teach the different sequences of passes required to pass the ball through the defence.

INTRODUCTORY ACTIVITY

- Form the players into groups of five and demonstrate the positions of the parts of the airplane using one of the groups.
- Have all groups make the smallest airplane possible.
- Have them make a medium size plane and then the biggest plane possible.
- Bring them back to their smallest plane in front of the goal.
- Give the pilot the ball and have each unit run to the opposite goal.
- The ball is given to the tail who now becomes the nose and leads the group back down the floor.
- Give the ball to the right wing, who now becomes the nose and fly the planes to the right boards.
- Give the ball to the left wing who leads the group to the left boards.

- Repeat flying in formation until the transitions and the spacing are uniform.
- Repeat a few times using larger airplanes.

SKILL DEVELOPMENT:

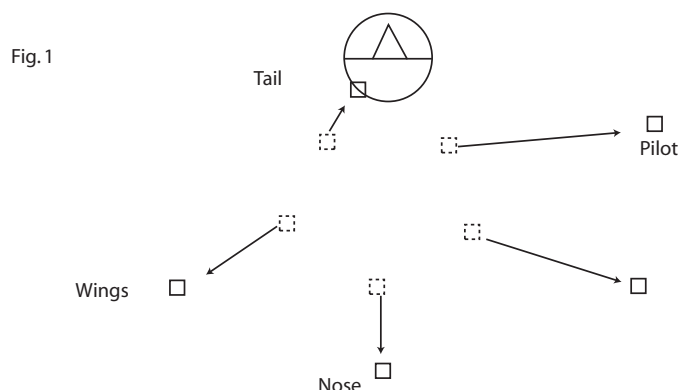
Have the players:

- Form little planes and pass the ball from one part to another.
- Form bigger planes and repeat.
- Form the biggest plane possible and repeat the passing; create awareness for the size of plane that allows the best passing and catching;
- Form one very large, one medium and one small plane and challenge each group to get the ball from one end of the floor to the other as fast as possible. [Create an awareness for the quickest method and the most accurate method to get the ball down the floor. The smaller groups will have to move while passing. Let each group try each method.
- Have the players form a medium size airplane and pass from one person to the next while walking down the floor. All players have to watch the ball while moving.
- Increase the walk to a jog. The player catching the ball must stop and move to the passer to catch, and then run to catch up and make the next pass.

ADVANCED LEARNING ACTIVITIES

Break-out with a pass from the goalie

- Start the players in their defensive positions in front of the goal.
- The coach starts the play with a shot on net.
- As the goalie prepares to pass the ball the players move into their designated spots in the airplane formation. Fig. 1



- The tail moves to the crease for safety and the pilot moves to the boards for a pass.
- The pilot passes to the wing, the nose covers for a missed pass.
- Run the play to centre only i.e. complete the pass to the nose.

Break-out from a loose ball

Starting the break-out from a loose ball is difficult for young players to develop because different players are involved at different times. However, by using the concept of the airplane, the players can use their visualization skills to determine where they should be at any given time. The players will learn the correct responses through repetition of Loose Ball Games. By starting with the ball at different spots along the boards the players get to play the different positions in the airplane. By questioning the players, coaches can get them to come up with rules to produce an efficient and successful break-out. For example:

- The closest player to the ball goes for it and becomes the pilot.
- The closest player to the goal or a designated player acts as safety and becomes the tail.
- The closest players to the wing and nose fill those spots.
- The players pass the ball to the first open person that is ahead of them and then run to fill their spot or the next open spot in the formation.
- Every time a loose ball occurs or a player's position is filled by a team-mate, the players readjust their positions in the formation to keep the positions filled.

Once the players can react to fill a vacant spot, start the break-out by throwing a loose ball at random. (Check to see that the team shifts to the ball side and stays in formation as the nose leads the team down the floor.)

- Establish a rule that all players must touch the ball before a shot is taken.
- Score the game by counting the number of completed passes and by timing how long it takes the team to get a shot.

Advanced Rules

Do the drill five times. Each time a different player is set up for his/her shot. e.g. The lead players who has had a shot and has the ball, runs past the goal (or behind the net) and passes. . Or if the lead player does not have the ball, he/she goes to the crease position to start the motion offence.

The Motion Offence.

Tyke coaches should have been using the progressions of the Motion Offence for practising the one-on-one and the defensive skills, and from this point on should be using the pattern of the Motion Offence extensively. **The objective of the Transition Game is to develop a flow from getting the ball down the floor and into the ball-cutting movement pattern of the Motion Offence.**

PRACTICE 11 – THE MOTION OFFENCE

OBJECTIVES:

The players will automatically execute a ball cut after a pass; use the correct side of the floor when shooting; match the hand they are carrying the stick in with the side of the floor they are on and use the five basic floor positions.

TEACHING STRATEGIES

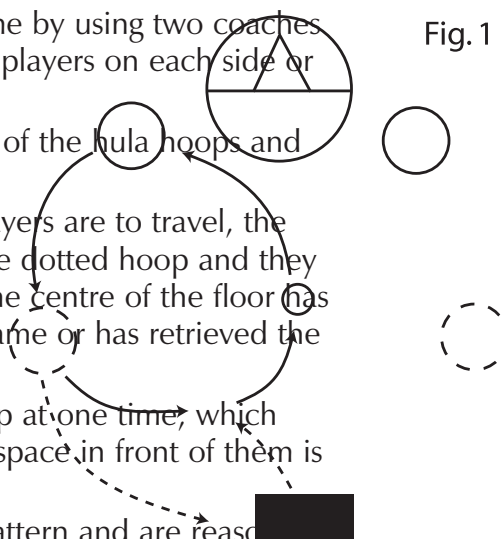
- The above objectives will be achieved over a period of time if the coach uses the floor locations and the movement patterns (described below) in as many different ways and as often as possible.
- Examples have already been used in Practices 4 and 8. Practice 11 is written as a progression where the games and drills can be used as activities in other practices.
- The motion offence can be defined as a continuous movement of the ball and the players in a logical and efficient pattern. Coaches should be reminded that even in Lesson 11, all references to and uses of the term refers to a sequence of events that will eventually lead to using the offense in a formal game. For example:
 - The pattern of the motion offence should be used to teach all the skills, all the passing options and eventually all the screening options because it is the way they will be experienced in game situations.
 - If the defence is used concurrently with the offence, the players learn to pass away from the defence and not to the receiver and learn to read the intentions of the defence without the coach ever having to teach it.
- If coaches have given the players ample time to learn to combine the interactive games into team games, the players will automatically use these strategies to achieve the objectives of a formal game. For example coaches should see players:
 - moving into the open when a teammate picks up a loose ball.
 - moving into a open area to receive a return pass (give & go)
 - automatically filling the lanes on a break-out.

- automatically filling the five offensive positions.
 - automatically getting back on defence and picking out a person to check.
 - habitually staying between their check and the ball.
- The interactive games can be used to hone skills, the minor games to develop team-work and the formal game to test. Once the players have been shown how each type of game is used to improve their ability to play lacrosse, they will be able to choose their own practice activities.

All motion offence activities can be done as 3-on-3, 4-on-4, or 5-on-5. 3-on-3 would have a player on each side low and the third player in the high middle. 4-on-4 would have two players on each side, one low and one high. 5-on-5 would have two players on each side, one high and one low, plus a fifth player in the high middle.

The Hula Hoop Game

- Two games can be played at one time by using two coaches (the black rectangle) and a group of players on each side of the net.
- Three players are used, one in each of the hula hoops and one in the small circle.
- The arrows indicate the path the players are to travel, the players go from the solid hoop to the dotted hoop and they begin to move when the player in the centre of the floor has reached the crease in the Passing Game or has retrieved the ball in the Shooting Game.
- Only one player is allowed in a hoop at one time, which means players don't move until the space in front of them is open.
- Once the players understand the pattern and are reasonably accurate with their passes, a player can take the place of the coach. To increase the number of completed passes the players can:
 - move to meet the pass, follow a pass, arc the ball or even bounce the ball.



Add the Defence

Add two defensive players to check the crease and corner players. Once again, they are practising their defensive footwork and positioning and do not interfere with the pass. The game can be

made competitive by having the defence trying to stop the return pass. If the offensive player gets free for the return pass he takes a shot: if he doesn't, he goes to the net and then out to the hoop on the crease. The practices can always end with a scrimmage to test the players.

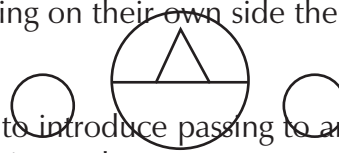
Four Player Passing Game

Progressions

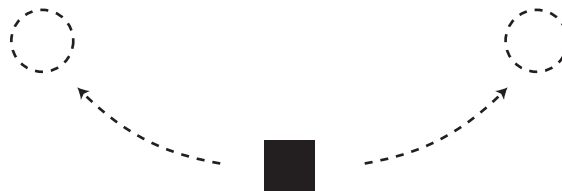
To begin with a coach can be in the point position and the players play Give and Go, first one side, then the other. To add difficulty:

- add the defence
- a player can take the coaches spot
- instead of staying on their own side the players can cross the floor.

Fig. 2



The second phase is to introduce passing to any open player. The players must always give and go.



PRACTICE 12 – USING RULES to TEACH LACROSSE

Rules used to challenge players

In the Four Player Passing Game in Practice 11 use the following rules to challenge the players to find effective ways of getting into the open and getting scoring opportunities. Challenge the players to discover the reasons for the following.

- After passing the ball the players must follow their pass and then cut to the net.
- The players must be moving towards the ball to receive a pass.
- When the players are stationary, (already standing in a hoop) the pass is faked to them and the cut to the net looking for a back door pass.
- The best time to throw to a receiver is just after he has left one of the hoops.
- The passes can go to any player as long as they are moving towards the passer.

From Practice 11 Fig. 2

The goal is to have players make up their own rules.

Developing The Rules For House Games

1. The checking of a player will be by position (between the offensive player and the goal) with the stick held so the defensive players can defend both their position and guard the offensive player's stick. The defensive players must:
 - defend their position by moving their feet to maintain defensive position. *As in basketball, the player who establishes position first is the one that is entitled to that space with the other player having to go around. Unlike basketball, however, the incidental contact will not be a factor in rule infractions unless the offensive player is trying to displace the defensive player.*
 - stop passes and shots by blocking the path with the stick.
2. The defensive player shall not be permitted to:
 - attempt to dislodge the ball if it is being cradled near the body,
 - slash at or swing at the ball carrier's stick,
 - initiate the contact between players,
 - push or hit any offensive player.

Checking

Note: The objective of these rules is to eventually make the one-on-one skills instinctive.



3. Penalties can be called if the defensive player:
 - hits any part of the body (slashing or high sticking),
 - initiates the contact between players (cross-checking).
4. A loss of possession or penalty can be assessed if the infraction is severe or if it is being repeated if:
 - the offensive player moves into the defensive player so as to displace him/her. (Offensive charging);
 - the ball carrier holds the stick against the body to trap, clamp or shield the ball so that it can't fall or be knocked out of the stick.

Passing Rules

When players first play lacrosse, they use the skills that they know best. Running with the ball and stick checking are prime ex-amples. To get players to focus on the other skills of the game, special rules can be used until the skills become automatic, i.e. the no stick checking rules and the special passing rules. These rules can also be adopted for house games to encourage development of all skills. The rules are usually adjusted to maintain a flow and then eliminated altogether once the players have acquired the skills and understand the options.

Not all of these rules are to be used at once

Once the players understand the concepts, remove the rules

Players must learn to make their own decisions re-garding when to pass, when to run etc.

1. Whenever play starts with the ball in the crease, the offensive team will immediately withdraw from the offensive zone and will not interfere with the play until the ball crosses the 10 second line. The defensive team must then attempt three passes before a shot is taken, one of which must be in the offensive zone. *The purpose of this rule is to give players the opportunity to develop their passing and catching skills and to learn the first part of the break-out pattern.*
2. Other ways to encourage passing is to have the ball passed from one zone to the next or to limit the number of steps that are taken while carrying the ball.
3. After a face-off anywhere on the floor or after gaining possession of the ball in their own end or the neutral zone, a team must attempt one pass before a shot is taken.
4. When a loose ball is trapped, the player gets a free pick-up and pass. They cannot run with the ball unless the ball is scooped without the trap.

A warning can be given (after a second warning a loss of possession) if an offensive player stands ("camps") in front of the net to wait for a pass.

MENTAL PREPARATION

Module

5

Goal To provide coaches with the information needed to show how a Player-Centred approach to coaching leads to the cognitive and emotional development of the player.

Objectives:

- To develop the mental skills required for learning.
- To relate the concepts of emotional intelligence with the ability to play lacrosse
- To help players learn how to control their emotions,

Introduction

The goal of Community Initiation course is to help coaches differentiate between coaching lacrosse, which is giving instruction on how to play the game and coaching players, which is paying attention to a player's cognitive, emotional, physical, as well as technical development.

This module focuses on two key areas of player development: helping all players develop the mental skills that the better players have figured out for themselves, and helping all players develop higher levels of emotional control.

Being able to visualize, concentrate and relax are the mental skills and abilities that the better players intuitively use when learning and playing sports. This module will help coaches develop these learning skills in the average player.



DEVELOPMENT OF THE MENTAL SKILLS

TASK 1: Using the resources below, describe where or how you would use or develop each of the Mental Preparation skills to help players learn their Technical skills.

Concentration: _____

Relaxation: _____

Visualization: _____

Positive Self-talk: _____

Emotional Control: _____

WHAT ARE THE MENTAL SKILLS?

Concentration (Attention Span)

Concentration increases as the players get lost in the challenge or excitement of play, which occurs as they increase their knowledge, ability and control. Therefore: the best way to increase concentration is by playing teaching games. Concentration increases when the players are motivated, which comes when success is imminent, and decreases when it is either too easily attained or out of reach. Therefore:

- Start players at the level that they can achieve,
- Make the drills into games
- Increase the challenges of the games until the players reach their level of incompetence.
- The use of 3 v. 3 in the formal game sessions helps build concentration by removing the number of decisions for the players.
- Ask the players to pick or invent related games that give them the most enjoyment.

Don't tell players to concentrate: use activities that require it

Coaching Tips

Relaxation

Being relaxed or free of tension is necessary for players to develop the feel of the stick, and the ball in the stick. Players that pick up the sport naturally have either developed or inherited what is known in sport as "soft hands," and a method of using the body to initiate the movement of the stick rather than the arms and wrists.

Relaxation is required to develop feel

To teach players how to relax, play the "spaghetti arms" game by letting the arms hang at the sides and using the motion of the body, flop them from side to side like wet noodles. Then keeping the hands soft and relaxed have the players first pick up and then use the stick. When the feeling is lost, start over. Also, use this method to relax the arms before for stick handling or catching and passing, use visualization by having the players pretend the ball is an egg that must not be broken when they throw and catch it.

Coaching Tip

Some players are very stiff and will still have problems with tension in their shoulders and wrists. Create an awareness for the tension by having the players take a deep breath and tighten every muscle in the body, and then let everything go as they slowly exhale. Then repeat the "spaghetti arm" game.



***Visualization is feeling
how to perform the skill
before it happens***

Visualization

The observation and visualization skills of children are very powerful. Learning to "read" the movements going on around them and make sound decisions during games are critical skills that should be developed at the fundamentals stage. Those that have an aptitude for sport type movements can learn by watching athletes and then repeating what they see. If the movement or skill is too complex, they will ask you to repeat the action until they develop a picture or feel of how the skill is performed. Although some players may have an innate ability to visualize, in all cases this mental skill can be developed.

Coaching tip

To teach concepts of being quick, fast, strong, light, clever, tricky etc use comparisons to animals, objects or cartoon characters that depict the desired characteristics.

Ask players to see or feel themselves executing the skill as you repeat the demonstration.

Demonstrate skills in slow motion. Demonstrating skills at performance speed is often too fast for beginners and young players to see what is happening.

Isolate the key teaching points into separate demonstrations. The average player doesn't always recognize the important elements of a skill. Break the skill into a series of progressions, play the mirror game as each one is demonstrated and then create a game involving the steps the players are having difficulty with.

Make sure the demonstrations are being accurately observed. Before players are sent out to practice a particular activity, have them demonstrate what they saw. This will give coaches feedback on the effectiveness of their demonstrations.

Positive Self-talk

Self-talk is the gateway to one's belief system and relates to the player's motivation to first play lacrosse and then later, to try new things. Any type of abuse from physical to put-downs will break their confidence and thereby effect their motivation.

Be positive

Emotional Control

Emotional control refers to controlling one's anxiety, excitement, or anger. This relates as much to the coach as to the players. Coaches can only help their players control their emotions when they have learned to control their own.

***Applies to both players
and coaches.***

What to look for?

- Rough and dangerous play
- Swearing
- Yelling at team-mates, opponents, coaches
- quitting

Coaching Tip

What can you do?

- Focus on the task rather than the outcome
- Use relaxation and positive self talk techniques
- Take the player aside and speak with him/her in a calm, controlled manner
- When inappropriate behaviour occurs take action to discipline the player right away.

PHYSICAL PREPARATION

Module

6

Goal To give coaches the information they need to contribute to the physical development of their players.

Objectives:

- To enable coaches to incorporate the elements of fitness in their practice activities.
- To ensure that all players achieve the fitness for playing lacrosse.
- To provide the nutritional support for parents and young players so they can develop a diet and eating habits that will build healthy, strong bodies.

LTAD and Physical Preparation

The FUNdamentals stage is a critical stage for the development of physical literacy, and it is during this time that the foundations of many advanced skills are laid down. Skill development for children at this age is best achieved through a combination of unstructured play in a safe and challenging environment and quality instruction from knowledgeable coaches in minor lacrosse programs.

- Skill development during this stage should be well-structured, positive and FUN, and should concentrate on developing the ABCs – Agility, Balance, Coordination and Speed, plus rhythmic activities.
- Hand and foot speed can be developed especially well by boys and girls during this stage and if this window of opportunity to develop speed is missed, body speed later in life may be compromised.
- It is important that all children master fundamental movement skills before lacrosse-specific skills are introduced. Strength, endurance and flexibility need to be developed, but through minor games and fun activities rather than a training regimen.
- Encourage children to engage in unstructured physical play with their friends every day, regardless of the weather.
- Continue to play catching, throwing, hitting, running and other physically demanding games with both boys and girls. If possible, enroll children in programs that offer a wide variety of different activities (multi-sport programs) or in a wide range of different activities.



- Don't believe the myth that early specialization in lacrosse (or any other sport) will lead to far greater performance later in life. Developing all-round athletes at this age is far better.
- Attend parent-teacher, or other school meetings and advocate for quality physical education programs in the school – with sufficient time allocated (recommended allocation 150 minutes per week – 30 minutes per day) taught by a qualified physical educator.
- Don't be concerned with the score. Put the focus of the program on learning and having fun, rather than on doing whatever it takes to win games and championships.

Introduction

Some players hit the floor or field with their legs spinning, and don't stop until they are in the car on their way home. Others move as little as possible and find it very uncomfortable to work up a sweat. This difference in activity level has always been a problem that coaches have had to contend with, but not like it is today. Too many children do not get enough exercise to even maintain their health. In fact, fitness could be the reason that players have signed up to play lacrosse. Consequently, coaches must be ready to integrate a progressive fitness program into their practices.

"Progressive" is the key term. If players are to enjoy their lacrosse experience, the games they play must be adapted to their physical as well as their cognitive needs. Players will lose interest and quit when they can't keep up physically just as they will when they are left out socially. The athlete centred environment will motivate players to play harder and longer, which are two ways to create the overload required for physical development.

The often ignored factor in physical, emotional and mental development is nutrition. Once again the influence of current marketing techniques and family lifestyles lead people away from sound nutritional choices. Parents pay big bucks on the technical development of their children. They also have to pay attention to what their children are eating if they want their children to reach their full potential as athletes.

TASK 1: Give an example of how you can adapt a warm-up or skill development activity; a drill or a game in order to develop the endurance, strength, flexibility, and coordination of the players.

Endurance: _____

Strength: _____

Flexibility: _____

Speed: _____

Coordination: _____



PHYSICAL DEVELOPMENT

PLAYING TO TRAIN

To Run or Not to Run

When players are fit to run, when they understand where and why they need to run and when there is a reward for running, players will run. In fact, they will run so fast and play so hard that their bodies will be triggered to adapt to the increased stress on their bodies. This is training. Then, as players get stronger, their skills also become stronger and they literally have no choice but to become more involved and play even harder. Conversely, those that get very little exercise tend to work with a minimum of effort and consequently set themselves into a spiral that is going in the opposite direction. To paraphrase Newton, "a body at rest is inclined to stay at rest."

Plan Practices that are Active

The principles of effective practices

Like the other aspects of player development, endurance, flexibility and strength are best achieved when they are an integral part of the games being played. We have all experienced the pleasure of full out effort as we strive to out-perform an opponent or to meet a challenge. The stiffness and fatigue we experienced afterwards is proof that we often surpass anything we could have achieved in a gym workout. The same will happen in practices if coaches follow some basic principles of effective practices.

Therefore:

- Use games that promote skill development instead of drills and the players will learn lacrosse as a running game.
- Group the players according to skill level so the games are competitive and can be matched to ability.
- Keep the players active. Don't have them standing around listening to explanations. Give the instructions and let the players find the reasons why. Use recovery time to ask the players what they have learned or how to make the games more interesting.

Plan Practices that both Challenge and Allow for Success

Set a climate that players are comfortable in

Enthusiasm is the important factor for getting players to forget any discomfort they may feel from exertion. To keep players motivated it is important that the games whether formal, recreational or interactive, are not too easy or too challenging. Players must feel that there is a chance for success, but if it is too easy, there is

nothing else to learn so why do it. Players should never be bored during practice.

Plan Practices that promote endurance, strength, flexibility, and coordination

To train the aerobic or endurance energy system, young players must be continuously active for five to ten minutes. Minor games involving several balls and continuous action of shooting and scoring will keep the players moving. Using targets instead of goals will keep the ball alive and therefore eliminate the need to stop play. Adding special rules for scoring and timing will add a sense of urgency and motivate players to run after loose balls and set up players, eg., the team that makes the most passes in five minutes will win.

Develop strength by using the player's own weight.

- Play hopping, skipping and balancing games
- Play push-up challenges and pushing and pulling games
- Correct execution of skills requires strength and therefore will build strength.
- Quick accelerations and sudden stops such as when getting and maintaining good defensive position develops leg strength as well as cardiovascular endurance

Flexibility is also developed during the acquisition of skills and during the activities of the practice. By performing skills correctly and with full range of motion, the flexibility of the players will be increased. Teaching players how to use the large muscle groups for applying force and then playing games of who can throw the furthest or hardest will extend the range of motion in a natural way.

Young and new players are more affected by tension than the lack of flexibility. Getting the players to play the spaghetti arms and soft hands games will relax the muscles and therefore increase the range of motion.

In both boys and girls, there are sensitive periods of trainability for speed, and they are based on chronological age. For girls, the first speed window occurs at the Fundamentals stage between the ages of 6-8 years (the second window occurs between 11-13 years). For boys, the first speed window occurs at the Fundamentals stage between the ages of 7-9 years (the second window occurs between 13-16 years). During the first speed window, training should focus

Endurance

Strength

Flexibility

SPEED



on developing agility and quickness. Playing games like tag are excellent ways of training agility in a fun way. To add a lacrosse technical component, have the players cradle a ball while they are playing tag.

COORDINATION

Players who have trouble with coordination can be drilled on the five phases of a skill one phase at a time. Emphasis should be placed on keeping the arms relaxed and using the larger muscle groups to generate the force.

Some players may have trouble with their running motion. The following drills will help players develop their coordination and speed:

- High knee walking and then running.
- Kick the heels up at the back while running
- Extend the left foot out in front to paw the ground as if pushing on a skate board.
- When trying to run fast, stay relaxed, lean forward and drive the elbows back to increase speed.
- Attempt to add each of these movements to the normal running gait.

Nutrition

Diets, eating habits, nutrition for growth and energy for sport

Too many people find the subject of nutrition complex and confusing, and they don't have the time to sort it all out. Consequently, they end up just eating the way they have always eaten, and in so doing, pass their habits on to their children. From the coach's perspective, the dynamics of family nutrition are too personal for coaches to have any control over, and tend to leave the nutrition of their players up to the parents. This does not mean, however, that coaches can't and should not try to influence the nutritional decision making of the sport family. In fact, there are many reasons why coaches should be proactive in teaching healthy eating just as they are in teaching skills.

- Eating habits are formed at an early age, it is worth the effort to ensure children start off on the right foot.
- Healthy eating for sport is the same diet that is required for growth, development and healthy living.
- Just because parents may not have the time or the knowledge to provide a sound nutritional diet for their children does not mean that they don't know the importance of it.
- Parents need all the support they can get to combat their child's resolve to be self-directed regarding eating. The coach can give that support through education and on practice tips for players.



Educating the parents

At no time is the advantage of the undirected style of the Player Centred Approach to coaching more obvious. Telling children or players what to eat does not work without cooperation and parents and coaches often end up resorting to bribery and the power of their position. The Player Centred Approach is to have the players experience the reasons they need adequate nutrition and then give them and the parents the information they need to support a decision to follow a healthy diet.

Work with the parents to plan how you can work as a team. Explain the plan and give the information so parents can make informed decisions. When eating problems are caused by the child's need for self-determination, children soon learn that the choice to eat or not is theirs. The stronger their need for control, the more they will endure to exercise it. Having the coach involved, removes the battle for control from the equation and gives the players the choice to improve their play through diet.

Parents spend much time and money on skill development at this age. It does not make sense to ignore the need for proper nutrition. There is no big secret for healthy eating: just follow Canada's Food Guide to sound nutritional choices, avoid junk food as much as possible, and avoid "eating the way we have always eaten."

Educate the players

Ask the players if they know what they can eat to help them have more fun. The older players can be asked if they know what they can eat to make them faster, help them learn more, help them play better.

Answer: Follow the Canada Good Guide, even when eating snacks, even when not playing lacrosse; drink water and not pop or drinks with too much sugar.

The second part of the question is: Do you know the things that you eat that will slow you down, make you play poorly, take away the fun and make it so you can't play very long.

Answer: Foods with a sugar base or a sugar coating, i.e. desert and candy type snacks, sugar coated cereals, sugared drinks.
Foods that have been coated or cooked with fats and oils, i.e. chips, fries, etc.

Coaching Tips

Ask players:

- if there are foods they need to change to make them play and feel better.
- how they can change what they eat.

Most of them will have had the same kind of dialogue in school and from their parents. However, the meaning of such conversations does not register until the information is applied to something the players care about - playing lacrosse.

Use the team situation to model good eating habits:

Hydration: Set up a system for providing hydration for the players. Players can have a sip of water after every shift or approximately one cup every 15 minutes of activity.

Snacks: Arrange for the parents to provide nourishing snacks when travelling.

When there is less than two hours before a practice or game, snacks and meals should be mostly complex carbohydrates, i.e. fruit, vegetables and grains, as they can be digested within two hours. No more than 25% protein and no fats.

Modeling: The coach must be seen to be eating and drinking the same foods and drinks that are recommended for the players.

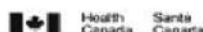
TASK 2: Develop a story that will motivate your players to make healthy nutritional choices.

TASK 3: Develop some recommended menus that parents can use to meet the nutritional needs of their players before practices and games and when travelling.

TASK 4: Develop a plan that will involve your players and their parents to promote nutritional eating habits of the players.



Canada's Food Guide to Healthy Eating



Grain products (carbohydrate): Choose whole grain and enriched products more often.

Vegetables and fruit: Choose dark green and orange vegetables and orange fruit more often.

Milk products: Choose lower-fat milk products more often.

Meat and alternatives (proteins): Choose leaner meats, poultry and fish, as well as dried peas, beans and lentils more often.

Each food to the left represents a portion for the food group in question.

Grain Products 5-12 SERVINGS PER DAY	<div>1 serving</div> <div>Hot Cereal 175 mL 3/4 cup</div> <div>Cold Cereal 30 g</div> <div>1 Slice</div> <div>2 servings</div> <div>Pasta or Rice 250 mL 1 cup</div> <div>1 Bagel, Pita or Bun</div>
Vegetables and Fruit 5-10 SERVINGS PER DAY	<div>1 serving</div> <div>Fresh, Frozen or Canned Vegetables or Fruit 125 mL 1/2 cup</div> <div>1 Medium Size Vegetable or Fruit</div> <div>Salad 250 mL 1 cup</div> <div>Juice 125 mL 1/2 cup</div>
Milk Products Servings per Day Children 4-9 years: 2-3 Youth 10-19 years: 3-4 Adults: 2-4 Pregnant and Breast-feeding Women: 3-4	<div>1 serving</div> <div>Milk 250 mL 1 cup</div> <div>3"x1"x1" 50 g</div> <div>2 Slices 30 g</div> <div>175 g 3/4 cup</div>
Meat and Alternatives 2-3 SERVINGS PER DAY	<div>1 serving</div> <div>Meat, Poultry or Fish 50-100 g</div> <div>1/3-2/3 Can 50-100 g</div> <div>1-2 Eggs</div> <div>Beans 125-250 mL</div> <div>100 g 1/3 cup</div> <div>Peanut Butter 30 mL 2 tbsp</div>
Other Foods Taste and enjoyment can also come from other foods and beverages that are not part of the 4 food groups. Some of these foods are higher in fat or calories, so use these foods in moderation.	



PLANNING

Module

7

Goal To provide coaches with the steps for preparing, planning and evaluating practices and for the evaluation that leads to higher levels of coaching
To train coaches how to interact with parents

Objectives Coaches will be able to:

- Involving parents in the learning process
- Organize support staffs
- Set the objectives for their practices
- Plan their practices using the Practice Planners as their guide
- Evaluate their practices
- Evaluate their performance at the end of the season,

INTRODUCTION

Whether in the classroom or on the lacrosse floor, when dealing with young players, a high ratio of adults to children is desirable. Therefore, coaches should try to include parents in the teaching process. This module identifies ways of utilizing parents as assistant coaches, managers, practice helpers, etc.

*The **Practical** component is an integral part of the National Coaching Certification Program (NCCP). It is where coaches use the information from the sport sciences and the **technical** components to first plan and conduct practices, and then, through regular evaluation, go through the steps of developing their own coaching skills. This Module on Planning is a guide coaches can use to ensure they have considered all relevant material in the planning of their practices.*

*This Module, defines the step-by-step process of how coaches can start their own learning and then how to pass these skills on to their players. The **sample practice plans** illustrate a systematic approach for setting up the practices for their first season of coaching.*



Parents: a help or a hindrance?

DEALING WITH PARENTS

There are two problems that will be difficult for new coaches to prepare for: one is the large number of players they may have to contend with and the other is their parents. The following is an idea coaches can use to educate parents and to attract some of them to become assistant coaches.

The process

Start the process at the first parent meeting.

- Outline the goals and objectives of the program
- Define the Player-Centred Approach to Coaching.
- Review the Fair Play Code for Parents and the Tips for working with parents.
- Outline the Coach's and the Parent's responsibilities regarding Risk Management, Nutrition, travel and getting the players to practice.
- Discuss how parents can support the program both at home and in the stands.

Give the practical application of what was discussed at the parent meeting at the practices by:

- Inviting the parents to listen in on the interaction between coach and the players as the coach conducts the practice, i.e. make the vicinity of the players' boxes a teaching area.
- Having a second meeting to answer questions and to further discuss the details of the player-centred approach to coaching.
- Inviting parents who would like to take a more active part to take by becoming assistant coaches by taking the Community Coach Initiation Course.

Fair Play Code For Parents²⁵

1. I will not force my child to participate in sports.
2. I will remember that my children play sport for their enjoyment.
3. I will encourage my child to play by the rules and to resolve conflicts without resorting to hostility or violence.
4. I will teach my child that doing one's best is more important than winning, so that my child will never feel defeated by the outcome of a game/event.
5. I will make my child feel like a winner every time by offering praise

for competing fairly and trying hard.

6. I will never ridicule or yell at my child for making a mistake or losing.
7. I will applaud good plays by members of both teams.
8. I will criticize the coach but will discuss concerns and the welfare of my child in an open, respectful and dignified way.

Tips for Coaching with Parents

- Have the parents who wish to help-out on the floor take the Community Coach Initiation course.
- For children that are reluctant to come on the floor, have parents support the child with whatever makes the child the most comfortable.
- Children or parents should not be forced to participate. There is a readiness factor that has to be considered.
- Be clear about the teaching progressions that are being used. Make sure that parents understand the objectives of each activity.
- Control all negative feedback; show parents the good things their children are accomplishing.
- Give the parents the choice of whether they want to work with their own children or not. There are advantages and disadvantages to both situations.
- Discourage the myth that boys will be boys. If boys need empathy and support, give it to them: punishing players is unacceptable.
- Become aware of the cultural attitudes we have toward boys and girls that affect how we talk to and treat them and what we expect of them. Treat all players the same, with the same amount of respect.
- Review the harassment policy with the parents. Make parents aware that they are role models and are responsible for their own actions as well as the harassment or abuse inflicted on a player by others. There are several types of dialogue in society that border on harassment or abuse such as: put downs said in jest, sarcasm used as a form of humour or to make a point, nicknames that are less than flattering and teasing. Once these forms of communication are taken out of context and repeated at someone's expense, the behaviour can be classified as harassment or abuse.



- Review the appropriate touching policy
- Coaches must set the tone, first through their own behaviour and then by correcting the abusive behaviour of the players or their parents. Not saying anything is often interpreted as permission.
- Encourage the parents to read and follow the Fair Play Codes and Harassment Policy, and to study the background material of the Manual. The Fair Play Codes are the rules to coach by: the Manual tells why it is important to follow these rules.

Letter To Parents

Example of a letter sent to parents (at the beginning of the season)

Participants: children to young teens

Dear parents,

I am pleased to be contacting you for the first time this season. During the season, I will have occasion to spend many hours with your son/daughter and I hope that you and I will also have the opportunity to meet on a regular basis. I am writing to invite you to an important information meeting that will take place at _____ (location), on _____ (day/date) at _____ (time, indicate AM or PM). The meeting will be approximately one hour long. If there is a particular issue that you wish to discuss with me that is not covered in the meeting, please see me immediately after the meeting.

The agenda for the meeting will be as follows:

The Directions of the Program

- Coaches' Presentation
- Review of the results of the questionnaire and their impact on our program
- Our philosophy and our program

The Season

- Number of games and tournaments (season and play-offs)
- Vacation breaks, family vacations, expected absences, participant/athlete involvement in other sports/activities

Organisation

- Fees and financing
- Payment deadlines
- Transportation and what is expected of parents

General

- Question period

It is important for the coaches to be aware of your expectations as parents of us and of the program. This is why I am requesting that you take a few minutes with your son/daughter to complete the attached questionnaire. They will help us build an honest and open relationship and will also help us align our goals and expectations for the program.

Team Leaders:

Coach:
Assistant-coach:
Manager:

Contacts:

name, phone, email
name, phone, email
name, phone, email

The best time to reach me is:

***I invite parents who are unable to attend to communicate with me prior to the meeting.*



Pre-Season Questionnaire For Parents

(Parents of four-year olds to teens)



1. Why did you register your child to participate in this sport?

2. What are your expectations of the program leaders, and specifically of the coaches?

3. In your opinion, what goals should be set for the team by the team leaders?

4. Identify values that you think should be promoted by the program.

5. Important facts about your child that team leaders should know about (e.g. allergies, health issues, previous injuries).

*** Please return the questionnaire at least one week before the parents' meeting.*

Participant's Name

Parent/Guardian's Name

Date ____ / ____ / ____ (dd/mm/yyyy)

PLANNING**Organizing the support staff**

TASK 1: Distribute the organizational and managerial responsibilities of running a team among the volunteers.

Head Coach	Assistant Coach	Manager	Committees



Getting Ready to Coach

Some of the LTAD options for mini-tyke and tyke have distinct games and practices. However, other stages combine games and practices in the same session, with distinct 15 minute segments. In planning for practice, be aware of these differences. You need to properly plan if you have a 60 minute session with two 15 minute games interspersed with two 15 minute practices, ie., there is no need for a warm-up or cool-down. The following steps in planning a practice can be used for any length of time.

If four teams are using the same floor - two cross-floor game/practice sessions – then use multiple stations (each led by one of the team's head coaches) for the practice session. This has a number of benefits: it uses space well, it encourages plenty of activity among the players, allows the coaches to work together, etc. Practice plans can be developed in rotation among the head coaches. Or, if there is one club "head coach" he/she can develop the practice plans in consultation with the other coaches.

Besides the coaches and assistant coaches, the use of parent helpers during the practice session is also encouraged.

Step 1

The first practice will involve getting the feel of the stick and ball. Watch the players to see what they can do: the players will be watching the coach and others to see how to do it. To prepare for the first two weeks, read Module 4, and practice the skills at the same level as the players.

Coaching Tips

- *Find a beginner, your child or a friend, to practice your teaching and demonstration skills.*
- *Take note of the parts of the skill that cause problem: these will become the key teaching points.*
- *Notice how slowly you have to demonstrate so that the new players can see and feel what you are doing.*
- *Keep the manual handy.*

Step 2

Plan the practice. Keep managerial duties short and to the point. If you don't have a manager or have not had a chance to talk to the parents, then set a time for a coach/parent meeting. Do not use practice time to talk to parents.

Some players may need help (i.e. with loose balls, having someone to pass and catch). Invite interested parents to assist you.

Coaching Tips

- Review and write down the introductory activities for at least the first four fundamentals as you will not know how much material you will need.
- For the warm-up, use one of the activities that everyone can do and that will get everyone active.
- Use the mirror games to introduce the skills.
- Use the more experienced players to lead the groups and to share their expertise. This will keep them from getting bored.
- Plan 5 minutes for each activity. If you have an hour practice session you can increase an activity to 10 minutes.

Step 3

Check the equipment bag:

Balls

Extra sticks

First-aid Kit

Repair kit for the stick, and equipment.

Coaching aids.

Step 4

Phone a reminder to the players the day before the practice.

Step 5

Before the first practice, read the Fair Play Codes, particularly items 3, 4 and 5.

Step 6

Have the practice!





Key Parts Of A Complete Practice In Community Sport



Time	Practice Part	Key contents and tips
variable	Introduction	Before practice begins: <ul style="list-style-type: none"> • Arrive early • Inspect facilities • Organize equipment • Greet each participant as they arrive, get a feel for their mood
2-3 min.		At the beginning of practice: <ul style="list-style-type: none"> • Start on time • Ask participants to gather in front of you • Talk briefly about the goals of the practice • Give specific safety instructions • End with a team cheer
5-10 min.	Warm-up	General warm-up: <ul style="list-style-type: none"> • General exercises or games to raise body temperature • Progressive stretching
8-15 min.		Specific warm-up: <ul style="list-style-type: none"> • Short activities that participants already know and that mimic the movements of the main part • Intensity should gradually increase but not tire the participant *Never skip or rush a warm-up, as this may lead to injury.
15-30 mins	Main part	<ul style="list-style-type: none"> • Sequence three or more activities (depending on time and logistics) together in a progressive fashion • Use cooperative games whenever possible • Avoid elimination activities, because participants who need the most practice get eliminated first (e.g. if you loose the ball you are out) • If parent assistants are available, set up stations to minimize downtime and lineups • Aim to improve gross motor skills in children • Aim to improve appropriate basic sport skills • Play mini games; participants like to play the sport!
5-10 mins		Cool-down <ul style="list-style-type: none"> • Gradually decrease intensity • Follow with stretching
2-3 min.	Conclusions	<ul style="list-style-type: none"> • Give brief comments on what went well, what needs improving • End with a team cheer • Ensure that nobody is leaving feeling frustrated or in an aggressive mood



Key Parts of an Initial 15 Minute Practice Session



Time	Practice Part	Key contents and tips
variable	Introduction	Before practice begins: <ul style="list-style-type: none"> • Arrive early • Inspect facilities • Organize equipment • Greet each participant as they arrive, get a feel for their mood
2-3 min.		At the beginning of session: <ul style="list-style-type: none"> • Start on time • Ask participants to gather in front of you • Talk briefly about the goals of the practice • Give specific safety instructions • End with a team cheer
5 min.	Warm-up	General warm-up: <ul style="list-style-type: none"> • General exercises or games to raise body temperature • Progressive stretching
8-10 mins	Main part	<ul style="list-style-type: none"> • Sequence two activities together in a progressive fashion • Use cooperative games whenever possible • Avoid elimination activities, because participants who need the most practice get eliminated first (e.g. if you loose the ball you are out) • If parent assistants are available, set up stations to minimize downtime and lineups • Aim to improve gross motor skills in children • Aim to improve appropriate basic sport skills • Play mini games; participants like to play the sport!





Key Parts of a Subsequent 15 Minute Practice Session



Time	Practice Part	Key contents and tips
<i>variable</i>	Introduction	Before practice begins: <ul style="list-style-type: none"> • Arrive early • Inspect facilities • Organize equipment • Greet each participant as they arrive, get a feel for their mood
<i>8-10 mins</i>	Main part	<ul style="list-style-type: none"> • Sequence two activities together in a progressive fashion • Use cooperative games whenever possible • Avoid elimination activities, because participants who need the most practice get eliminated first (e.g. if you loose the ball you are out) • If parent assistants are available, set up stations to minimize downtime and lineups • Aim to improve gross motor skills in children • Aim to improve appropriate basic sport skills • Play mini games; participants like to play the sport!
<i>5 mins</i>	Cool-down (only applicable if the practice is the last part of the larger session)	<ul style="list-style-type: none"> • Gradually decrease intensity • Follow with stretching
<i>2-3 min.</i>	Conclusions (only applicable if the practice is the last part of the larger session)	<ul style="list-style-type: none"> • Give brief comments on what went well, what needs improving • End with a team cheer • Ensure that nobody is leaving feeling frustrated or in an aggressive mood

Practice Planning Checklist

Structure and organization

- The practice is organized and well structured (introduction, warm-up, main part, cool-down, conclusion).
- The length of the practice is appropriate to the LTAD option.
- Full use is made of available facilities and equipment to achieve the practice goals.
- The practice includes a variety of activities.
- Activities are planned so there is minimal waiting time for participants.
- The transition from one activity to the next is planned in such a way as to minimize the time wasted.
- Activities are presented in the appropriate order in the main part of the practice.

Choice of the activities

- The activities are appropriate to the developmental stage of the participants.
- The activities are adapted to the skill and fitness level of the participants.
- The activities have well-defined goals, and the purpose of the tasks involved is clear.
- The activities are relevant to the sport.

Success and challenge

- The activities present reasonable challenges to the participants.
- The activities are chosen or designed so that the success rate by the participants when performing the task is no less than 70%.



Safety

- Potential environmental, equipment and facilities, and human risk factors have been considered, and the activities are designed accordingly.
- An Emergency Action Plan is available.

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Planning Practices

Objectives

Set a specific objective for what is to be achieved

- Objectives are based on information from previous practices or games.
- Share the objectives with the players (post the practice planner).

Warm-up

Relate the warm-up to the objective of the practice

Example: When the objective is to work on passing

- Incorporate body rotation and flexibility in the warm-up.
- Use footwork drills to get the feeling of weight transfer.
- Use the spaghetti arms drill to engage the legs and body in the throwing, scooping cradling actions.

Teaching the Skill

Plan how to teach the skill

- Plan how the skill will be demonstrated so that the players become interested in trying it.
- Plan the minor games and drills that will teach the skill.
- Modify the activities for the different skill levels.
- Organize enough groups so that everyone is involved in the play.

Mental Skills

Plan how to use the mental skills to enhance learning.

- Refer to the Mental Preparation Module

Fitness

Combine fitness with the fun activities

- Refer to the Physical Preparation Module

Cool-down

The cool-down is used to:

- Take the body from practice or game mode to normal mode.
- Review the things the players enjoyed most about the practice and what they would like to do more of.
- Make announcements and give reminders.

Safety

Using the Risk Management Check List review the whole practice to ensure a safe environment



TASK 2: Using the practice plan template, design one of the first practices of the season.

Date: _____ Time: _____ to _____ Location: _____		
Objectives		Equipment & Reminders
Time Min.	Activity of Drill	Key Elements
	Warm-up	
	Introductory Activity	

	Learning Activities:	
	Players choice (Fitness)	
	Cool-down	
Evaluation		Things to work on



The following practices reflect 60 minute sessions. If you are only running the Initial 15 minutes of the practice, make the following adjustments:

- Reduce warm-up to 5 minutes
- Reduce Introductory Activity to 5 minutes
- Reduce Learning Activity to 5 minutes
- Delete players' choice
- Delete cool-down

If you are only running a Subsequent 15 minutes of the practice, make the following adjustments:

- Delete warm-up
- Reduce Introductory Activity to 5 minutes
- Reduce Learning Activity to 10 minutes
- Delete players' choice

If the practice is the last part of the session, reduce the learning activity to 5 minutes and add a 5 minute cool-down

SAMPLE PRACTICE # 1 Introduction to the Stick and Ball

Date: _____ Time: _____ to _____ Location: _____		
Objectives <ul style="list-style-type: none"> • Toss the ball in the air and catch; • Scoop a stationary ball so that it stays in the stick; • Perform all movements with the stick in either hand. • Create awareness of safety and other players. 		Equipment & Reminders Balls and extra sticks, Repair Kit, First-aid Kit Next practice Check equipment
Time Min.	Activity of Drill	Key Elements
10	Warm-up (With the stick) Jogging: across the floor or field and back in an assortment of ways: front, backwards, skipping, high knees, etc. Alternate carrying the stick in both hands. Stretching and strength: <ul style="list-style-type: none"> • keep back straight • squat to place the stick on the floor • stand, then squat to pick up the stick • do 5 to 10 reps. 	<ul style="list-style-type: none"> • Start slow and progressively become more active. • Assess coordination. • Have players find their own way of moving across the floor.

15	Introductory Activity (Add balls) Mirror games from Practice 1. All exercises are done with both hands.	Spread players out, create awareness of other players on the floor.
15	Learning Activities: Through exploration develop the following fundamentals of scooping: <ul style="list-style-type: none"> • best foot movement and placement; • fast or slow scooping motion to pick up the ball; • flexed arm or straight arms to get control of the ball; • scooping right handed or left handed. Scoop, toss in the air and catch <ul style="list-style-type: none"> • Refine the skills of those that are having difficulties; • Have the players develop a sequence of scooping, tossing, bouncing and catching. 	<ul style="list-style-type: none"> • Position the instep of the right foot beside the ball (left for left handers). • 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. • Give ample time for experimentation and discovery.
15	Players choice (Fitness) <i>The Pick-up game Practice #1.</i> Divide the team into two teams. A parent will count the goals that go into the net.	Training the aerobic energy system through continuous activity for all players.
5	Cool-down Sitting toe pull <i>Stretching: with straight back and slight bend in the knees, lean forward to grasp the toes and hold for 20 sec. Talk about what part of the practice that the players liked the best.</i>	
Evaluation What went well? What did not go well? Could the practice have been organized better? How was the flow of activities?		Things to work on next practice. Cradling and carrying the ball.



SAMPLE PRACTICE # 2 Cradling and Carrying

Date: _____ Time: _____ to _____ Location: _____		
Objectives The players will be able to carry and cradle the ball with either hand.		Equipment & Reminders
Time Min.	Activity of Drill	Key Elements
10	Warm-up As the players and parents come onto the floor give them ball and allow undirected practice. Gather the players: Ask a player who was trapping the ball to demonstrate the technique. Player Instructions: Find an open space. Roll the ball, then trap and scoop. Roll the ball off the boards, trap and scoop.	Warm-up As the players and parents come onto the floor give them balls and allow undirected practice.
15	Introductory Activity <ul style="list-style-type: none"> Place the sticks and balls on the floor. Teach the relaxation routine of “soft hands” or “dead arms” from Mental Preparation. Using both hands, pick up the sticks while keeping the hands soft. Use the body and legs to swing the arms and the stick back and forth. The arms are hanging limp and straight. Step up to the ball with the right foot, and using the same motion, bend the knees and scoop the ball. 	Throughout the practice have the parents position themselves where they can hear the instructions. Watch for players who have unusual tension and get them to push with the back leg to scoop
	Skill Development: no ball <ul style="list-style-type: none"> Develop the rocking motion for cradling hold the stick at the throat with the favoured hand with the handle hanging straight down to the ground; demonstrate wrist extension and flexion as the arm is moved back and forth across the body; develop moving the stick to all positions while flexing and extending the wrist; change hands and repeat; change hands and check the wrist flexibility of the players; co-ordinate the rhythm of the arm swing with the wrist action; add the bottom hand and repeat the above exercises. 	The key elements are: Keeping the hands soft. Coordinating the body parts using the trunk or body core to provide the cradling motion.

15	Learning Activity Cradling with the Ball <ul style="list-style-type: none"> • Repeat the above drills with the ball – develop the feel of the centrifugal force that holds the ball in the stick; • Refine the skills of those that are having difficulties, • Self-directed Play (SDP) Throwing the ball off the wall and catching. All loose balls must be scooped and cradled when walking or running. 	Allow the players to experiment
15	Players choice (Fitness) Use the Taxicab game from Learning Activities of Practice 2 if no ideas come up. Once the taxicab game breaks down allow the players and/or parents time for self-directed play or practice.	
5	Cool-down Sitting groin stretch Practice Review What would they like to learn next practice.	
Evaluation What went well? What did not go well? Could the practice have been organized better? How was the flow of activities?		Things to work on. Take note of the passing and catching skills the players have been learning in the first two practices and incorporate the needs of the players into the next practices.



SAMPLE PRACTICE # 3 Catching; Involving the parents

Date: _____ Time: _____ to _____ Location: _____		
Objectives The players will be able to: <ul style="list-style-type: none"> • catch a lob pass, a bouncing ball and a rolling ball • cradle the ball in the stick while running. 		Equipment & Reminders
Time Min.	Activity of Drill	Key Elements
10	Warm-up <ul style="list-style-type: none"> • Cradle the ball while running and weaving around floor markers (use parents or older children as floor markers. • Gather the players, announce a mirror game • Spread the players out in a semi-circle and • Bounce and catch. • High toss and catch. • Run and scoop. • Ask one of the players to become the leader 	Start the practice with low intensity. Gradually introduce activities that encourage the full range of motion of the arms and shoulders.
15	Introductory Activity <ul style="list-style-type: none"> • Throw the ball by first rolling it and then bouncing it so it goes to the player. • Vary the distance and the speed. • Throw the ball so the player has to move to get it. • Pick out the players that are having the most success and ask the players to identify what the successful players are doing that helps them catch the ball. 	Divide the players up among the available parents. Two players per parent would be ideal. The parents will throw the ball by hand.
	Skill Instruction Catching the Lob Pass <ul style="list-style-type: none"> • Demonstrate holding the stick in the neutral position and how to move the stick to catch a lob pass • The pass is made so the ball comes down in front of the player. • After a few passes have been thrown, ask the players to find ways to keep the ball in the stick as the ball enters the pocket. • Vary the height of the ball and the distance that it is thrown. 	The players will roll the ball back to the parent.

15	Learning Activities: 1. In groups of three and with a parent, the players will catch a bouncing ball, roll the ball to the coach and return to the end of the line. 2. The coach will roll, bounce and lob the ball so the players have to run for them. Make the distances long enough so the coach has only one player in front of him at one time.	In activity 2, have the players carry (cradling) the ball back to the parent.
15	Players choice (Fitness) <i>Give the ball to the players to organize their own game of catching the ball.</i>	Parents will watch and can prompt for a better game by asking questions.
5	Cool-down The players will discuss the strategy of catching a long pass and of harder passes thrown directly toward them.	
Evaluation What went well? What did not go well? Could the practice have been organized better? How was the flow of activities?		Things to work on. .



Practice Plan # 4 on throwing, illustrates how to:

- organize drills that are based on the typical movement patterns of lacrosse. (By the time the players can pass and catch they will also know where and when to move on the floor.)
- use the ability of the players to discover as a teaching tool. (It is the alternative to direct instruction.)

SAMPLE PRACTICE # 4 Throwing

Date: _____ Time: _____ to _____ Location: _____		
Objectives To introduce the correct technique for throwing the ball.		Equipment & Reminders Hoola Hoops or floor markers.
Time Min.	Activity of Drill	Key Elements
10	Warm-up <ul style="list-style-type: none"> • As the players come into the practice, form groups of three with a coach to toss the ball. • Have the players illustrate their best catches -- catch low, medium and high passes. • Practice the shoulder high passes. • Catch and cradle. 	
15	Introductory Activity <ul style="list-style-type: none"> • Have the players form a large circle- no balls. • Have the players demonstrate their best throwing action (without the ball). • Demonstrate the teeter-totter action and have them practice. • Have the players demonstrate how they would put the teeter-totter and the throw together. 	
	Skill Instruction The players will practise throwing the ball off the boards. The coaches stand behind the players to help with missed catches and to prompt the teaching points and by acknowledging the players that: <ul style="list-style-type: none"> • have their shoulder to the target, • have the stick straight back at chest height with the leading elbow up, • shift their weight from back to front, come straight forward on the throw. 	When playing in a field the beginners will partner with experienced players.

15	Learning Activities: <i>Use the Pass and Catch drill in Practice 4 of the Coach's Manual and progress to the Hoola Hoop game, fig. 1 of Practice 11 in the Coach's Manual.</i>	
15	Players choice (Fitness)	
5	Cool-down	
Evaluation What went well? What did not go well? Could the practice have been organized better? How was the flow of activities?		Things to work on. .



From this point on, coaches will plan practices to meet the needs of the players. Use the sample planners as models and the Practice Plans in the Coach's Manual as guides. The players will progress from interacting with parents to playing with each other as they are introduced to all of the fundamentals.

As the players improve, the Planners can be revisited for more advanced activities. The Fundamentals in Module 4 should also be reviewed to ensure that all the teaching points are still being covered.

SAMPLE PRACTICE # 5

Date: _____ Time: _____ to _____ Location: _____		
Objectives		Equipment & Reminders
Time Min.	Activity of Drill	Key Elements
10	Warm-up	
15	Introductory Activity	
	Skill Instruction	

15	Learning Activities:	
15	Players choice (Fitness)	
5	Cool-down	
Evaluation What went well? What did not go well? Could the practice have been organized better? How was the flow of activities?		Things to work on. .



Practice Plan # 6 can be used at any time. It is a sample of how the interactive games are combined to form a cooperative game. The cooperative games are the 3 to 5 player games that make up the player combinations that occur in lacrosse and that teach players how to play.

SAMPLE PRACTICE # 6 Combining Games

Date: _____ Time: _____ to _____ Location: _____		
Objectives To combine the interactive games of the fundamentals to start the players playing lacrosse.		Equipment & Reminders
Time Min.	Activity of Drill	Key Elements
10	Warm-up <ul style="list-style-type: none"> • Have the players form groups of five to make a Bus with a driver and four passengers. • Spread the players an arm plus stick length apart and give each player a ball. • Have the driver lead anywhere on the floor with the passengers following. The players are to maintain their distances apart and cradle the ball so it won't fall out. • Call out the instructions for stopping, starting; running, walking, hopping skipping; going forward, backwards and sideways. Check the flexibility of the wrist and the co-ordination of the movement. 	
15	Introductory Activity <ul style="list-style-type: none"> • Have players select a partner. • Divide the players into two groups. • Group 1 will play pass and catch • Group 2 will play pass and shoot. <ul style="list-style-type: none"> - The parent will throw the ball off the wall - Both players work to trap and scoop the ball. - The player who missed the ball breaks away for 5 steps, receives a pass and runs to goal and shoots. <p>If the pass is missed both players work to trap the ball and repeat until a goal is scored.</p>	<p>Group 1 play in the centre of the floor. The parents help keep the balls contained and the practice safe.</p> <p>Group 2 plays at both sides of each net.</p>

	Skill Development: <ul style="list-style-type: none"> • Match each pass and catch group with a pass and shoot group and challenge the players to find a way to combine their teams into one activity that involves all of the players. • Groups 5 and 6 (if there are extras will play from the centre of the floor to the goal mouth. 	Rules: <ul style="list-style-type: none"> • The players are restricted to their own playing area. • Everyone must touch the ball before a shot is taken. • Everyone must play every part of the game.
15	Learning Activities: <i>The Skill Development activity will take all the time.</i>	
15	Players choice (Fitness) <i>Ask the players if there is any way that they can make the game more interesting.</i>	
5	Cool-down <i>Groin stretch and sitting leg stretch. Discuss what the enjoyed about the practice and what they would like to do next practice.</i>	
Evaluation What went well? What did not go well? Could the practice have been organized better? How was the flow of activities?		Things to work on. Things to work on next practice. If the players want to play competitively, introduce checking in the next practice.



Practices that introduce the formal game of lacrosse.

After about four practices the players will want to play “real lacrosse”. The process can be started as soon as the players have been introduced to scooping and throwing the ball. Use the Hoola Hoop game of Practice 11 for the players to learn how to first scoop and then catch the ball, and the players will learn the floor positions and the first fundamental of team play: give and go. By teaching the team concepts in this way, the players will automatically understand what they need to do to “play lacrosse” when the time comes for them to play a game.

SAMPLE PRACTICE # 7 The Game

Date: _____ Time: _____ to _____ Location: _____		
Objectives To teach players the movement pattern of Lacrosse		Equipment & Reminders 8 - Hoola Hoops cones or some other floor marker.
Time Min.	Activity of Drill	Key Elements
10	Warm-up The long ball game <i>The coaches are in the centre of the floor with all the balls.</i> <i>The Players are gathered around and when their name is called, they break out, then turn for a short pass.</i> <i>As the players get warmed up, the passes become longer and longer.</i> <i>Coaches can challenge players with long high passes, bouncing passes etc.</i> <i>The players can be sent out before the pass is given or after.</i>	<i>Four coaches send players in different directions.</i> <i>The players run the balls back to the coaches and get ready for their next turn.</i>
15	Introductory Activity Hoola Hoop game Practice # 11 fig 1. Set up stations around the floor. Cones or tape can be used to mark the floor. Hoola Hoop game. Start with the coach and then replace the coach with a player.	<i>Teach the pattern of the motion first by having the players roll the ball instead of passing. As they improve, move to using bounce passes.</i>

	Skill Development: <i>Using a coach in the point position, combine the two sides, the coach will throw first to one side then the other.</i>	<i>Start by passing so the players can catch and then progressively move to more difficult passes.</i>
15	Learning Activities: <i>The same activity as above but the coach now becomes the supervisor of a 4-on-4 passing give-and-go game.</i>	
15	Players choice (Fitness) <i>The same game as above except four players are added on defence. The defence does not take the ball or check the offence. Their goal is to stay close to their check to make the offensive players miss the pass.</i>	<i>If the player can get free from the defence they get a pass. The offensive team tries to catch as many balls as possible within five minutes. Then the teams switch roles.</i>
5	Cool-down <i>Lat stretch. Discussion: What tricks did you use to get away from your check? What did you do to stay with your check?</i>	
Evaluation What went well? What did not go well? Could the practice have been organized better? How was the flow of activities?		Things to work on next practice. <i>Practice #10 The Transition game.</i>



PLANNING FOR COMPETITION

Games are for the players to try to win, not the coach. The coach's role is to ensure that there is a positive, safe and organized environment for all players to participate in.

Coaches have three things to focus on when the players are competing:

- Factors that are within the participants' control, such as their effort, their behaviour, and working on skills that were introduced in practice; rather than factors outside their control, such as the outcome of the competition and officials' calls.
- Parts of the game that the players need to work on at next practice,
- the competition.

TASK 3: Identify the tasks that must be attended to before, during and after competition.

Before competition	During competition	After competition

EVALUATION

Becoming a good coach is a process of combining planning, experience and evaluation through critical reflection.

EVALUATE THE PRACTICE

To evaluate a practice, ask key questions:

- Was everyone active? Happy? If not, why not? What would improve the situation?
- Did some players need more help or practise in some areas? Identify and group according to their needs.
- Were the better players active and challenged? Identify and group according to their needs.
- Were you happy with the flow, the interest or with the excitement?
- What did the players learn?
- Who was having the most fun?
- What comes next?

Evaluating practices

The answers to these questions become the base for the next practice. If your practice did not go well, you will have to review more of the manual. As you progress, you will get new ideas that you will want to confirm and/or more problems you will need to find solutions for. Read the manual: it is about coaching, learning and playing; and attempts to present the information in the order that you will need it. As you will have noticed from the introduction, the approach to coaching that the manual recommends may be different from the way you were coached and it will be helpful if you know why your practices are great and when they are not so great.



EVALUATE THE SEASON

How did you do

Are you a good coach?

Did all the players enjoy themselves? Do they want to continue playing lacrosse?

Did you enjoy yourself?

How much did the players learn?

Did you and the parents follow the Fair Play Codes?

Could you do better given what you now know?

Do you understand the concept of using games rather than drills to teach?

What were the players doing when they had the most fun?

Did you allow the players to make up their own interactive games?

If not why not? If you did, what were some of the better games that you used?

Coaching Tips

- *Reread Modules 2-3 and relate the information of how and what players learn with what happened in your practices.*
- *Read the Fair Play Codes to ensure you and your parents were involved for the right reasons?*
- *Did you experience frustration, anger or disgust? If so, you may need to be more patient, or you may be putting your own needs to achieve and win ahead of the player's need to have fun and to learn.*
- *Make a list of some new things you would like to try in order to improve your coaching, increase the rate that the players are learning or to add more enjoyment.*
- *Set your objectives for next season while your coaching experience is still fresh in your mind.*
- **Remember:** *The seasonal objectives are your own personal objectives of how to improve and not player objectives of what the player are to achieve.*

EVALUATION FORM

Name of the coach _____ Association _____

Division Coached _____ Number of players on the team _____

Questions to be consider:

- The objectives you set out to achieve.
- A brief (point form) summary of what the players learned during the season.
- A statement of the problems or difficulties encountered.
- What will you do differently next year?
- A statement of what the Instructor and/or the Coaching Association can do to make the job of coaching young children easier.
- Samples of two Practice Planners

My objectives for the season were:

My successes were:



Next year I want to try:

What program changes or additions would you like to see?

Coach _____ Association _____

Association Official _____



APPENDIX**A****RECOMMENDATION REGARDING PRACTICE-TO-GAME RATIOS**

Stage	Off floor (min per week)	On floor skill (min per week)	Competition specific training (min per week)	Game (min per week)	Number of lacrosse sessions/week
Active Start	0	60 min	0	60 min	2
Fund 1	0	60 min	0	60 min	2
Fund 2	0	100-108 min	12-20 min	60 min	3 (1 game; 2 training sessions)
L2T	0	105-120 min	30-45 min	75 min	3 (1 game; 2 training sessions)
T2T	45-60 min	105-120 min	30-45 min	90 min	4 (1 game; 3 training sessions)
L2C	20-30 min	75-100 min	50-75 min	240 min	4 (2 games; 2 training sessions)
T2C	20-30 min	100 - 120 min	60-80 min	300 min	4 (2 games; 2 training sessions)
L2W	20-30 min	100-120 min	60-80 min	300 min	4 (2 games; 2 training sessions)
T2W	20-30 min	100-120 min	60-80 min	300 min	4 (2 games; 2 training sessions)
Active for Life: Competition	20-30 min	30 min	30 min	60 min	2 (1 game; 1 training session)
Active for Life: Recreation	0	0	0	60 min	1 (1 game)

- Active Start and Fundamental Session is defined as 60 minutes
- L2T session is defined as 75 minutes
- L2C session is defined as 120 minute training session; 120 minute game



Off floor training is defined as an ‘organized session focusing on physical and/or mental preparation’

On floor skill training is defined as ‘individual technical lacrosse skills such as passing, catching, loose balls’

Competition specific training is defined as ‘team tactics such as transition systems, picks and screens, breakouts’

Game is defined as ‘organized, structured competition’

Notes:

- These are averages that are spread out over the season. For example, during the pre-season phase the practice ratio will be higher due to evaluations and tryouts, but during the play-downs phase the practice ratio will be lower. In addition, the ratio of “on-floor skill” versus “competition-specific” training will fluctuate depending on the time in the seasonal plan. See the sample seasonal plans for more information.
- Personal practice time statement should supplement the practice-to-game ratios

STATEMENT REGARDING PERSONAL PRACTICE TIME

Lacrosse is one of the very few team sports where players can practice sport-specific skills independently on their own or in small groups. All players, regardless of age or skill level, should be encouraged to work on their lacrosse-specific skills outside of the structured team environment. All that is required is a stick, a ball, and a wall. The wall could be in an outdoor box with regulation nets, or it could be as basic as a school wall. Repetitions of throwing and catching the ball against a wall will dramatically improve stick skills. Over time, players can start to increase the accuracy of their passing and shooting by focusing on a specific spot on a wall and increase their stick quickness by standing closer to the wall. Other variations include: switching hands, switching the type of pass/shot (overhand, sidearm, underhand, over-the-shoulder, etc), and trying “tricks with sticks” to improve cradling and hand-eye coordination. When in small groups, players can work on other skills like loose balls, dodging, and defence. To keep the fun going, players can play games like pig in the middle, posts, or HORSE.

RESOURCES**RECOMMENDED READING**

Craig Clifford, *Coaching for Character* (Human Kinetics 1997).

Terry Orlick, *Cooperative Sports & Games Book* (Pantheon Books 1982)

John Holt, *How Children Learn* (Pitman Publishing 1969)

Coaching Association of Canada, *Straight Talk about Children and Sport* (1997)

Gerry Crowley, *Winning without Winning* (Mercury Press 1997).

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End Notes

¹See Orlick in the list of recommended reading.

²Robert N. Singer, "The Readiness to Learn Skills Necessary for Participation in Sport", in Magill, Ash & Smoll (eds.) *Children in Sport*, (Champaign, Illinois: Human Kinetics, 1978), p. 31.

³Robert N. Singer, "The Readiness to Learn Skills Necessary for Participation in Sport", in Magill, Ash & Smoll (eds.) *Children in Sport*, (Champaign, Illinois: Human Kinetics, 1978) p.34.

⁴Douglas A Kleiber, "Playing to Learn", *Quest* 26 (Summer 1976), pp. 32, 33.

⁵Michael J. Hardisty, *Education through the Games Experience*, (Bellingham: Educational Designs and Consultants, 1972), p. 11.

⁶Peter B. Vaill, *Learning as a Way of Being*, (San Francisco: Jossey-Bass Inc., 1996), p. 56.
The seven "qualities" or conditions required for learning described by Peter Vail are the same conditions that are made possible when coaches use the athlete centred approach to teaching. Also, the subtitle and theme of "Learning as a Way of Being": "Strategies for Survival in a World of Permanent White Water", perfectly describes what all players and coaches encounter in their games and even in their practices. The important similarity, however, is Vaill's conclusion that if we are to survive in a constantly changing environment we must use our own learning skills rather than rely on the teaching and guidance of our institutions (Coaching Courses). In coaching terms, this means that players who are encouraged to find their own ways to learn how to develop skills, will then have the ability to learn how to adapt to the changing environment of their games.

Along with Daniel Goleman's, *Emotional Intelligence*, *Learning as a Way of Being* is highly recommended for those coaches wishing to develop a deeper understanding of Athlete Centred Coaching.

⁷Douglas A. Kleiber, "Playing to Learn", *Quest* 26 (Summer 1976), pp. 32-33.

⁸Fitzhugh Dodson, *How to Parent*, (New York: Signet, 1970), p. 162.

⁹Fitzhugh Dodson, *How to Father*, (New York: Signet, 1974), pp. 84– 86.

- ¹⁰Michael J. Hardisty, Education through the Games Experience, (Bellingham: Educational Designs and Consultants, 1972), p. 5.
- ¹¹Fitzhugh Dodson, How to Parent, (New York: Signet, 1970), p. 137.
- ¹²The Practice Planners of the Practical component contains the interactive games for each of the fundamentals.
- ¹³Fitzhugh Dodson, How to Parent, (New York: Signet, 1970), p. 137.
- ¹⁴Jean Piaget, The Moral Judgment of the Child, (England: Penguin books Ltd., 1932), pp. 41,42
- ¹⁵Fitzhugh Dodson, How to Parent, (New York: Signet, 1970), p. 144.
- ¹⁶Fitzhugh Dodson, How to Parent, (New York: Signet, 1970), p. 144.
- ¹⁷E. Maulden, H. B. Redfern, Games Teaching, (London: McDonald and Evans Ltd. 1969, p. 21.
- ¹⁸Fitzhugh Dodson, How to Parent, (New York: Signet, 1970), p. 148.
- ¹⁹The “gang” mode refers to the natural desire for children to be with their friends and to form these secret conspiracies as part of the natural process of breaking away from the family. The problem of safety arises and many parents give space in their garages, attics or basements for the kids to meet.
- ²⁰Fitzhugh Dodson, How to Parent, (New York: Signet, 1970), p. 154.
- ²¹Fitzhugh Dodson, How to Parent, (New York: Signet, 1970), p. 149.
- ²²Daniel Goleman, Emotional Intelligence, (New York: Bantam Books, 1995), p. 1- 254.
- ²³Daniel Goleman, Emotional Intelligence, (New York: Bantam Books, 1995), p. 34.
- ²⁴Daniel Goleman, Emotional Intelligence, (New York: Bantam Books, 1995), p. 96.
- ²⁵The Fair Play Codes have been modified from the Fair Play Codes of the Canadian Centre for Ethics in Sport.

