



**COMMUNITY COACH
DEVELOPMENT**
WOMEN'S FIELD LACROSSE



National
Coaching
Certification
Program

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de crosse



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Lacrosse
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Lucie LeBel
Julie Long

It is with the tireless efforts of these individuals that the CLA can develop its coaching material.

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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 Multisport and Technical sectors of each Stream.

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TABLE OF CONTENTS

The Canadian Lacrosse Coaching Development Program	xi
Acknowledgments	ii

Module 1 – The Game

Goal & Objectives	1-1
History of Lacrosse in Canada	1-2
Canadian Lacrosse Milestones	1-3
The Game & Its Players	1-7
The Lacrosse Stick	1-8
Equipment	1-10
Rules	1-11
Fouls	1-13
Rules Summary	1-14
Field Layout & Player Positions	1-17
Player Characteristics	1-18

Module 2 – The Coach

Goal & Objectives	2-1
Fair Play Philosophy	2-3
Ethical Decision Making	2-6
NCCP Code of Ethics	2-10
Harassment & Abuse	2-14
Coach's Responsibilities	2-19
Parents	2-20
Participant Centered Coaching	2-24
Summary	2-29

Module 3 – The Player

Goal & Objectives	3-1
Growth & Development Characteristics	3-2
Player Assessment	3-12
FairPlay Guide	3-15
Emotional Intelligence	3-16
Risk Management	3-24
Negligence	3-26
Liability	3-28
Emergency Action Plan	3-35

Module 4 – Technical Preparation

Goal & Objectives	4-1
Fundamentals	4-2
Fundamentals of Offense	
Ground Balls	4-3
Cradling	4-4
Throwing	4-5
Catching	4-6
Defensive Positioning	4-7
Fundamentals of Defense	4-8
Fundamental Team Defense	4-11
Team Defense Summary	4-14
Goal tending	4-15
Clears	4-17
Playing Offense	4-20
Team Offense Summary	4-25
Special Situations	4-26

Module 5 – Mental Preparation

Goal & Objectives	5-1
Relaxation	5-2
Positive Self-Talk	5-5
Emotional Control	5-7
Visualization/Mental Imagery	5-9
Attentional Control/Concentration	5-11
List of Resources	5-13

Module 6 – Physical Preparation

Goal & Objectives	6-1
Warm-up	6-4
Cool Down	6-7
Physical Performance Factors	6-10
The Energy Systems	6-14
Nutrition	6-18
The Glycemic Index	6-23

Module 7 – Planning

Goal & Objectives	7-1
Equipment Checklist	7-3
5 Links of Teaching	7-4
The Practice Plan	7-7
Planning the Game	7-13
Getting Started	7-15

Appendix

Glossary of Terms	A-1
NCCP's 5 Core Competencies	A-10

SETTING THE SCENE

Coaches Introductions

TASK 1: Find someone you don't know, then:

- Introduce yourself.
My partner's name is _____
- Gather information regarding other sports coached and played, how long they have been coaching, etc.

[illegible]

- Define your approach to coaching.
 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.

[illegible]

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 CLA Lacrosse Coaching Development Program

The **Canadian Lacrosse Association's (CLA)**, under the guidance of the **CBET** committee of the **Coaching Association of Canada**, has combined its **Coaching Development Program** with the **Streams** and **Multi-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.

THE STRUCTURE

The **LCDP** is committed to the Athlete Centered style of coaching and is based on the “**Four Phases of Training**” (by Istvan Balyi, B.C. Coach, Spring 95 to Spring 96). The premise is that all athletes go through four phases of development on their way to reaching their full potential. If any one of the phases or part of a phase is omitted, the degree of player success will be compromised.

Note: The Phases of Training are referred to as Phases of Learning in the Lacrosse Program. For example, if a coach concentrates on trying to win games at all costs with a novice aged team instead of teaching the fundamentals, his/her players will not be able to compete effectively when they are midget ages and these deficiencies will interfere with their ability to perform at the level necessary to win when at the junior or higher divisions. The premise is that in order for athletes to develop to their full potential:

- They must be adequately trained at each phase of their development.
- The coaching must be dedicated to meeting the needs of the player and not the needs of the coaches and administrators.
- The program must allow ample time for the players and coaches to develop and must allow ample time to practice.

In the LCDP, the Phases of Athlete Development 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 Play 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 Learning to Compete 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 to Win 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 to be Number One

Not yet developed.

COMMUNITY COACH EVALUATION AND CERTIFICATION**Lacrosse Community Coach - Initiation**

Self-Evaluation only will be conducted at this Level by completing the as-signed 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.

THE GAME

MODULE 1

GOAL: To introduce Women's Field Lacrosse:
its evolution, equipment, structure of play and rules.

OBJECTIVES: *The competent Community Coach will be able to:*

- Use the history and rules of Lacrosse to promote a positive view of the game
- Provide players and parents with expertise on the selection and care of equipment
- Describe the sport of Women's Field Lacrosse and rules of play

INTRODUCTION:

Women's field lacrosse is a game of speed and finesse. It shares many common characteristics with box lacrosse and men's field lacrosse, but as it is played without equipment or the heavy body checks and wrap-around stick checks of these other forms, the women's game is definitely unique. The concept of creating space, ball control, cutting, dodging and passing are all important aspects of the game.

Many traditions originating in the women's game which took shape in Great Britain in the 1890's are still seen today, but many changes are also occurring as a result of the highly competitive nature of the sport played at the highest level around the world and within the industry itself.

Legislated as Canada's National Summer Sport by the Government of Canada in 1994, we take pride in the game which was first played here by the First Nations and continues to thrive as a passion for many Canadians today.

A Short History of Lacrosse in Canada

For untold years, Lacrosse, which the Native People of North America knew under many different names such as Baggataway or Tewaarathon, played a significant role in the community and religious life of tribes across the continent. Its origin lost in the antiquity of myth, Lacrosse remains a notable contribution of the Native culture to modern Canadian society. Native Lacrosse was characterized by a deeply spiritual involvement. Those who took part did so with dedicated spirit and with the highest ideals of bringing glory to themselves and their tribes and honour to the participants and the tribes to which they belonged.

In the 1840's, the first games of Lacrosse were played between the townsfolk and the Native People. Though it was many years before any significant wins were logged against the Natives, the game of Lacrosse was quickly winning the loyalty and interest of the newest North Americans. In 1867 the Montreal Lacrosse Club, headed by Dr. Beers, organized a conference in Kingston in order to create a national body whose purpose would be to govern the sport throughout the newly formed country. The National Lacrosse Association became the first national sport governing body in North America dedicated to the governance of a sport, the standardization of rules and competition, and the running national championships to promote good fellowship and unity across the country. The unforgettable motto of the organization was, "OUR COUNTRY – OUR GAME."

Lacrosse, because of its unique history, exists as a link between the disparate components of Canadian history, First Nations and European Settler. It remains the rare occurrence in which an element of native culture was accepted and embraced by Canadian society. To the religious and social rituals of the first North Americans the settlers brought the European concepts of structure and rules, and together these people produced one of the first symbols of the new Canadian nation, Lacrosse.

The advent of the 20th century saw Lacrosse as the dominant sport in Canada. There were extensive amateur and professional leagues across the country and teams routinely travelled from Quebec and Ontario to B.C. and vice versa to challenge for supremacy in the game. In 1901 Lord Minto, The Governor General of Canada, donated a silver cup to become the symbol of the championship of Canada. The Minto Cup, today the symbol of supremacy in the Junior ranks, remains one of the proudest prizes of Box Lacrosse. In 1910 Sir Donald Mann, chief architect of the Canadian Northern Railway, donated a gold cup to be awarded to the national amateur senior champion. Today it is the championships prize of the best Senior team in Box Lacrosse in Canada.

The coming of the 1930s brought innovation once again to the sport. Promoters married the two most popular games, Lacrosse and Hockey, and created Indoor Lacrosse, also known as Box Lacrosse or Boxla. The game was built upon speed and action and very quickly won massive support within the organization. By the mid 1930's the field game had been completely replaced by Boxla and the box version became the official sport of the Canadian Lacrosse Association.

Although young girls often played in the boys' leagues, the 1970's saw the development and growth of Girls Box Lacrosse leagues. Although the leagues folded in the early 1980's, many of the skilled Box players made the natural progression to the Field game and became leaders in the development of Women's Field Lacrosse in Canada. Canada joined in the International scene participating in the first World Championships in 1982, and has competed at every World Championship since.

The Canadian Lacrosse Association today recognizes four separate disciplines in the game of Lacrosse: Box, Men's Field, Women's Field and Inter-Lacrosse. Box Lacrosse, the uniquely Canadian game, and Men's Field are contact games where speed, reaction, patience and strategy are key. Women's Field game, although non-contact in nature, has stayed truest to the original sport in its play – where players do not wear equipment and play on a field using only natural boundaries. Inter-Lacrosse is an introductory version of the sport designed to be adaptable to the various age and skill levels of the participants.

Lacrosse was designated by Parliament as the National (Summer) Sport of Canada in 1994.

Canadian Lacrosse Milestones

Origin	A religious and combative event called “Baggataway” or “Tewaarathon” which was played by the North American natives. Baggataway was convened by the natives into a recreational game with 60-100 players per side.	
1840's	First white men participation	
1867	George de Beer's code of rules First Major Lacrosse League Lacrosse enjoys great popularity as a spectator sport	
1890	Women's field lacrosse is originated at St. Leonards School for Girls (St. Andrews, Scotland)	
1904-1916	Lacrosse is an Olympic Sport	
1904-1932	Development of Box Lacrosse	
1960	Development of Minor Box Lacrosse	
1967	1 st International Lacrosse Foundation (ILF) sanctioned Men's World Cup (Toronto, ON)	Canada – 3 rd
1970's	Development of Girls' Box Lacrosse	
1974	2 nd ILF Men's World Cup (Melbourne, Australia). Canada ties with Australia & England	Canada – 2 nd
1975	Eagle Professional Box Lacrosse League Formed with teams from Montreal, Quebec, Long Island, Boston, Philadelphia and Rochester	
1978	Box Lacrosse was the demonstration sport at the Edmonton Commonwealth Games	
	3 rd ILF Men's World Cup (Manchester, England)	Canada – 1 st
1980	First World Box Lacrosse Championship (Vancouver, BC)	Canada – 1 st
1982	4 th ILF Men's World Cup (Baltimore, MD)	Canada – 3 rd
	First International Federation of Women's Lacrosse Associations (IFWLA) sanctioned World Championships (Nottingham, England)	Canada – 3 rd
1984	Major Indoor Lacrosse League is formed with teams from Philadelphia, Baltimore, New Jersey, Washington	

1985	<p>First CLA sanctioned Canadian Championships for Women's Field Lacrosse (Saskatoon, SK) 7 provinces: BC, Alberta, Saskatchewan, Manitoba, Ontario, Quebec, Newfoundland</p> <p>THE ROBERTSON CUP</p> <p>The Robertson Cup first came into existence in July of 1978 when it was first awarded to the Champions at the first National Tournament for girls box lacrosse held in White Rock, B.C.</p> <p>The White Rock Titans club gathered together a hardworking committee and secured G&B Sports as one of the major sponsors. It was this enterprising company that donated the trophy. Bonnie Allen of G&B Sports contacted Dorothy Robertson to ask if the trophy could be named for her as emblematic of women who are involved, participating and working for lacrosse.</p> <p>The Cup was awarded to the National Girls Box Lacrosse Champions in 1978 in White Rock, 1979 in Nova Scotia, 1980 in Montreal, 1981 in Hamilton and 1982 in Mississauga.</p> <p>With Canada's participation at the first World Cup for women's lacrosse in Nottingham, England in 1982, the emphasis and interest shifted from the box game to the international field game for women.</p> <p>The Robertson Cup has been awarded annually since 1983 to the Canadian Senior Women's Field Lacrosse National Champions.</p> <p>This is formerly the G and B Sports Club Trophy used for Women's "Box Lacrosse" from 1978-82.</p>	
	<p>FIELD CHAMPIONS</p> <p>1997 - Ontario 1996 - Ontario 1995 - Ontario 1994 - Ontario 1993 - Adanacs, Coquitlam, BC 1992 - Adanacs, Coquitlam, BC 1991 - Adanacs, Coquitlam, BC 1990 - BC Selects</p>	<p>BOX CHAMPIONS</p> <p>1982 - Mississauga (ON) 1981 - Richmond Titans (BC) 1980 - Richmond Titans (BC) 1979 - Burnaby Klippettes (BC) 1978 - Burnaby Klippettes (BC)</p>
1986	<p>5th ILF Men's World Cup – Toronto, ON</p> <p>2nd IFWLA Women's World Cup – Philadelphia, PA</p>	<p>Canada – 2nd</p> <p>Canada – 4th</p>
1988	First ILF Junior Men's World Cup – Adelaide, Australia	Canada – 2 nd
1989	3 rd IFWLA Women's World Cup – Perth, Australia	Canada – 4 th
1990	6 th ILF Men's World Cup – Perth, Australia	Canada – 2 nd
1992	2 nd ILF Junior Men's World Cup – Long Island, NY	Canada – 3 rd
1993	4 th IFWLA Women's World Cup – Edinburgh, Scotland	Canada – 4 th

1994 *First CLA sanctioned Canadian Championships for Junior Women's Field Lacrosse (4 provinces) competed for the Kyle Cup.*

KYLE CUP

The Kyle Cup was donated to the Canadian Lacrosse Association in 1994 by Jennifer "Jenny" Kyle, a long time supporter of women's field lacrosse in Canada.

Jenny's English grandparents, Arthur Henderson and Muriel Hanbury were both keen tennis players and in 1909 won a silver cup as second prize in a tennis doubles tournament in Bangalore, India. Sadly, Arthur was killed near Paris by a sniper's bullet in 1914 (WWI) and Muriel died in England in 1948. The cup gathered dust in Jenny's mother's attic for 50 years. Her mother, a lacrosse goalie in the days when goalies did not wear helmets because no shot over a goalie's shoulder counted, was delighted when asked by Jenny if she could use the cup.

Jenny was instrumental in the development of the women's field lacrosse program when it made its appearance on the sporting scene in the early '80's. Jenny travelled across the country introducing the game and putting on clinics in areas where the game was just beginning.

She was one of the first members of the CLA Steering Committee for the Women's Sector in 1985, and was a member of the CLA Board of Directors from 1987-89. She served as manager for the National Team from 1983-1986.

Jenny is also well known within the International Federation of Women's Lacrosse Associations (IFWLA), serving as an officer from 1988-1993.

JUNIOR CHAMPIONS

1997 - Ontario

1996 - Ontario

1995 - Ontario

1994 - Ontario

Bill C-212 made Lacrosse Canada's National Summer Sport

Field Lacrosse is a demonstration sport at the Commonwealth Games (Victoria, BC). Players representing all parts of Canada took part on three women's field teams in a round robin competition.

	7 th ILF Men's World Cup – Manchester, England	Canada – 3 rd
1995	1 st IFWLA Women's U-19 World Championships – Haverford, PA	Canada – 4 th
1996	3 rd ILF Junior Men's World Cup – Tokyo, Japan	Canada – 3 rd
1998	8 th ILF Men's World Cup – Baltimore, MD	Canada – 2 nd
1997	5 th IFWLA Women's World Cup – Edogawa, Japan	Canada – 5 th
1999	4 th ILF Junior Men's World Cup – Adelaide, Australia	Canada – 2 nd
	2 nd IFWLA Women's U-19 World Championships – Perth, Australia	Canada – 3 rd
2001	6 th IFWLA Women's World Cup – High Wycombe, England	Canada – 4 th
2002	9 th ILF Men's World Cup – Perth, Australia	Canada – 2 nd
2003	NCCP Levels renamed to Community Coach-Development (formerly Level 1). Competitive Coach-Introduction (Level 2). NCCP course for Women's Lacrosse Competitive Coach-Intro was piloted. The Level 1 NOCP (National Officials' Certification Program) was piloted.	
	3 rd IFWLA Women's U-19 World Championships – Towson, MD	Canada – 3 rd
	5 th ILF Junior Men's World Cup – Towson, MD	Canada – 2 nd
	ILF World Indoor Box Championships – Mississauga, Ontario	Canada – 1 st
2005	7 th IFWLA Women's World Cup – Annapolis, MD	Canada – 4 th
2006	10 th ILF Men's World Cup – London, Ontario	
2007	4 th IFWLA Women's U19 World Championship – Peterborough, Ontario	Canada – 4 th
	2 nd ILF World Indoor Box Championships – Halifax, NS	Canada – GOLD

2008	6 th ILF Junior Men's World Cup – Coquitlam, BC The Federation of International Lacrosse (FIL) was established in August 2008 in a merger of both the men's (ILF) and women's (IFWLA) international lacrosse associations to become the international governing body for men's and women's lacrosse.	Canada – 2 nd
2009	FIL 8 th Women's World Cup – Prague, Czech Republic	Canada – 3 rd
2010	FIL 11 th Men's World Cup – Manchester, England	Canada – 2 nd
2011	FIL 5 th Women's U19 World Championship – Hannover, Germany FIL 3 rd World Indoor Box Championships – Prague, Czech Republic	Canada – 3 rd Canada – GOLD
2012	FIL 7 th Men's U19 World Championship – Turku, Finland	Canada – 2 nd
2013	FIL 9 th Women's World Cup – Oshawa, Ontario	Canada – 2 nd
2014	FIL 12 th Men's World Cup – Denver, CO	Canada – GOLD
2015	FIL 6 th Women's U19 World Championship – Edinburgh, Scotland FIL 4 th World Indoor Box Championships – Syracuse & Buffalo, NY	TBD TBD
2016	FIL 8 th Men's U19 World Championship – Coquitlam, BC	TBD
2017	FIL 10 th Women's World Cup – Guildford, England	TBD
2018	FIL 13 th Men's World Cup – Manchester, England	TBD

The Game and Its Players

Women's Field Lacrosse ...

- ... is a running game
- ... played on a soccer-sized field
- ... requires ball control
- ... has plenty of action
- ... is a team game

Creating and using space is important in Women's Field Lacrosse to ...

- ... get open to receive a pass
- ... allow for quick transitions from defense to offense ("attack")
- ... create an advantage situation on offense
- ... free an attacking player

Women's Field Lacrosse draws on skills from other sports...

- ... the top hand on the stick simulates the throwing action in baseball
- ... give & go's are similar to those in soccer and hockey
- ... pivots, picks and screens are used on offense as in basketball
- ... defensive positioning is similar to basketball, soccer and field hockey

Women's Field Lacrosse is unique...

- ... attacking plays are often developed from behind the net
- ... players learn to shoot with their right and left hands equally

Sticks are an ever evolving part of the game. Canada complies with the Federation of International Lacrosse (FIL) approved sticks (crosses) and pockets. The current list can be found on the FIL website <http://filacrosse.com/rules-womens-field/>. There is a significant difference between sticks that are approved for International competition vs. those that are approved for play in the US, so encourage your players to check out the website and ensure their sticks are “legal”.

Pockets also change rapidly. Again, consult the FIL website to ensure your players are playing with and purchasing legal sticks.



Using a plastic stick, there is limited care. Heat and leather treatments are not necessary or recommended. To store sticks, keep them in a cool, dry place.

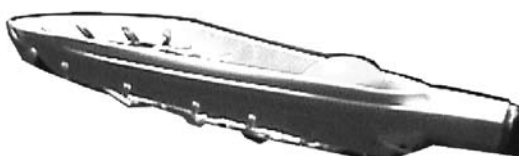
SELECTING A STICK

The most important thing for players is comfort. Players should choose a stick that feels good in their hands. More experienced players will choose sticks according to “feel” and performance relative to what they are currently using. As long as the athletes are using their sticks, and practicing with it, that is the most important part!

The Pocket

The Women's Field stick is strung with 4-5 vertical thongs and 8-12 stitches of cross lacing. Mesh is not allowed. When the ball is dropped into the pocket, the top of the ball must remain even with or above the top of the walls.

LEGAL POCKET



ILLEGAL POCKET



The Goalkeepers Stick



- can have a mesh pocket
- no restriction on depth of pocket (ball must be able to move freely with all parts of the pocket)
- length: 90cm-135cm
- weight: not more than 773g

Equipment

Stick plus ...

<p>MOUTHGUARD (mandatory)</p> 	
<p>FIELD PLAYER</p> <p>Jersey</p>   <p>Goggles (optional)</p>  <p>Gloves (optional)</p> 	<p>GOALKEEPER</p> <p>The goalkeepers equipment must fit firmly and must not be more than 3cm in thickness.</p> <p>Helmet</p>  <p>Chest Pad</p>  <p>Gloves</p>  <p>Shin pads</p>  <p>Pants with pads</p>  <p>Cleats (no metal spikes)</p> 

NO Jewellery!

The Rules

The intent of the rules of Women's Field Lacrosse is to ensure fair play, keep the game safe and protect players from potential injury. Learned properly, the rules allow the game to flow.

It is therefore imperative that the women's lacrosse coach:

- 1. Learn the rules and all the modifications for your age group if appropriate.**
- 2. Teach the rules to the players and encourage them to play within the rules.**

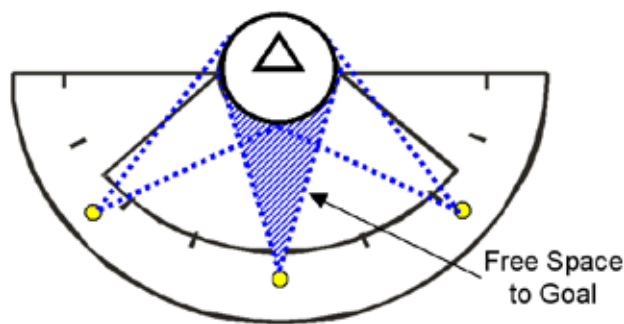
You can accomplish this by following these guidelines.

1. Teach and explain the purpose of the rules.
2. Review the rules in practice as well as in games and make sure everyone understands.
3. Discuss infractions/rules as they occur in games and then review them in practice by demonstrating correct technique to avoid repeated infractions.
4. Do not ignore infractions that are missed by the officials. If a player innocently commits an infraction, explain and discuss the rule. If the player is deliberately committing an infraction, take the appropriate steps to prevent similar behaviour.
5. Identify a team captain who is knowledgeable about the rules who can transfer this knowledge to the team and who can communicate with the officials and coach.

3. Prevent Dangerous Play

Players react on the field out of habit and as coaches know, habits are difficult to break. If the following major fouls have become habitual, then coaches need to teach the skills differently in order for players to understand the rule(s).

- 1. Obstruction** – A player defending in the 15m fan must not block the goal outside the Goal Circle with any part of her body so as to obstruct the Free Space to Goal, which denies the attacking team the change to shoot safely (see diagram below). This rule is enforced only when the attacking team possesses the ball with 15 m of the goal and is call only if the player with the ball is looking to shoot.



Correction: Teach defenders to stay with their own checks, and when moving toward the ball carrier to help another defender to lead with their sticks and angle towards the player keeping their bodies outside of the free space.

1. A player who is within a stick length of an attacking players is exempt from obstruction whether she is standing in the Free Space or not.
2. Two players could be defending the ball carrier (double-team) and be exempt from obstruction.
3. A defender can move through the Free Space if she is marking her check.
4. If the goalkeeper steps out of the crease, she can be called for obstruction if she gets caught in the Free Space

2. Dangerous Check – The defensive player' stick moves toward the ball carrier's head after the check or comes overtop of the attackers body to make the check.

Correction: Again body positioning is the first technical skill that should be taught on defense. Secondly, a defensive player must be in control of her stick when she make a check. In practice have a defender running slightly ahead of an attacker (no ball is necessary) and perform quick taps on their stick, down & away from the attackers body.

3. Swiping – Recklessly swinging the stick at an opponent's stick whether it makes contact or not. Players are most likely to swipe when they are not in the proper position.

Correction: Teach proper defensive BODY POSITIONING and set parameters for players before they are permitted to check. For example:

- a) must be on the attacker's stick side
- b) must be one step in front of the attacker before attempting the check.

Dangerous check, swiping and obstruction are all MAJOR fouls and result in the defensive player moving 4m behind the ball carrier.

Umpires are taught to call swiping as a Yellow Card.

Fouls

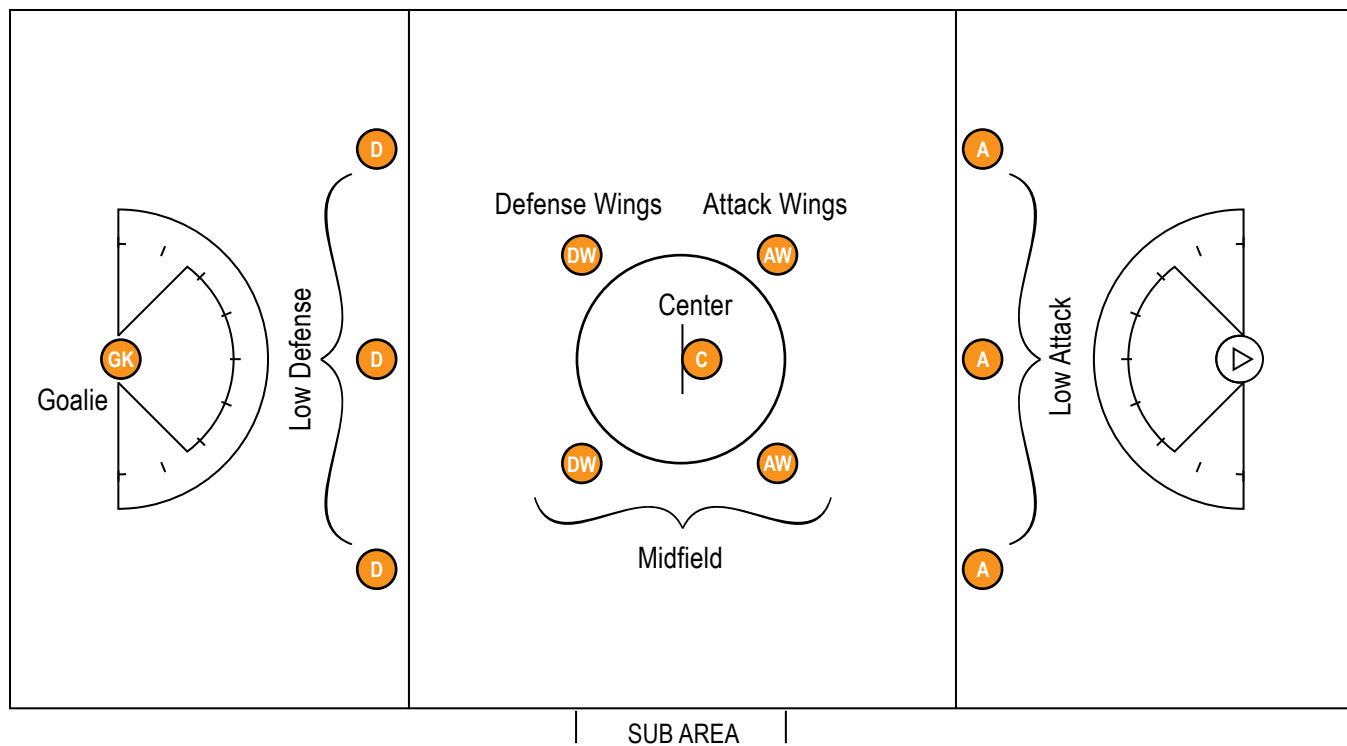
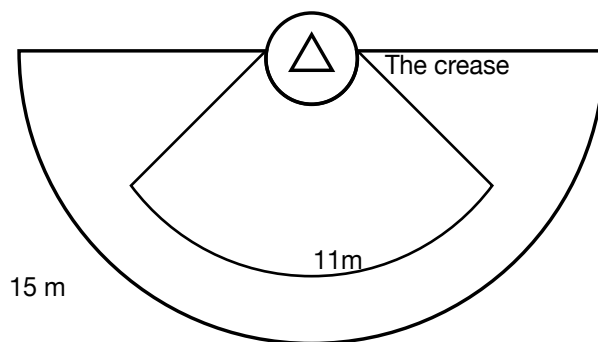
TYPE	EXAMPLES
MINOR <ul style="list-style-type: none"> - Minor fouls maintain safety - When a minor foul is called, everyone moves 4m away from the ball carrier in the direction they came from 	<ul style="list-style-type: none"> · Covering the ball · Empty stick check · Body Ball · Hold
MAJOR <ul style="list-style-type: none"> - Major fouls maintain safety - When a major foul is called, the offender moves 4m directly behind the ball carrier, everyone else moves 4m away - If a Major foul occurs in the 11m fan, then a free position shot is awarded 	<ul style="list-style-type: none"> · Stick check across the body · Stick check through the sphere · Stick check towards the body · Push · Illegal cradle · Charge · Block · 3 Seconds in the fan · Illegal Pick
<p style="text-align: center;">FLAG/ADVANTAGE:</p> <p>“Held” flag on a scoring drive where an infraction has been caused by defense (attacking team maintains possession)</p> <p>“Held” hand signal indicates and advantage on the field in “non-scoring” areas</p>	
<p style="text-align: center;">CARDS</p> <p>YELLOW CARD</p> <ul style="list-style-type: none"> - is for an individual offense for the following <ul style="list-style-type: none"> · Check to the head · Dangerous propelling · Dangerous shot · Dangerous play · Swipe <p>YELLOW/RED</p> <ul style="list-style-type: none"> - is for the an individual's second offense from the above list <p>RED</p> <ul style="list-style-type: none"> - first gross misconduct and ejection from game <p>GREEN</p> <ul style="list-style-type: none"> - team warning, next infraction results in a yellow card to the offending member of that team 	

RULES SUMMARY

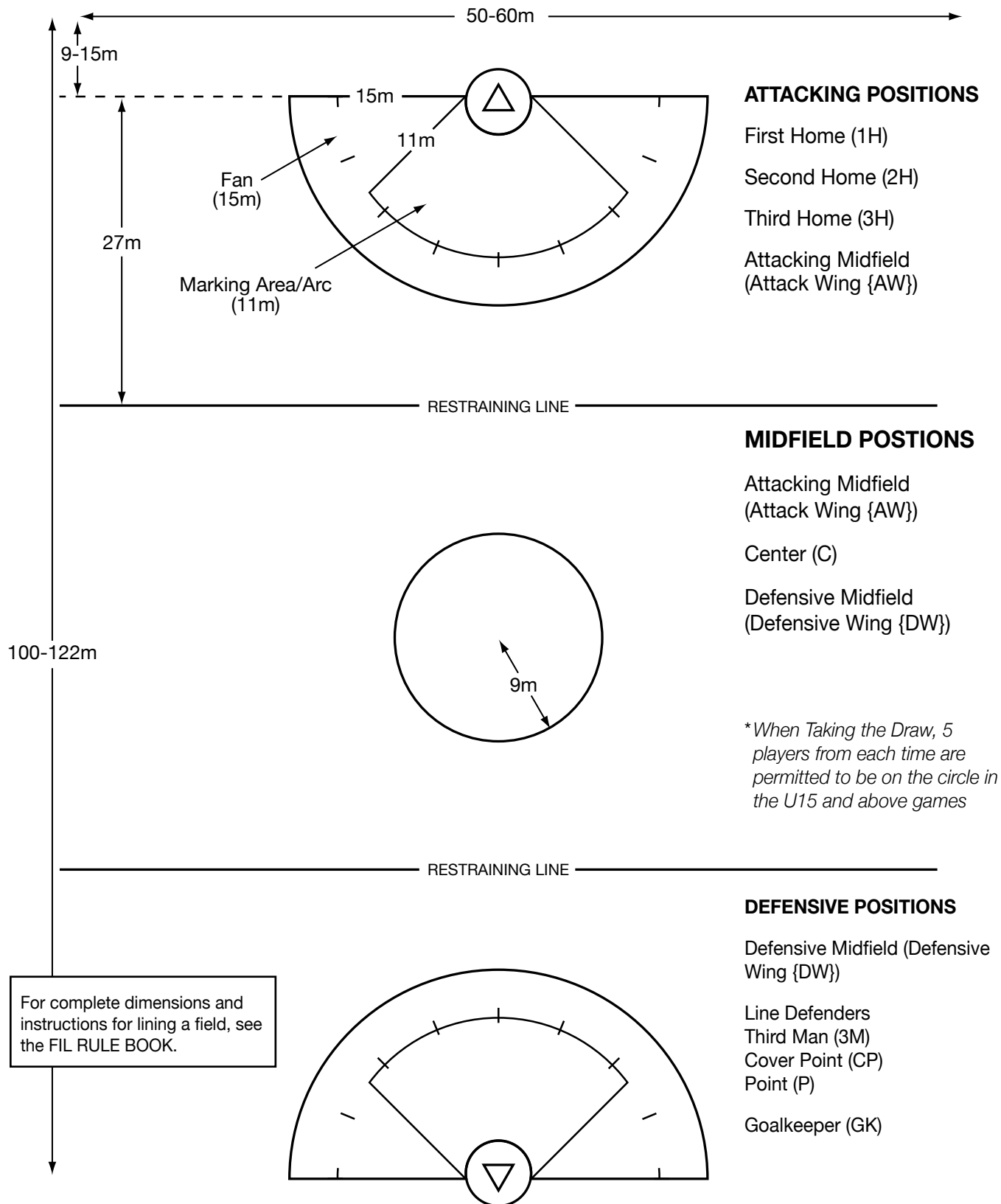
	Under 11	Under 13	Under 15, Under 19, Senior
THE TEAM	<ul style="list-style-type: none"> - 8 players <ul style="list-style-type: none"> • 2 attack • 3 midfield • 2 defense • 1 goalkeeper - players may move anywhere on the field - no more than 5 offensive players can be below the restraining line at any one time (and 5 defensive players + goalkeeper). 	<ul style="list-style-type: none"> - 8 players <ul style="list-style-type: none"> • 2 attack • 3 midfield • 2 defense • 1 goalkeeper - players may move anywhere on the field no more than 5 offensive players can be below the restraining line at any one time (and 5 defensive players + goalkeeper). 	<ul style="list-style-type: none"> - 12 Players: <ul style="list-style-type: none"> • 3 attack • 5 midfield • 3 defense • 1 goalkeeper - players may move anywhere on the field - no more than 8 offensive players can be below the restraining line at any one time (and 8 defensive players + goalkeeper).
THE PLAYING AREA AND MARKINGS	<ul style="list-style-type: none"> - marked boundary - goal cage 5' x 5' - goal crease 6m diameter - Centre Circle 9m diameter - 11m Marking Area - 15m Fan - midline restraining line - substitution area 	<ul style="list-style-type: none"> - marked boundary - goal cage 6'x6' - goal crease 6m diameter - Centre Circle 9m diameter - 11m Marking Area - 15m Fan - midline restraining line - substitution area 	<ul style="list-style-type: none"> - marked boundary - goal cage 6'x6' - goal crease 6m diameter - Centre Circle 9m diameter - 11m Marking Area - 15m Fan - 27m Restraining Line - substitution area
EQUIPMENT	<ul style="list-style-type: none"> - soft lacrosse ball - mouthgurd - stick - cleats - goggles (optional) 	<ul style="list-style-type: none"> - standard lacrosse ball - mouthgurd - stick - cleats - goggles (optional) 	<ul style="list-style-type: none"> - standard lacrosse ball - mouthgurd - stick - cleats - goggles (optional)
OFFICIALS	<ul style="list-style-type: none"> - at least 2 umpires - maintain safety of all participants by enforcing the rules of the game 		

THE GAME	<ul style="list-style-type: none"> - Starting play: A draw starts the game and is taken after each goal - Stopping play: Players must stop and “stand” on every whistle - Substitutions: Are unlimited and can be made on the fly or after goals - Out of Bounds: If the ball or player steps out of bounds it is a turnover - End zone Boundaries: if the ball goes out of bounds after a shot, the ball goes to the team that is closest to the end zone at the time the ball went out of bounds - Crease Violation: Players cannot step on or into the crease - Throws: When coinciding fouls for the same magnitude occur - Weather: A game will be called due to weather if there is lightening or conditions are a hazard to the safety of the participants 		
TIMING	Two halves: 25 minutes each	Two halves: 25 minutes each	Two halves: 30 minutes each
	<ul style="list-style-type: none"> - Offensive Modifications: - 2 Pass Rule: per possession anywhere on the field including, <ul style="list-style-type: none"> · give and go · goalie clear · Ball is live after a rebound · Free position shots will be taken, whether two passes have been made. 	<ul style="list-style-type: none"> - Offensive Modifications: - 2 Pass Rule: per possession anywhere on the field including, <ul style="list-style-type: none"> · give and go · goalie clear · Ball is live after a rebound · Free position shots will be taken, whether two passes have been made. - 5 Second Rule: Ball Carrier has 5 seconds to shoot or pass <ul style="list-style-type: none"> · Clock resets if the offensive player switches hands 	<ul style="list-style-type: none"> - No Offensive Modifications:
	<ul style="list-style-type: none"> - Defensive Modifications: <ul style="list-style-type: none"> · No stick checking · No horizontal sticks · No body to body contact · If a defender “legally mirrors” an offensive player’s stick for 5 seconds, a turnover will result 	<ul style="list-style-type: none"> - Defensive Modifications: <ul style="list-style-type: none"> · A stick check can only occur if ball carriers stick is below the shoulders 	<ul style="list-style-type: none"> - No Defensive Modifications:

The Fan



The Field And Player Positions (THE CENTRE DRAW)



Player Characteristics

ATTACK	MIDFIELD	DEFENSE	GOAL
Good stick skills <ul style="list-style-type: none"> - can catch and pass and handle the ball in tight spaces - natural goal scorer - quick shot 	Good stick skills <ul style="list-style-type: none"> - can catch and pass at speed - good on loose balls - good ball control in transition 	Good stick skills <ul style="list-style-type: none"> - can block and intercept - can make accurate passes on transition - good on loose balls 	Good stick skills <ul style="list-style-type: none"> - can catch, block and pass well
Attitude <ul style="list-style-type: none"> - patient, confident - good under pressure - assertive: doesn't back away from defenders - get into defensive position when the ball is turned over 	Attitude <ul style="list-style-type: none"> - patient, determined - plays good positional defense 	Attitude <ul style="list-style-type: none"> - patient, determined - plays good positional defense - aggressive: can bump and get bumped 	Attitude <ul style="list-style-type: none"> - stays positive - aggressive: not afraid of shooters and the ball
Good Communicator <ul style="list-style-type: none"> - uses silent cues 	Good Communicator <ul style="list-style-type: none"> - uses combination of silent cues and audible calls 	Good communicator <ul style="list-style-type: none"> - calls the cuts and open players 	Good communicator <ul style="list-style-type: none"> - directs defense - calls the clear
Speed <ul style="list-style-type: none"> - quick footwork - quick bursts to make cuts for ball or to goal 	Speed + Endurance <ul style="list-style-type: none"> - tireless runner 	Speed <ul style="list-style-type: none"> - quick footwork - quick bursts to cover cutters or get into position to take away space 	Speed <ul style="list-style-type: none"> - quick footwork
Anticipation <ul style="list-style-type: none"> - can read and anticipate - good playmaker - knows how to cut - can create space 	Anticipation <ul style="list-style-type: none"> - on centre draw - knows how and when to cut on transition 	Anticipation <ul style="list-style-type: none"> - knows when to go for interception - knows how and when to cut on clears 	Anticipation <ul style="list-style-type: none"> - knows when to go for interceptions - good eye/hand-coordination - quick reflexes

Develop all skills in all players and give every player a chance to try each position.

Ideas for putting together a U-11 or U-13 Team...

POSITION	NUMBER OF PLAYERS	LOOK FOR...
Attack	4 (2 righties, 2 lefties)	<ul style="list-style-type: none"> • Catching abilities • Decision making • Drive/competitiveness • Good hands
Midfield	6 players	<ul style="list-style-type: none"> • SPEED • STRONGEST Talent • Hide players HERE!
Defense	4 players	<ul style="list-style-type: none"> • Game sense • Strong • Competitive • Ground balls
Goalkeeper	** depends on team	<ul style="list-style-type: none"> • Fearless • Communication • Hand eye coordination • Interest!!
Overall	One extra who can float in + 15	

THE COACH

MODULE 2

GOAL: To help coaches develop a philosophy of coaching that is player centred and that honours the principles of Fair Play.

OBJECTIVES: *The competent Community Coach will be able to:*

- Provide positive learning and playing experiences for all participants.
- Consistently follow the FairPlay Codes and the Coaching Codes of Conduct.
- Provide a harassment and abuse free environment for players, opponents and officials.
- Communicate in a positive and constructive way with players and officials.

INTRODUCTION:

The process of learning how to coach is called task learning. The task is for coaches to consistently follow the Codes of Conduct and of FairPlay while teaching players how to play lacrosse. To successfully complete the task, coaches will automatically use and develop the skills of the Core Competencies and as a result, become better coaches.

If coaches share the reasons for fair play with their players and teach the players how to follow their own FairPlay Codes, they will also build a very strong and positive Spirit of Lacrosse. The message is that fair play and the spirit of sport are learned, and if the coach does not control the learning, there will be no guarantee that the playing of the game will be fair or the “spirit” positive.

TASK 1: List the qualities of a “positive coach”.

TASK 2: Categorize the qualities of a positive coach by writing them beside the appropriate core competency. Add additional qualities that may have been missed during Task 1.

Valuing: _____

Problem Solving: _____

Interaction: _____

Critical Thinking: _____

Leadership: _____

Complete the Task by circling your strengths and ranking your weaknesses.

The Fair Play Philosophy

The following is printed with the permission of FAIR PLAY CANADA, 1600 James Naismith Drive, Gloucester, Ont. K1B 5N4 PHONE: (613) 748-5883/FAX: (613) 748-5890 and in some cases modified to better suit the needs of this manual.

Fair play is an attitude, a way of thinking. It can be taught and it can be learned. Once it's learned, it can apply to every aspect of a person's life. That's why fair play is so important and that's why all of us are responsible. At Fair Play Canada, they believe that the fair play philosophy becomes reality through the creation of a more ethical sport system, one that is democratic, open to all Canadians, and grounded in the principles of integrity, fairness and respect. Through sport, athletes learn about setting goals, working hard and having fun. They learn to respect their own abilities, and those of their competitors, and to value the effort of all participants, regardless of ability. When guided appropriately, athletes begin to realize that the joy of sport is as much in the effort as in the result.

Developing a more ethical sport system means addressing tough issues like violence and equity. In turn, both of those issues include difficult areas such as sexual harassment, the principles of team selection and participant involvement. Through fair play resources, advocacy, communications and training, we're working with partners at the national, provincial and municipal levels to create an atmosphere in which coaches, athletes, administrators and educators can make every athlete's sport experience a positive experience. They believe in an alternative and positive sport-model, one that closes the gap between fair play as a vision and fair play as a reality. We welcome your involvement.

FAIR PLAY ISSUES

To ensure a fair playing field, everyone involved in sport must support the principles of fair play - fairness, integrity and respect. When consistently applied, they not only provide a clear ethical framework for competition, but greater opportunities for getting the most out of the game. That's because they help participants focus on achievement rather than the desire to conquer an opponent.

Violence. Any physical aggression outside the rules of a sport is violence. Violence in sport reflects violence in our society; on television or the evening news, so too may we come to accept it as a fact of life in sport. It shouldn't be. The sport system must look at minimizing sources of frustration and at using the appropriate tools to control inappropriate behaviour. Officials must be empowered to enforce the rules.

Doping and Other Methods of Cheating. Winning is a reward for effort, will, discipline and talent. Violating the rules by taking performance-enhancing drugs or gaining any other unfair advantage over a competitor has nothing to do with winning; it's a form of cheating. It means that the participants are no longer all playing the same game; it demeans the efforts of every other participant, the integrity of the game and the essence of sport.

Respect. Unhealthy attitudes are just as harmful to the value and purpose of sport as unhealthy play. When opponents are viewed as enemies, officials are treated with contempt, and rules are seen only as obstacles to be overcome, nobody wins. Respect for the rules and for everyone involved is fundamental to the quality of sport and the integrity of the game.

Equal Opportunities and Fair Access. Sport is for everyone, regardless of age, sex, race or ability. Sport can have numerous benefits for everyone. All Canadians should have a range of choices and opportunities to be involved in sport.

FAIRPLAY CODE FOR COACHES

1. I will not allow players to harass or put each other down. (See 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. 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.
5. 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.
6. I will teach my players to play fairly and to follow the FairPlay Code for Players.
7. 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.

THE COACHES CODE OF CONDUCT

Coaches will:

1. Be a role model for all aspects of the Coach's Code of Conduct, the FairPlay Codes and the Harassment Policies.
2. Be a model of the ethics and behaviour expected of the players. i.e. Refrain from smoking, drinking, using drugs and swearing when in the presence of your players or have players in your care (road trips).
3. Follow, teach and enforce the rules of the game at all times. Do not allow players to bend the rules or challenge the officials.
4. Ensure the safety of the athletes with whom they work. This includes: monitoring behaviour at all times, controlling the style of play and providing a safe environment.
5. At no time become intimately and/or sexually involved with their athletes. This includes requests for sexual favours or threat of reprisal for the rejection of such requests.
6. Ensure respect between all participants. The dignity of the individual must be preserved: verbal and physical behaviours that constitute harassment or abuse are unacceptable.
7. Never advocate or condone the use of drugs or other banned performance enhancing substances and never provide under age athletes with alcohol.

PARENT'S ROLE

Everyone involved in sport, from parents and spectators to athletes, officials and coaches, can and should all play a part in promoting fair play. The elements of Fair-Play are best applied when there is respect between all participants and respect for the rules and for the game. Respect must be given for it to be received:

- The leaders and parents lead best by example.
- Rules, both of the game and of conduct, are applied at all times, in every situation and equally toward all participants.

Parents, have significant impact on how their children feel about their achievements in sport, and in all aspects of life. Parents can help their children by:

PARENT'S CODE OF CONDUCT

1. Avoid forcing your child to participate in a sport, and remember that your child is playing for his/her enjoyment, not yours.
2. Discuss Fair Play issues openly with your child. Encourage him/her to play by the rules and resolve conflicts without resorting to violence. Help them understand that violence is unacceptable in professional sport.
3. Be a supportive and fair spectator. Teach your child that although it is fun to win, trying hard and doing one's best is really the name of the game. Never ridicule or get angry at your child for making a mistake or losing a competition. Offer constructive advice and assurance that continued effort will make for improved performance the next time out. Remember that children learn best by example
4. Applaud good plays by members of both teams.

FAIR PLAY CODE FOR PARENTS

1. I will not force my child to participate in sports.
2. I will remember that my child plays sport for his/her enjoyment, not for mine.
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 as important as 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 a competition.

ETHICAL DECISION-MAKING

The Decision Making Tool

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

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?

Fair Play Policies and Codes of Ethics provide behavioural guide-lines 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 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.

TASK 3: Read the Fair Play Policy and Code of Ethics,
List situations where you have witnessed violations of the Policies or Codes.

TASK 4: Choose a situation from task 3 and use the Ethical Decision Making Tool to arrive at a solution.

1. The facts are: _____

2. Is there a legal issue? _____

3. List the ethical issues: _____

4. Identify the outside influences: _____

5. Apply the Four-Way-Test: _____

A Simplified Ethical Decision-Making Framework

Gather the facts

Prior to making any decisions, gather as many facts as possible about the situation. Here are some questions to help you do this:

- What has happened?
- Who is involved?
- Who is affected by the decision or action and in what way?
- What do all the parties involved have to say about the situation (i.e. what are all the sides of the story)?
- Has anything like this happened before and, if so, what was done and what were the consequences?



Determine whether the situation is a legal one

Some situations may have legal implications that require specific actions on your part. Here are some questions to help you determine if this is the case:

- Is there concern for the health and safety of individuals, particularly children? Has harm occurred and, if so, under what circumstances?
- Has an existing law been broken, because the situation involves one or more of the following:
 - Child abuse – emotional or physical
 - Use of or condoning the use of illegal substances (narcotics, performance enhancing drugs, alcohol, tobacco)
 - Harassment: sexual, verbal, or psychological
 - Sexual relations with a minor
 - Theft or malicious damage to property
 - Assault



If the situation is a legal one, contact authorities.



If the situation is an ethical one and does not have legal implications, try to resolve it.

Identify all the ethical issues

Here are some questions to help you clearly identify all the issues that are at play:

Outcomes

- Did the actions of an individual or group prevent an individual or group from reaching a goal?
- Did certain actions or non-actions result in harm to anyone?

Means

- Was the issue related to the way someone did something?
- Are there guidelines that indicate how a similar situation should be addressed?

Rules and laws

- Have specific rules or laws (of the game) been broken?
- Have team policies been violated?
- Have specific rules or laws been misinterpreted (accidentally or deliberately)?
- Does the rule or law need to be changed?

Responsibilities and duties

- What duties and responsibilities did the parties involved have toward each other?
- Has an individual or individuals failed to fulfill duties or responsibilities?



Consider what might influence how you see the situation

Experiences – as player, a coach and from life,

Cultural and religious beliefs, culture and traditions of the sport

Education & training

Influence of family and friends



Use the NCCP Code of Ethics to guide your choice of action

Here are some questions to consider as you are choosing what you are going to do:

- Is it possible to park the situation until emotions cool?
- If appropriate, can you resolve the situation in an informal way?
- Can/should others be involved in the decision?

What is a Code of Ethics?

A code of ethics defines what is considered good and right behaviour. It reflects the values held by a group. These values are usually organized into a series of core principles that contain standards of behaviour expected of members while they perform their duties. It can also be used as a benchmark to assess whether certain behaviours are acceptable.

Why a Code of Ethics in Coaching?

Core coaching values have been formalized and expressed as a series of principles in the *NCCP Code of Ethics*. These principles can be thought of as a set of behavioural expectations regarding participation in sport, coaching athletes or teams, and administering sports.

The *NCCP Code of Ethics* can help coaches to evaluate issues arising within sport because it represents a reference for what constitutes both “the good and right thing to do”. For example, the code of ethics helps coaches make balanced decisions about achieving personal or team goals and the means by which these goals are attained.

Values Underpinning the *NCCP Code of Ethics*

The *NCCP Code of Ethics* is a simplified version of the *Code of Ethics of Coaches of Canada* (formerly the Canadian Professional Coaches Association). However, both codes deal with the same fundamental values of safety, responsible coaching, engaging in relations with integrity, respecting athletes, and honouring sport. These values are expressed as 5 core ethical principles.

1. Physical safety and health of athletes
2. Coaching responsibly
3. Integrity in relations with others
4. Respect of athletes
5. Honouring sport

The following chart provides a description of each principle and outlines some implications for coaches.

TASK 5: Respect and Emotional Control

Coaching and Communicating with a sense of Professionalism.

Create a list of strategies for constructive dialogue with officials and players.

Incident 1: In the heat of a close game, an official was not calling the game fairly. After trying to get an explanation for the calls through the captain and after his own attempts at communication failed, the coach became frustrated and then angry. Finally, one of his players was flattened with a back check with no call and the coach started swearing at the official.

The Issues?: _____

The Solutions: _____

Incident 2: The coach had spent a practice and two quarters of a game trying to get his players to stop taking slashing penalties. With four minutes left in the game and the game tied, a player, who was being harassed by an opponent, retaliated with a slash. The opponents scored on the power play and when the player returned to the bench the coach started yelling and berating the player.

The Issues?: _____

The Solutions: _____

TASK 6: TEACHING VALUES

Incident 1: The coach started watching his player who was having unusual success at beating his check and consequently getting very good scoring chances. He soon noticed the player was holding the opponent's stick in a way the officials could not detect.

The Issues?: _____

The Solutions: _____

Incident 2: It has become obvious to the coach that one of his/her players is deliberately checking with the intent to injure. i.e. cross-checks across the back and neck, slashes to the knees.

The Issues?: _____

The Solutions: _____

TASK 7: EQUAL PLAYING TIME

Coach "A" has shortened his bench during a league game.

Coach "B" has shortened his bench in the last 5 minutes of a play-off game.

The Issues?

A. _____

B. _____

The Solution

A. _____

B. _____

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. Notwithstanding national or provincial directives, the following definitions and explanations will be used for the purpose of this course:

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.

Harassment or abuse may include:

1. Written or verbal abuse or threats, abuse of the power of one's position;
2. Deliberately ignoring a player or placing unrealistic demands on a player;
3. Practical jokes which cause awkwardness or embarrassment, endanger a person's safety, or negatively affect performance;
4. Unwelcome remarks, jokes, innuendoes, or taunting about a person's body, attire, age, marital status, ethnic or racial origin, religion etc.;
5. Sarcasm, condescension, paternalism or patronizing behaviour which undermine self-respect or adversely affects performance or working conditions;
6. Unwelcome sexual remarks, invitations or requests whether or not they are direct, explicit or intimidating;
7. Leering (suggestive staring), or other obscene or offensive gestures;
8. Displaying of sexually explicit, racist or other offensive or derogatory materials;
9. Shouting, swearing, taunting, degrading, demeaning, fear inducing comments of a sexual nature;
10. Sexual, racial or ethnic and religious slurs or graffiti;
11. Physical conduct such as touching, kissing, patting, pinching;
12. Vandalism;
13. Physical assault, rape and date rape.

Sexual abuse – unwanted sexual experiences with persons ranging from attempted sexual touching to sexual assaults to rape or attempted sexual assault and rape.

Sexual Harassment – unwanted, unsolicited or undesired attention of a sexual nature.

Hostile Environment – an environment of abuse, sexual abuse, harassment or sexual harassment that interferes with performance and the ability to function.

TASK 8: Review the 13 examples on previous page and categorize each one

Abuse?: _____

Harassment?: _____

Sexual harassment?: _____

Sexual abuse?: _____

Examples Of Hostile Atmosphere And Sexual Harassment In Sport

At the track, one of the male athletes pulls his wheelchair up to a female athlete and says that he really likes her new outfit. This is not sexual harassment unless accompanied by sexual solicitation or an advance, or if the athlete has made similar comments in the past and has been told that personal remarks are unwelcome.

A team of 11- and 12-year-old boys are “on the road” for a tournament. Two of the athletes share the coach’s hotel room. The coach fondles one of the boys and warns him that if he tells, he will be off the team. This is “child sexual assault”,

A woman, now aged 20, mentions that she was sexually abused by her coach as a young teenager. She says that she quit high performance sport because the coach “was the only coach in town” and she had to choose between sport + abuse or no sport. The coach, whom she names, continues to coach, although in a different community. Rumors persist about his coaching methods, particularly in relation to the way he treats young athletes. This is “child sexual assault”.

A coach has had to reprimand a player four weeks in a row about his slashes and cross-checks. Finally, the player says he has had enough of being picked on and accuses his coach of harassing him. Is this a hostile environment?

TASK 9: Be aware of player interaction – teasing or harassment

Incident 1: During practices the players tease each other with seemingly harmless cross-checks and slashes or call each other racially charged names.

The Issues?: _____

The Solutions: _____

Incident 2: During the intermission the coach overheard his players making jokes about the opposition players in derogatory and slanderous terms.

The Issues?: _____

The Solutions: _____

“A person who has authority to prevent or discourage harassment is considered responsible for failing to exercise that authority”. Ontario Human Rights Code

TASK 10: Appropriate Behavior for Coaches

How can the coaches tell if their coaching is abusive or is bordering on harassment?

How can the coaches protect themselves from being falsely accused of abuse, harassment, sexual abuse or sexual harassment?

Community Lacrosse As A Discrimination-Free Zone

Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

– Canadian Charter of Rights and Freedoms

One of your shared responsibilities with participants and parents is to ensure that discriminatory behaviour on the bases described in the charter and in the NCCP Code Of Ethics is not tolerated in your sport environment.

Discrimination occurs when an individual or group is treated unfavourably or unequally because of prejudice or stereotyping.

Prejudice is the use of prejudgment, or having a preconceived opinion about someone.

Stereotypes are broad, often inaccurate, belief about the characteristics of a cultural, ethnic, or racial group used to describe an individual thought to be a member of that group.

Harassment is comments or conduct that should reasonably be known to be unwelcome to another, and can include actions such as jokes that isolate a particular group or groups, verbal slurs and insults, and condescending or intimidating behaviours.

What can you do to create a discrimination-free zone with my team?

There are many influences on participants that affect their ability to treat each other fairly and with respect. For example, the participants may have been exposed to racist or sexist behaviour all around them at school, at home, and at play. The best thing you can do as a coach is to watch what you say and do, to intervene if someone on or around your team acts in a discriminatory way, and to encourage the participants and their parents to intervene themselves if they see or hear this type of behaviour.

What can I do if I witness discriminatory behaviour?

Addressing how participants want to be treated and how they are going to treat others is a great starting point for building a team code, which will go a long way toward preventing discriminatory behaviour before it happens.

What can I do if I witness discriminatory behaviour?

Understand clearly that not responding is actually interpreted by others as a response; this passive response can indicate that you are OK with what was said or done. A passive response, although leaving you at little personal risk, does nothing to change or stop the behaviour from happening again.

An aggressive response usually seeks to shame the person who has shown the discriminatory behaviour. This type of response usually escalates the situation and does not model respect for others.

Choose a positive response to intervene effectively

Passive response – “doing nothing” NOT recommended	<ul style="list-style-type: none"> • Goal is to ignore the behaviour • Sometimes an attempt is made to rationalize the behaviour • Assumes the other person will not stop/change the behaviour if an intervention is made • Considers time on task and/or personal safety as more important <p>Examples: Laugh along with a discriminatory joke, or saying nothing when a discriminatory remark is made</p>
Aggressive response – “confronting” NOT recommended	<ul style="list-style-type: none"> • Goal is to stop the behaviour in the short term • Comes across as judging the person, not the behaviour • Usually results in the other person wanting to retaliate • Often based on a sense of superior authority, strength, or numbers • The safety of the person whom you are confronting is now also at risk <p>Example: “I can’t believe you said that. How ignorant can you be?” “Don’t you know that what you are saying/doing is wrong?”</p>
Positive response – “seeking change” RECOMMENDED	<ul style="list-style-type: none"> • Goal is to stop the behaviour in the short term and to change the behaviour in the long term • Names the behaviour as unacceptable • Points out what is needed in the situation • Does not judge the other person • Is based on modeling respect <p>Example: “Please do not say that; it is hurtful. How about treating that person as you would like to be treated, and as we agreed to treat one another as team members?”</p>

THE COACH'S RESPONSIBILITIES

TASK 11: Discuss and list the responsibilities of:

The Coach: _____

The Manager: _____

Bench Personnel: _____

Involving Parents: Dealing with or Involving parents?

It has been demonstrated that coaches who involve parents in team activities have fewer parent problems than those who don't. In fact, coaches who share their coaching philosophy and coaching problems and who effectively delegate administrative duties create a positive environment that enhances player enjoyment and development.

TASK 12:

List the ways parents interfere with the coach or the development of players.

List the ways parents can be helpful. _____

Create a list of ways coaches can communicate with and involve parents to ensure a positive environment for the players.

PARENTS

What Players And Parents Expect From Sport.

THE TEN MOST IMPORTANT REASONS I PLAY MY BEST SPORT ARE:

- | | |
|--------------------------------------|-------------------------------------|
| 1. To have fun | 6. To get exercise |
| 2. To improve my skills | 7. To play as part of a team |
| 3. To stay in shape | 8. For the challenge of competition |
| 4. To do something I am good at | 9. To learn new skills |
| 5. For the excitement of competition | 10. To win |

THE 11 MOST IMPORTANT REASONS I STOPPED PLAYING A SPORT ARE:

- | | |
|----------------------------------|-----------------------------|
| 1. I lost interest | 7. I was tired of it |
| 2. I was not having fun | 8. I needed more study time |
| 3. It took too much time | 9. Coach played favourites |
| 4. Coach was a poor teacher | 10. Sport was boring |
| 5. Too much pressure (worry) | 11. Overemphasis on winning |
| 6. I wanted a non-sport activity | |

I WOULD GET REINVOLVED IN A SPORT I DROPPED IF:

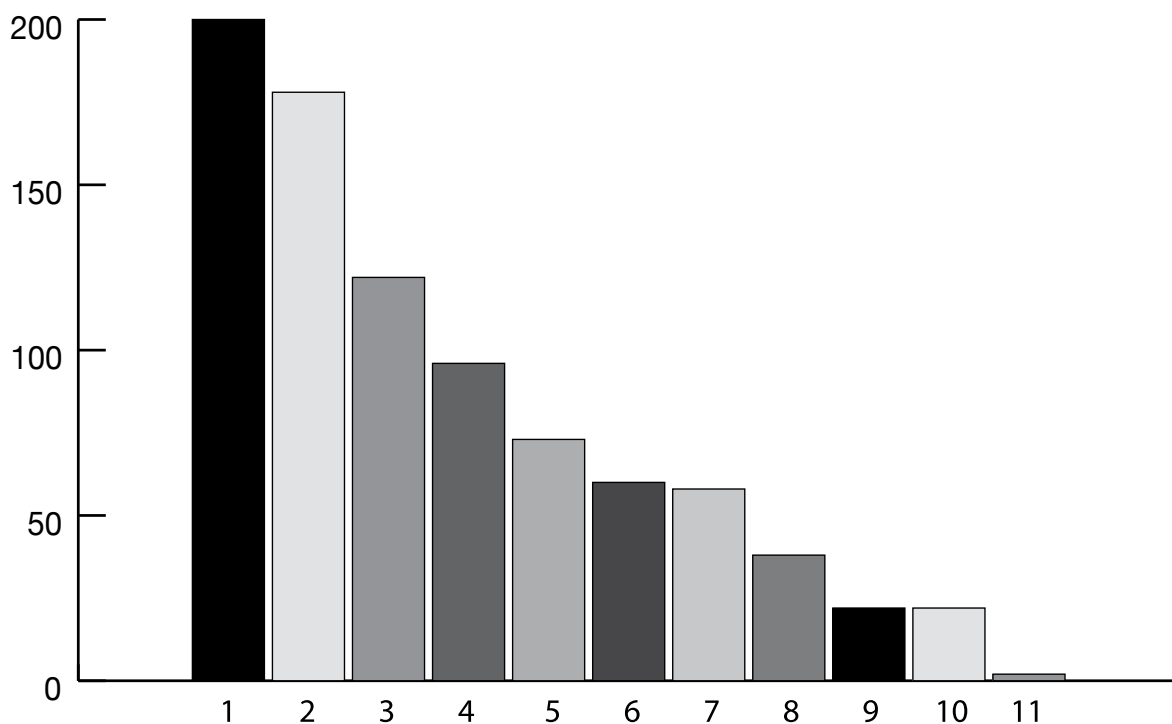
Boys

1. Practice was more fun
2. I could play more
3. Coach understood players better
4. There was no conflict with studies
5. Coaches were better teachers
6. There was no conflict with social life

Girls

1. Practice was more fun
2. There was no conflict with studies
3. Coach understood players better
4. There was no conflict with social life
5. I could play more
6. Coaches were better teachers

What Parents Expect Of Coaches



LEGEND

1. Make sport enjoyable
2. Respect children as individuals
3. Be a knowledgeable leader
4. Be safety conscious
5. Act in a mature and adult manner
6. Be fair
7. Respect rules and officials
8. Give equal opportunity for playing time
9. Plan activities effectively
10. Be approachable
11. Strive to win

Sport Parent Survey. Ministry of Government Services, Sports and Commonwealth Games Division, Government of B.C. (1994)

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 questionnaires. 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)

Player-Centred Coaching

*"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."*

What is a participant-centred environment?

A participant-centred environment in sport means that the coach actively seeks to build conditions in which the participants can develop as whole and independent persons, capable of making decisions and choices regarding their learning and experiences in sport. The process can begin once the coach fully understands the growth and development stage of the participants.

In contrast, a coach-centred environment is one in which all decisions and feedback originate from the coach and are imposed on the participants. Participants who develop in a coach-centred environment tend to be more dependent on their coach and less able to function well when their coach is not at their side all of the time. In a participant-centred environment, participants who are taught over time to take control of their learning and progress learn to be dependent upon themselves; they also develop the ability to identify their needs and to seek out help when required. Many more variables are therefore within the participant's control, and as a consequence, the participant generally performs better in competition with or without the presence of the coach and is more likely to take responsibility for both successes and failures. You play a key role in setting the foundation for participants' development as sport learners and as athletes, should they choose to continue in the sport.

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.

Participant-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

Participant-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.

What does a participant-centred environment look like?

Novices 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. Participant-centered coaching means sharing the responsibility for learning with the participant; it is about coaching for empowerment, not coaching to be in power.

A PARTICIPANT-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 participant-centred environment?

Participant-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 PARTICIPANT-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

TASK 13: Player-Centred Coaching

In your own words, define the Player-Centred Approach to coaching.

List the advantages of the Player-Centred Approach.

How does planning a player-centred practice differ from a coach-centred practice?

What are some of the problems with implementing a player-centred approach? How can these problems be overcome?

ARE YOU A POSITIVE COACH?

1 - Most of the time

2 - Some of the time

3 - With difficulty or never

1	2	3	COACHING CHARACTERISTICS
			1. Treat everyone fairly within the context of their activity, regardless of gender, place of origin, colour, sexual orientation, religion, political belief or economic status.
			2. Place the emotional and physical well being of the athlete ahead of the goals of the team or the needs of the coach.
			3. Treat players as individuals and with respect and continually work toward enhancing their self-image and self-esteem.
			a) Call each player by name.
			b) Make sure the players all know each other.
			c) Speak to every player at every practice. Help shy players.
			d) Use partner and small group activities and then rotate partners.
			e) Organize the instructional material so the players are challenged at their own level.
			4. Direct comments or criticism at the performance rather than the athlete and do not allow players to harass or put each other down.
			5. Ensure the activity being undertaken is suitable for the age, experience, ability and fitness level of the athletes and educate athletes as to their responsibilities for safety and team harmony.
			6. Involve the athletes or the athletes' parents or guardians in the management decisions pertaining to the athletes' development.
			7. Supervise and control players while they are in the coach's custody.
			8. Communicate effectively with officials
			9. Regularly seek ways of increasing professional development and self-awareness.
			10. Consistently display high personal standards and project a favourable image of lacrosse and of coaching.
			a) Refrain from public criticism of fellow coaches; especially when speaking to the media or recruiting athletes.
			b) Abstain from the use of tobacco products or drinking alcoholic beverages while in the presence of his/her athletes and discourage their use by athletes.
			c) Refrain from the use of profane, insulting, harassing or otherwise offensive language in the conduct of his/her duties.

SUMMARY

The Spirit of Lacrosse and the Coach's Responsibility

The message from Modules 1 & 2 is that if:

- Lacrosse is played and coached with respect and dignity,
- The principles of FairPlay are followed on all occasions,
- Coaching styles are positive,
- And rules are followed,

The Spirit of Lacrosse will Grow.

WORKBOOK OBJECTIVES: Select and write your Module 2 Objective

THE PLAYERS

MODULE 3

GOAL: To define the growth and development needs of players learning to play lacrosse, to outline how coaches can meet these needs, and provide a safe environment for playing and practicing lacrosse, and can provide care for injured players until medical attention can be given.

OBJECTIVES: *The competent Community level Coach will be able to:*

- Identify the growth and development characteristics of their players
- Identify the stage of skill development of the players
- List the skills that are required to get to the next stage of development
- Accurately assess the level of team play
- Develop the players' sense of responsibility to the coach, teammates and themselves
- Define the importance of emotional development
- Define self-esteem and why it is important
- Do everything possible to prevent injuries
- Consider all injuries to be serious – minor injuries and reoccurring pain are not to be ignored
- Determine the condition of the athlete only to refer for appropriate treatment. It is not the coach's responsibility to diagnose the injury or to recommend treatment
- Administer first aid that ensures injuries will not be made worse and only until medical attention can be given.
- Have an Emergency Action Plan in place

INTRODUCTION:

Module 3, The Players, consists of two sections. The first section describes how coaches can meet the technical and personal needs of the players and the second section, directs coaches on how to reduce the risk of injuries.

The focus is on accurately assessing the ability and skill levels of each player so the coach can plan effective practices. The process of evaluating players also helps coaches see their players as individuals, which is the first step in becoming Player Centred. Also included in the Module is The FairPlay Code for Athletes for players who need help understanding the responsibilities of belonging to a team.

Growth and Development Characteristics

8-9 YEARS, GROWTH AND DEVELOPMENT OF PARTICIPANTS

General remarks

- Has a high degree of imagination; being active is very important; likes to work, learn, and accomplish things
- Still needs a well-established routine in daily activities
- Wants to act on his/her own; does not like conventions or norms, but will accept the coach's instructions if there is a sense that he/she participates in the establishment of the rules and conditions governing the activity
- Very little or no athletic background
- Interest in sport activities is often high

Psychosocial

- Is still individualistic and self-centred, but shows an increasing interest for the group; wants to be accepted by others, and usually shows a great deal of loyalty toward the team
- Needs praise and positive feedback
- Is conscious of own feelings and emotions, and of those of others toward him/her; can play on these feelings to obtain privileges
- Boys and girls may be involved in the same activities without difficulty
- Seeks the approval of others; may reject opportunities to interact with individuals of the opposite sex.

Learning

- Accepts following instructions to learn faster, and reacts favourably to positive feedback/praise; ability to concentrate and to pay attention is relatively good; can begin to make some generalizations
- The emphasis should be on motor development and the learning of skills in a variety of sports
- It is possible to start teaching the rules of the game and fundamental tactical principles
- Is capable of assessing the angles of moving objects (e.g. balls), yet may still have some difficulty distinguishing between right and left
- Ability to reason and solve problems is limited to what can be observed.

Physical

- Physical characteristics are similar to children aged 6-7, but coordination and stamina are better; growth rate is slow, which tends to allow for a greater degree of motor control and autonomy
- The development of the nervous system is almost complete
- Reaction time is slow; shows an increased ability to make coordinated and quick movements
- Large muscle masses (e.g. the legs) show a greater degree of development compared to smaller ones (e.g. arms, hands)

- Very little potential for increased muscle mass (hypertrophy); strength gains result primarily from increased coordination and neural factors
- Resting heart rate and heart rate during exercise are higher than for adults; aerobic metabolism predominates during effort and anaerobic capacity is low
- **The sweating mechanism of children is not well developed, which reduces their capacity to dissipate heat during exercise; children are at an increased risk of heat injuries**

Preferences

- Enjoys individual or group games, and drills where participants are paired
- Likes activities where the whole body is involved (e.g. jumping, running)
- 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 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**
- **Exposure to a cold or hot environment**
- **Specialization in a sport or for a position**
- **Emphasizing winning and creating a pressure to perform**
- **Comparisons with other children**
- **Negative competitive experiences**
- **Lengthy explanations**
- **Negative criticism**

Suggestions

- 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

10-11 YEARS, GROWTH AND DEVELOPMENT OF PARTICIPANTS

General remarks

- Develops conscience, morality, and values
- May display a highly competitive attitude (wants to look like a competent performer)
- Marked distinctions between boys and girls begin to be visible, particularly toward the end of this period
- May want to break free from the authority of adults, and may show a defiant attitude
- Athletic background may be highly variable among participants; participation in sport activities is often done on a seasonal basis, in programs that can be relatively short (a few weeks)
- Time devoted to general training and acquisition of a variety of skills and motor patterns should be greater than time spent training for a specific activity, or preparing for, or being engaged in, competition

Psychosocial

- Is usually very interested in group activities, and creates strong links with a few friends
- Wants to enjoy a greater degree of autonomy, and wants to help
- Shows a high degree of loyalty to the group
- Begins to be interested in individuals of the opposite sex, without showing it openly
- Expresses his/her feelings easily (e.g. anger, sadness)
- Boys and girls can be involved together in the same activities

Learning

- Child begins to show some ability to deal with abstract concepts, yet prefers concrete examples
- Emphasis should still be on general motor development and the learning of skills in a variety of sports, however fine motor control improves during this period
- It is possible to start teaching a few specialized techniques, as well as fundamental tactical principles; the rules of the games should be well understood
- Capacity to concentrate increases (can stay focused for approximately 10 minutes at a time)

Physical

- Strength and endurance gains are possible as a result of fitness training, but improvements are also directly related to growth; very little potential for increased muscle mass (hypertrophy). Strength gains result primarily from increased coordination and neural factors
- Flexibility improves but it should also be trained
- Reaction time is relatively slow, however good visual acuity and depth perception allow for better performance in throwing/catching exercises
- **Sweating mechanism of children is not well developed, which reduces their capacity to dissipate heat during exercise; children are at an increased risk of heat injuries**
- In girls, the second half of this period marks the beginning of a major growth spurt that will last approximately 3.5 years; some girls may have their first menstruation as early as 11 years old

Preferences

- Enjoys games that feature some competition, team games, as well as activities that require some form of effort or that represent some sort of a physical challenge

To avoid

- **Activities that feature repeated impacts or where there is a risk of collision; repetitive activities (to prevent boredom and also overuse injuries); activities that feature too much structure; exposure to a cold or hot environment**
- **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**
- **Specialization in a sport or for a position on the team**
- **Emphasizing winning and creating a pressure to perform**
- **Comparisons with other children**
- **Unpleasant or non-gratifying competitive experiences.**
- **Mechanical and/or highly repetitive approach to the teaching of fundamental techniques**

Suggestions

- **Participation in several sports/activities should be encouraged**
- 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
- Time when participants are actively involved in activities during practices should be maximized
- **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; emphasize the development of confidence, self-esteem, peer interaction, cooperation, having fun, putting winning and losing into perspective, and giving a 100% effort
- Encourage children to drink water, and ensure plenty of beverages are available when exercising in the heat

12-15 YEARS, GROWTH AND DEVELOPMENT OF PARTICIPANTS

General remarks

- Period where major growth spurts occur; in each sex, large differences in physical maturation may be observed in individuals of the same chronological age; in general, girls are more mature than boys
- **Acquires moral concepts, values, and attitudes that make it possible to relate meaningfully to society; positive role models are important**
- **Opinion of friends tends to be more important than that of the coach; participants want to look like, or be perceived as competent performers**
- This is a period of major change during which participants are likely to challenge authority, be very critical, question decisions, and ask for justification
- Competition becomes increasingly important to some participants; time devoted to general training should be greater than time spent training specifically for a sport, or time spent competing.

Psychosocial

- It is important to separate boys and girls for activities and competition
- Emotional instability may be observed due to the rate at which physiological changes occur
- Shows a greater desire for independence; this can be a time of rejection of parental authority and, in general, a period when there is a high degree of confrontation with adults
- Develops close relations with individuals of both sexes; enjoys being more independent, and having more responsibility; a great deal of interest toward sexuality is observed toward the end of this period
- This period is important for the development of values such as respect for others, fair play, and a work ethic

Learning

- Begins to think like an adult. It is important to take into account the different maturity level between boys and girls; interests and abilities differ between the sexes; challenges are often very appealing
- Needs change on a regular basis; is highly curious; capacity to concentrate increases (can stay focused for 20 minutes or more at a time); increasingly capable of abstract thinking
- This is a good period to consolidate the development of fine motor skills, to teach more complex tactical notions, and to encourage decision-making in specific situations
- Specialization by sport and for a position can begin; however, participation in a variety of sports that have different demands should be encouraged

Physical

GIRLS:

On average, the growth spurt begins at age 11; maximal growth rate (or peak height velocity, PHV) is observed at around age 12; the development of secondary sexual characteristics (pubic hair, breasts) begins around 11.5-12 years of age, and menarche (first menstruations) occurs at around 12.5 years of age. During this period, body fat content tends to increase progressively, and typical female body forms (hips) appear due to hormonal effect

BOYS:

On average, the growth spurt begins at age 13, and PHV is reached at around age 14; the development of secondary sexual characteristics (pubic hair, testes, penis size) occurs progressively from the age of 12 on. Significant gains in muscle mass and in strength typically occur one year after PHV (i.e. at around age 15) due to higher levels of testosterone

- During the growth spurt, feet and hands tend to grow first, followed by the legs and the arms; long bones are fragile during this time; growth is accompanied by an increase in body weight throughout the period
- As a result of the rapid growth spurts that occur during PHV, body parts can be disproportionate; this can have a direct effect on coordination and the ability to perform certain skills that were well mastered before
- This period is well suited for the development of aerobic fitness, as well as flexibility
- Strength and speed-endurance training can begin toward the end of this period

Preferences

- Enjoys challenges and the opportunity to accomplish individual feats
- Accomplishment of actions that are likely to be looked at or admired by peers/friends
- Activities that contribute to the development of fine skills/dexterity and that do not require too much strength (i.e. racket sports, swimming, golf, skiing), team games, situations where some form of competition exists

To avoid

- **Repetition of all-out efforts lasting between 20 and 60 seconds before or during PHV; work against a high resistance; prolonged aerobic endurance efforts that involve impact on the joints (i.e. running on a hard surface such as asphalt); repetitive activities (to prevent boredom and also overuse injuries)**
- **High mechanical stress (compression forces) on the long bones and the backbone, e.g. lifting heavy weights**
- **Programs where the number of competitions is greater than the number of practices**
- **Pressure to perform**
- **Negative competitive experiences**

Suggestions

- Time when participants are actively involved in activities during a practice should be as high as possible
- Acquisition of more complex or sport-specific techniques; explanations can be more elaborate, where appropriate
- Strength training with own body weight and sub-maximal loads can begin; correct execution of movements must be emphasized
- Appropriate supervision of training activities is important to prevent unnecessary risks that adolescents may take
- Games emphasizing skill and dexterity
- Opportunities to meet or interact with sport role models (athletes or coaches); competitions or tournaments that involve trips; social activities among the team/training group
- Depending on the maturity level, involvement of the adolescent in roles such as officiating, or the leadership of certain activities (e.g. leading a warm-up or cool-down)

16-17 YEARS, GROWTH AND DEVELOPMENT OF PARTICIPANTS***General remarks***

- At the end of puberty, the individual is no longer a child, but is not completely an adult yet, which can create some identity problems
- The participant seeks greater autonomy, and progressively becomes more mature emotionally
- Specialization in a sport or for a position may require year-long preparation; however, training may remain a seasonal process, particularly at the beginning of this period
- Training volume increases progressively from one year to another, and may reach 15 hours or more per week, depending on the sport, at the end of this period
- In participants who are training seriously, the amount of time devoted to general training, specific training, and preparing for competition or competing is approximately the same.

Psychosocial

- Sexuality becomes very important and participants seek intimacy with others
- Although a greater degree of independence is sought, friends remain very important
- Wants to be considered an adult
- Often, the coach will be a role model; the participant will frequently reject parental authority
- Participants become increasingly aware of their own values
- Social activities are very important

Learning

- Social awareness increases, and as a result participants develop a broader range of behaviours; participants also develop the ability to think logically
- Period when participants begin to specialize in particular sports, and develop broader strategic and tactical awareness

Physical

- Major physiological systems and functions are established; appropriate time to develop aerobic capacity; significant increase in strength and anaerobic capacity (endurance-speed)
- Training of power and speed can be done
- Increase in muscle mass in boys, due to the increased production of certain hormones, in particular testosterone
- Growth in girls typically ends at 17-18 years, and at 19 –20 years in boys

Preferences

- Prefers to play the full game or activity, i.e. without modification of the rules or conditions of play
- Prefers activities that contribute to improving physical appearance or to creating a particular status in the eyes of peers (e.g. sport, art, theatre)
- Group activities become important (e.g. movies, dances, parties, travel)

To avoid

- **Strength training with very heavy weights (1-5 repetition maximum, or RM); development of certain muscle groups while ignoring antagonists (e.g. developing the quadriceps but not the hamstrings); eccentric strength training using loads exceeding the RM**

Suggestions

- Delegate certain tasks, provide opportunities for the participant to solve technical-tactical problems and improve decision-making
- All athletic abilities can be trained and developed, relative to the degree of physical maturity of the individual
- The priority in strength development should be strength-endurance; maximum strength can be developed, using moderate loads in sets of 8-12 reps; develop all the major muscle groups
- Include sessions dealing with officiating, strategy, and tactics
- Creating an assistant coaching role for some appropriately qualified participants may improve self-esteem and peer acceptance
- Important time to work at developing respect for others, and concepts like fair play and work ethic
- Provide opportunities for participants to observe and meet role models

18 YEARS AND OLDER, GROWTH AND DEVELOPMENT OF PARTICIPANTS

General remarks

- Self-assured; chooses own path and goes out on his/her own
- Resists involvement in situations which may question self-image as an independent person
- The need to achieve may lead the participant to strive for improved performance
- General training time may be reduced as the serious participant concentrates on specialization and preparation for competition

Psychosocial

- Professional and family obligations lead to much less free time
- Intimate relationships are very important
- Financial independence provides greater opportunity for choice
- May become a member of a group of close friends

Learning

- Adults over 25 years of age often have experience in a broad range of activities (e.g. sport, work, education) which can greatly improve learning and the transfer of knowledge and experience from one area to another

Physical

- Young men stop growing at around 20 years of age
- The individual may expend significant energy and time raising children and working
- Strength, speed, and power are at their peak in the early 20s, and may be maintained through to the early 30s
- Endurance reaches its peak towards the late 20s; after the age of 30, physical capacities begin to decline progressively

Preferences

- Activities that help relieve stress

To avoid

- Nothing; all abilities can be trained

Suggestions

- Interaction with others is important and may take the form of participation in seminars, workshops, or sport training camps
- Individuals may seek roles and responsibilities in the management, organization or promotion of activities and events
- Becoming a coach, official, or referee is one way of keeping this group engaged and committed, and also offers the opportunity for social interaction
- Engage in competitive activities and events in practices

TASK 1: 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: Players go through their growth and development at different rates. How will you adjust your practices to accommodate the individual differences in your team.

PLAYER ASSESSMENT

Stages of Skill Development

Athletes go through seven identifiable stages of skill development as they progress from beginner to advanced/elite (ref: Level I Theory). Once coaches have selected the skills to be practised, they must make a judgement regarding the level of performance of the skills.

LEARNING LEVELS OF WOMEN’S FIELD LACROSSE					
STAGES OF SKILL DEVELOPMENT	1 Beginner	2 Beginner – Intermediate	3 Intermediate	4 Intermediate – Advanced	5 Advanced
	PERCEIVING Movements are those in which players become aware of and come to understand the fundamental positions, stances, and patterns of their sport		ADAPTING Movements are those in which participants modify selected movement to perform them under different conditions and in different locations		IMPROVISING Movements are those in which participants invent responses on the spur of the moment
	PATTERNING Movements are those in which players execute the components of movement in the correct order – but usually in an awkward and unsynchronized manner		REFINING Movements are those in which movements are smooth and efficient and are consistent under more complex conditions		COMPOSING Movements are personal interpretations of movement or personal combinations of movement into unique motor patterns. Composing movements are the ultimate movement of sport. The creations of the superstars of sport
			VARYING Movements are those in which participants invent personal responses to competitive situations. At this level, these responses are limited to different ways of performing specific movements and the result of the immediate situation		
<p>The Skill Assessment Charts are provided in this module to:</p> <ol style="list-style-type: none">1. Help the coach understand proper technique of the fundamental skills.2. Enable the coach to quickly get a read on the skill level of his/her players. This could be used as a teaching tool. Levels 1 –2 = Low level of execution Level 3 = Average (correct form) Levels 4 –5 = High level of execution3. Assist in goal setting for individuals and the team in terms of skill development over the course of the season. <p>It is not the intention that coaches would complete one of these charts for each player but merely to use them as a guide in determining the overall level of your team.</p>					

TASK 3: Choose two players you are currently coaching:

One at Level 1–2 and one at Level 3–4.

Rank them using the following skill assessment charts for each skill. This will help to identify the diverse skill levels within your team and plan practices more effectively.

1. (Name) _____

Grip & Cradle	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 4
Ground Balls	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 4
Catching	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 4
Overhand Pass	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 4

2. (Name) _____

Grip & Cradle	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 4
Ground Balls	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 4
Catching	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 4
Overhand Pass	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 4

What are your conclusions?

TASK 4: Identify drills to help advance the skills of your players to the next level.

Assess the current level of your team for a selected skill (below right) and plot it in the column on the chart. In the remaining columns, list drills that incorporate this skill and plot the skill level required to perform the drill. Determine how well the drill matches the skill level of your team and whether it is appropriate to use. If the skill level exceeds the drill's requirements, the drill is apt to be unproductive and a waste of time.

Skill-Drill Match		SKILLS									
<div style="text-align: center;"> <p>Advanced</p> <p>↑</p> <p>Intermediate</p> <p>↑</p> <p>Beginner</p> </div>											
	Current Level of Team	Name of Drill									
		Overhand Pass Shuttle	5 Point Star Drill								

THE PLAYERS FAIRPLAY CODE

Players come to a team from a variety of environments and with a variety of reasons for wanting to play. It is the coach's responsibility to help players understand the Spirit of Lacrosse, team responsibilities and the value of honest effort.

TASK 5: List examples of the issues that players bring to the team that are contrary to the FairPlay Codes and the Spirit of Lacrosse.

ISSUES	SOLUTION

FAIRPLAY CODES FOR ATHLETES

1. I will participate because I want to, not just because my parents or coaches want me to.
2. I will play by the rules, and in the spirit of the game.
3. I will control my temper, fighting and mouthing off as it will spoil the activity for everybody.
4. I will respect my teammates and opponents, because without them, there would be no game.
5. I will do my best to be a true team player.
6. I will remember that winning isn't everything and that having fun, improving skills, making friends and doing my best are also important.
7. I will acknowledge all good plays and performances of my team and of my opponents.
8. I will remember that coaches and officials are there to help me. I will accept their decisions and show them respect.

EMOTIONAL INTELLIGENCE

The player centred approach to coaching is about meeting the psychological and cognitive needs of players as well as the technical. There are two reasons this approach to coaching is important:

- *Coaching is about helping players learn how to play lacrosse, and learning involves the cognitive and emotional aspects of player development. When this aspect of coaching is ignored, the coach is little more than an instructor.*
- *Playing sports develops character but only if coaches make it happen.*

The questions that arise are:

- *How much of player growth and development are coaches responsible for?*
- *How do players develop character? What do coaches have to do?*

Players are products of what happened to them in the beginning

Experience has demonstrated that coaching is deeply entrenched in the psychological, emotional, and social components of player development, which has now been identified as emotional intelligence. It does not take new coaches long to discover the psychological nature or demands of coaching, and coaches of high performance athletes often describe their job as being ninety percent mental. Add to this countless hours coaches spend on team building, controlling emotions, motivating, working through adversity and re-teaching, and it becomes obvious that even though coaches may not be responsible for how players develop, they are certainly involved in the process.

The objective of Module 3 (The Player) is to package the complex subject matter of the behavioural sciences, which are the components of Emotional Intelligence (E.I.), into the executable tasks and guidelines that make up player centred coaching. Then, if coaches do the tasks and follow the guidelines, their players will develop the all-important positive characteristics required to be successful.

The Emotional Requirements

We are all aware of our emotions, but we are not always aware of the full extent that they affect our lives or, for our purposes, of how we play lacrosse. We learn the skills for dealing with and using our emotions as we grow up, ie., how to:

- Become aware of our emotions
- Control our emotions and impulses
- Exercise self-discipline
- Motivate ourselves
- Deal with our problems
- Get along with and understand others

How well we do in each of these areas is what is now being defined as our Emotional Intelligence level.

The development of EI takes place between infancy and the late teens when the subconscious mind is in its programmable state. This coincides with the lifetime of a minor lacrosse player. Making changes after this time is possible, but is more difficult as will be attested to by older players who fight to control emotions in order to attain high performance levels.

How it all Fits

How players develop their EI is expressed in four motivational needs:

- Achievement
- Self-Determination
- Affiliation
- Sensation

Through the pursuit and achievement of these needs, players develop the emotional skills that lead to higher EI.

Coaches can stimulate emotional development by planning practices that will meet the need for achievement, self-determination, affiliation, and sensation, and in so doing will increase the fun, enjoyment, and motivation of the players. Also, everything that has been mentioned about being player centred, the Spirit of Lacrosse, playing to the rules, ethical decision making, and FairPlay, will affect the emotional development of the players.

TASK 6 List the characteristics of the players you would choose to be on your world-class lacrosse team. This list will represent the emotional skills that coaches must start to teach.

Practical Application

How to enhance the Emotional Intelligence of your players?

The objective is to show how task teaching, involving players in the parts of planning practices that affects them, and teaching players how to make effective decisions, ie., giving players time to play and learn on their own, satisfies their motivational needs and develops their emotional intelligence.

TASK 7 In the player centred approach to coaching, players are asked to set goals, participate in the planning of their games and drills and to evaluate the outcomes. They are given drills and games and then asked to find their own solutions to game problems. How does this approach to coaching support the motivational needs and develop the emotional intelligence of the players?

When players are playing on their own, how are the following needs met and the emotional skills listed on the previous page developed?

MOTIVATIONAL NEEDS	EMOTIONAL SKILLS LEARNED
Achievement	
Self-determination	
Affiliation	
Sensation	

The second way to develop emotional intelligence is to use the teachable moment, i.e. when players are angry, frustrated, depressed, discouraged or when they are putting themselves or others down, fighting or arguing, cheating or antagonizing, take time to show them how to gain control, channel their emotions and to plan positive strategies.

Developing Empathy, Self-Efficacy and Self-Esteem

As emotional intelligence develops so does self-esteem and self-efficacy and once players start feeling good about themselves they begin to understand the feelings of others.

Empathy is the recognition of the feelings of others is developed in lacrosse during team building and when teaching the principles of FairPlay: i.e. respect for self, others and the sport.

Self-efficacy is the belief that one's goals and dreams are achievable and is developed in lacrosse in the teaching of skills, and during games, i.e. never say can't and never give up and follow your dreams.

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 to Help Players Develop Confidence and Self-Esteem in Various Sport Situations

During a selection

- Meet with each participant individually.
- Reaffirm the strengths of each participant.
- Offer improvement strategies.
- Respect everyone's dignity at all times.
- Contact all parents in order to invite answer their questions.

When commenting or providing feedback about the practice

- Make simple and specific suggestions.
- Have the participants take responsibility for their actions.
- Encourage the participants.
- Be enthusiastic and constructive.
- Avoid giving the impression that coaching is a burden - have fun!
- Be as specific and thorough with your positive comments as you are with your corrections.
- Actively seek their contribution and input.
- Respect their opinion.
- Be flexible regarding your positions and opinions.
- Value their participation.

During a pre-competition talk

- Avoid dramatization; have the participants focus on their actions, not on the final result.
- Be enthusiastic and constructive.
- Acknowledge their feelings, and listen to them.
- Remind them of the things they do well.
- Express the trust you have in them.

After a competition win

- Always comment on the competition.
- Enjoy the victory.
- Emphasize what they did right.
- Discuss what can be improved.
- Acknowledge the efforts of the opponent.
- Refer to what lies ahead and how what was learned in this competition will contribute to future success.

After a Competition loss

- Acknowledge their efforts.
- Identify things done well and the strong points of the performance.
- Let them know specifically what can be improved.
- Ensure that participants learn from the defeat.
- Remind participants that there will be other opportunities, and that what is important is giving their best effort.

Indicators of Low Self-Esteem in Players

The following behaviours may indicate that a child has low self-esteem:

- He/she avoids performing a task or accepting a challenge, or drops out after an initial error or poor performance.
- He/she cheats or lies in order to avoid losing a game, or to avoid being perceived as a poor performer.
- He/she shows signs of regression by acting immaturely for his/her age.
- He/she becomes uncompromising in order to hide a feeling of incompetence, frustration, or powerlessness.
- He/she finds excuses ("The coach is stupid") or diminishes the importance of the event ("I don't like this sport anyway").
- He/she marginalizes himself/herself by losing or reducing contact with his/her friends, or with others in general.
- He/she experiences mood swings, is sad, cries, and/or has temper tantrums, is frustrated, or is silent.
- He/she expresses negative comments about himself/herself (e.g. "I never do anything well," "No one loves me," "I'm ugly," "It's all my fault")
- He/she has difficulty accepting compliments or criticism.
- He/she is excessively concerned about the opinions of others.
- He/she is highly influenced by his/her friends, even when the influence is very negative.
- He/she helps too much, or never helps at all.

Tips to Help Players Improve Their Self-Esteem

- 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.

TASK 8: In your own words, write a definition for self-esteem.

How is self-esteem developed in lacrosse?

List symptoms of low self-esteem and identify players who might need extra help in building self-esteem.

Describe ways to build self-esteem.

RISK MANAGEMENT

The information in this unit ***DOES NOT REPRESENT A FIRST AID OR TRAINERS COURSE***. Players must have both a psychologically and physically safe environment to play in and the priority is prevention. If, however, a player is injured, it is the coach's responsibility to make every effort to:

- Prevent the injury from getting worse
- Ensure that players get the best treatment possible
- Ensure that the most qualified person available takes charge of injuries
- Take measures to reduce the risk of it happening again.

It is highly recommended that the coach have either:
A minimum of a basic Sports First Aid Course and/or C.P.R.
 or
Take the CLA Level 1 Trainer Aide Program
 or
A certified trainer present at games and practices.

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.**

Injuries and the fear of injuries will:

- Have the potential for a chronic condition
- Effect the enjoyment for the game
- interfere with the development of the players

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

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 “reasonable 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 9 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.

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

By its very nature, physical activity can present some risk of injury. One of the key responsibilities of the coach is to manage the potential risks that present themselves during practice or competition.

TASK 10 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	

Medical History

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 any
- List of other activities and previous injuries.

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

Weather

- 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.

Equipment

- 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. chin straps done up.

Human Factors

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., teaching catching by first rolling and bouncing a ball by hand instead of throwing the ball head height.
- Design drills so that the loose balls end up on the boards instead of down the floor.
- Using assistant coaches 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 site at all times.
- Divide the playing surface into sections and use Assistant Coaches to supervise each section.

Medical History Card

Name: _____ Birth date: _____

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: _____

Immunization: Year of last tetanus shot: _____ Are corrective lenses required ☐ No ☐ Yes

List allergies and/or medications taken regularly:

Date card completed: _____

SIGNATURE OF PARENT OR GUARDIAN

Facility Safety Checklist

Facility: _____

Date: _____

Inspected by: _____

ITEM	ADEQUATE	INADEQUATE	CORRECTIVE MEASURES*	OBSERVATIONS
Playing surface and installations				
Dressing Room				
Team Equipment				
Individual Equipment				

*Corrections: 1-add 2-replace 3-modify 4-discard 5-clean 6-repair 7-check

Strategies For Managing Risk

<i>INFORMATION TO GATHER</i>	<i>ACTIONS TO TAKE</i>
<ul style="list-style-type: none"> • Risks of the activity • Participants' medical information • Participants' contact information in case of emergency • Facility safety checklist • Past injury reports 	<ul style="list-style-type: none"> • Planning • Designing an Emergency Action Plan • Inspecting equipment and facilities • Informing participants and parents • Supervising activities

Information to gather

- Phone numbers and addresses of the participants, their parents, the ambulance service, the police force, the fire department and the public safety service.
- Medical conditions of each participant (e.g. illnesses, allergies, disabilities, injuries), whom to contact in an emergency situation, and what the procedures should be in the event of an emergency (e.g. intramuscular injection with an EpiPen® for a severe allergic reaction, giving a specific medication).

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

Find out if 911 services are accessible from your facility or if there is medical support on site.

Summary Preventing sport-related injuries: what to do and when to do it

Before the season

- Have a medical profile completed for each participant
- Inform parents of possible risks
- Ensure facilities and equipment meet established safety requirements
- Create and fill in a facility safety checklist
- Review last season's injuries and/or common injuries in your sport

During the season

Before a practice or competition

- Inspect equipment and facilities
- Meet with the officials
- Prepare an Emergency Action Plan
- Plan specific safety measures for the practice/competition

During a practice or competition

- Inform participants of specific safety measures relating to activities, facilities, and equipment
- Ensure there is proper supervision
- Evaluate participants
- Ensure that fair play principles are followed

After a practice or competition

- Store equipment safely
- Fill in an accident report if necessary

After the season

- Keep an accident/injury report log

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

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 present, and there is no major bleeding)
- Wait by the injured person until EMS arrives and the injured person is transported
- 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

Emergency Action Plan Checklist

- | | |
|-------------------------------|--|
| Access to telephones | <input type="checkbox"/> Cellphone, battery well charged
<input type="checkbox"/> Training venues
<input type="checkbox"/> Home venues
<input type="checkbox"/> Away venues
<input type="checkbox"/> List of emergency phone numbers (home competitions)
<input type="checkbox"/> List of emergency numbers (away competitions)
<input type="checkbox"/> Change available to make phone calls from a pay phone |
| Directions to access the site | <input type="checkbox"/> Accurate directions to the site (practice)
<input type="checkbox"/> Accurate directions to the site (home competitions)
<input type="checkbox"/> Accurate directions to the site (away competitions) |
| Participant information | <input type="checkbox"/> Personal profile forms
<input type="checkbox"/> Emergency contacts
<input type="checkbox"/> Medical profiles |
| Personnel information | <input type="checkbox"/> The person in charge is identified
<input type="checkbox"/> The call person is identified
<input type="checkbox"/> Assistants (charge and call persons) are identified |

- The medical profile of each participant should be up to date and located in the first aid kit.
- A first aid kit must be accessible at all times, and must be checked regularly. See the appendices for suggestions on contents for a first-aid kit.

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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 Park: _____

Accident Report Form

Date of report: _____

Patient Information

Last name: _____ First name: _____

Street address: _____

City: _____ Postal code: _____ Phone: (_____) _____

E-mail: _____ Age: _____

Sex: ☐ M ☐ F Height: _____ Weight: _____ DOB: ____/____/____
D D / M M / Y Y Y Y

Known medical conditions / allergies: _____

Incident Information

Date and time of incident: _____

Time of first intervention: _____ Time of medical support arrival: _____

Charge person, describe the incident: (what took place, where it took place, what were the signs and symptoms of the patient): _____

Patient, describe the incident: (see above): _____

Event and conditions: (what was the event during which the incident took place, location of incident, surface quality, light, weather etc.): _____

Actions taken / intervention: _____

After treatment, the patient was: _____

☐ Sent home

☐ Sent to hospital/a clinic

☐ Returned to activity

Charge Person Information

Last name: _____ First name: _____

Street address: _____

City: _____ Postal code: _____ Phone: (_____) _____

E-mail: _____ Age: _____

Role (Coach, assistant, parent, official, bystander, therapist): _____

Witness Information

(Someone who observed the incident and the response, not the charge person)

Last name: _____ First name: _____

Street address: _____

City: _____ Postal code: _____ Phone: (_____) _____

E-mail: _____ Age: _____

Other comments or remarks: _____

[illegible]

Form completed by:

PRINT NAME

SIGNATURE

Sterile needles

These are used for draining blisters.

Sugar

Two packages of sugar or candy to be kept on hand for dealing with diabetic conditions.

Tape Adherent (i.e. Tuf-Skin)

This is usually available in a spray format and provides a skin preparation base which ensures that tape and band-aids will stick, even on a sweating athlete.

Telfa Pads

These non-adhering sterile pads can be used to cover exposed cuts and abrasions. They will not stick to the wound when they are being removed.

Tenser (Elastic) Bandages

Tenser bandages are useful for the application of pressure over soft tissue injuries (i.e. sprains and strains). The size of the injured area generally dictates the most appropriate tensor size.

7.5 - 10 cm - forearm, wrist, hand, ankle, and foot

15 cm - thigh, lower back, upper arm, shoulder, and knee

When soaked in cold water and used in conjunction with an ice pack, tensor bandages are effective, not only in maintaining pressure over the injured area, but also in helping transfer the cold from the ice pack to the skin's surface. Tensor wraps are useful for the application of pressure to a specific area of the body, however, they are not effective in providing support. They should never be worn when sleeping. Check the tensor periodically to ensure it is not wrapped too tightly and thereby cutting off circulation.

Tongue Depressors

These are useful as small splints for fingers and toes.¹ Taping two tongue depressors together with elastic tape provides an inexpensive alternative to tongue forceps. The rough outer surface of the elastic tape provides sufficient friction so that the tongue can be pulled forward and away from the air passage.

Towel

A clean towel can be used to apply pressure to an open cut or wound. A brown towel is better than a white one since blood does not show so dramatically on it.

Triangular Bandage

Typically used as a sling, the triangular bandage can also be used for securing, supporting, and applying pressure to injured areas.

¹ Coaches or Charge Persons without First-aid training should not be splinting. However, the equipment should still be in the First-aid box.

TECHNICAL PREPARATION

MODULE 4

GOAL: To prepare coaches to teach the fundamentals of the individual skills and team play of women's field lacrosse.

OBJECTIVES:

Coaching Competencies of the Competitive Coach include the ability to:

- Break down of fundamental skills of Women's Field Lacrosse
- Identify the common errors in performing the skills and provide feedback
- Understand the principles of offense and defense

INTRODUCTION:

Module 4 is designed for use by coaches at all levels.

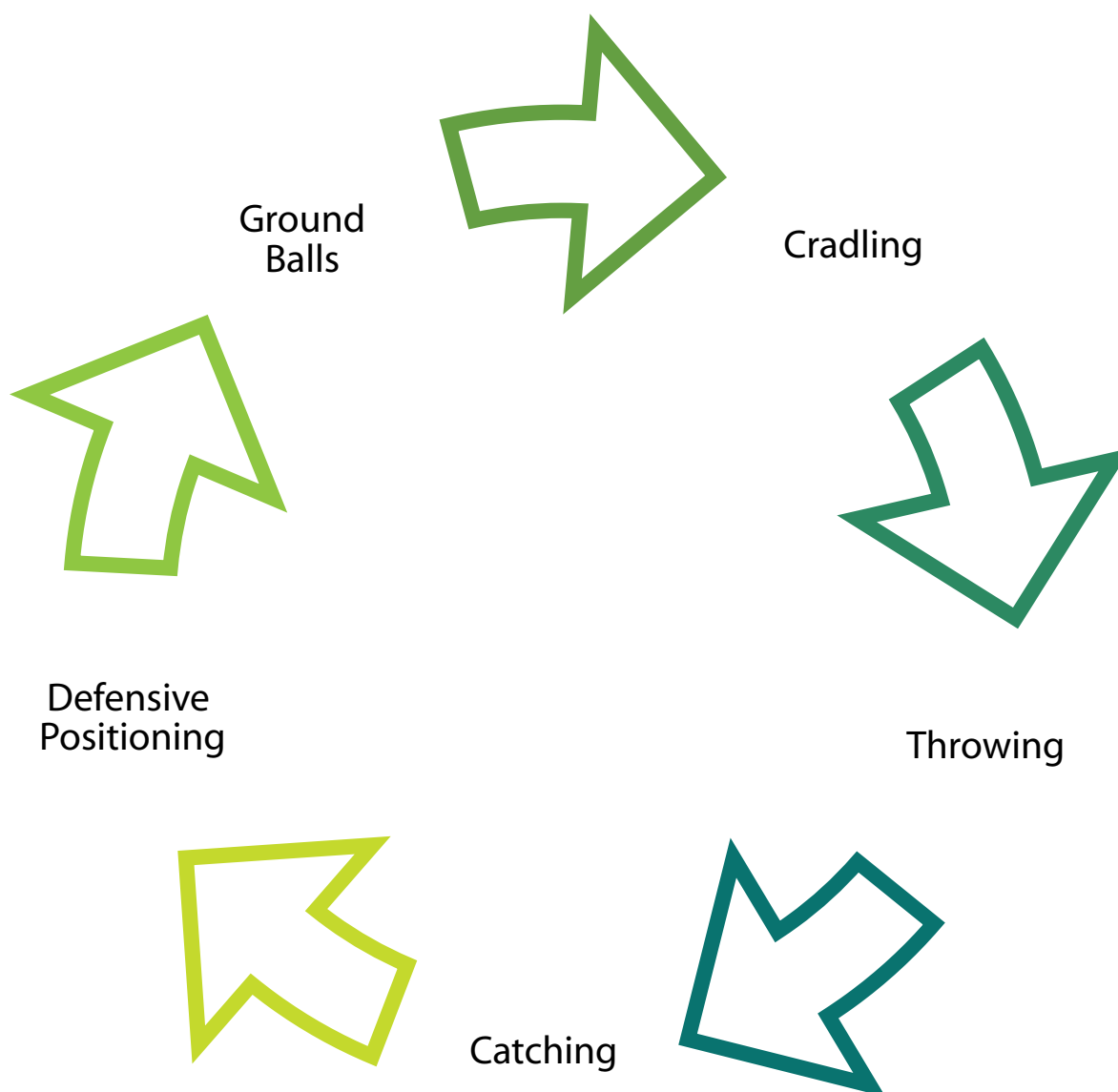
New coaches should not be intimidated by the amount of information or the complexity of it. All players have the ability to learn the concepts at a young age- they are like sponges for great and well taught information. Use this section to help break down the fundamentals of lacrosse.

5 FUNdamentals

THE FIVE FUNDAMENTALS

These 5 FUNdamentals are the foundation of women's lacrosse. All success stems from having these 5 things taught well and taught in a meaningful and productive manner. They all lead into each other and are a great starting point

All of these skills can and should be encouraged with both hands. Here are the fab 5 tips for each of the top 5 fundamentals. These are to help as a quick reference when teaching the fundamentals of lacrosse. For our newest players, it is vital that they learn these skills **while moving**. It will be an exercise in frustration, but they will have success eventually and that will easily transmit into game situations. Having these skills while stationary is counterproductive.



GROUND BALLS

Why are groundballs important?

All players at some point are going to miss a pass or drop a ball. For new players, this is where the ball will be most of the time at the beginning, so start here! The purpose of a ground ball is to gain possession of the ball.

FAB 5 :

1. Hands and butt low to the ground

Teach your players to get to the ground when picking up a groundball. Players should have bent knees and their butts should be low running through the ball.

2. Scoop through the ball

Teach your players to scoop through the ball and not to stop when they get there. Instruct players to extend their arms and push the head of the stick under the ball while moving towards the ball.

3. Box out

Players can and should use their bodies to protect the ball and their stick from an opponent while picking up a ground ball. Start this early, even without checking rules, as this is an easy habit to form and a nasty habit to break!

4. Lever- let the sticks help!

Our sticks are now amazing. Teach the players to use them as a lever to help gain control of the ball. Teach players to push their top hand down towards the ball while popping their top hand up.

5. Protection- teach this starting with the little ones!

Although not all players have stick checking, protection is a fundamental. Often when scooping a groundball players will have to switch hands in order to keep the ball protected from the other team. Teaching the motto "Shoulder, Shoulder, Ball" will help players understand that their shoulders need to be in between the ball and their defenders.

CRADLING

Why is cradling important?

Cradling is fundamental of the game to maintain possession of the ball. Players move and rock their sticks to keep the ball from falling out the shallow pockets. Cradling is used to keep possession but also to get ball ready to be passed or shot.

FAB 5:

1. The Grip

Teach your players to hold their sticks in so that they are comfortable. The top hand should be about a 1/3 of the way down their stick and their bottom hand on the bottom of their stick. Teach players to have soft hands, meaning they can move their hands up and down their sticks easily. Fingers are really the key to success when gripping a stick- not the palms.

2. Ear to nose

Women's field lacrosse players are taught to cradle in a more upright style. Box lacrosse players have a more vertical style, so teaching cradling with the words "Ear to Nose" is a great visual for athletes to reference.

3. Know that everyone will develop their own style

All players will find something that works for them. They will develop a rhythm and a style all of their own. Encourage players to have variety in their cradling asking them to move and use their cradle on the left hand side, right hand side, high, low, and across their bodies

4. Switching hands

This is now an absolute fundamental as it is an integral rule for the U-11 and U-13 games. There are several ways to switch hands- the pull (pulling the stick entirely onto one side and takes her bottom hand off to replace at the top), the slide (player slides bottom hand to top hand and replaces hand at the bottom) or the dip (player takes bottom hand off of her stick and dips her stick low to hand the stick to her free hand)

5. Teach your players to RUN with the ball instead of cradling with the ball...

Traditionally two hands on the stick has always been taught; however, the athletes are getting stronger and faster. Teach starting at a young age the power of the one handed cradle, especially in the midfield where there is room to run. Coaching focus is on how to protect their sticks when one handed and how to get 2 hands back on their sticks to move the ball.

THROWING

Why is throwing important?

Throwing/Passing the ball is essential to the game as it allows a teammate to advance the play up the field or move the play around in the attacking end to create a scoring opportunity.

Fab 5:

1. Hands and Arms- location, location, location!

As mentioned with the grip, players should have their hands about a 1/3 of the way down their stick and their arms up to really extend their arms to be able to pass/throw the ball.

2. “X” doesn’t mark the spot

Traditionally players were taught to follow through into their armpits, crossing their arms. This stops the follow through and the power in a pass. Teach your players NOT to cross their arms when passing.

3. Drag and Snap- drag the bottom hand through and snap the top wrist

Players will often push the ball off their shoulders- this is not the way to pass the ball. Instruct players to drag their bottom hand, so you can see the bottoms of their sticks and snap their top hand over. This will help eliminate the pushing motion.

4. Feet First!

Weight transfer is vital to throwing the ball. Teach fundamental footwork from the start the bottom hand foot is slightly forward and pointing towards the target. Players should pass on the move!

5. Follow through

If a player wants to hit a target, she needs to extend her top arm and point the head of the stick directly at the target. If she shorts her follow through or over extends it, the ball will not go to the intended target. This is a great coachable moment to help athletes move the ball successfully.

CATCHING

Why is catching important?

Catching is important for 2 reasons: 1- it allows your team to maintain possession. 2- it allows players to move the ball up the field more quickly and efficiently than simply running. Catching is also a Fundamental as it is an integral rule for the U-11 and U-13, since those players need to pass and attempt a catch before scoring.

Fab 5:

1. Targets out and ready-

Teach your players to have their stick in a position as a target for the passer to hit. Teach your players to put their sticks up and where they want to receive the pass

2. Keep eyes on the ball-

Players should track the ball with their eyes in to their sticks.

3. Give with the ball- soft hands!

Teach players to bend the arms and knees to “give with the ball” to initiate the cushioning action. This will help with catching success!

4. Move to the ball-

Teach your players to catch on the run, moving to the ball. There are 2 great reasons for this 1- players will instinctively move back from the ball to catch the ball low near their knees- moving forward doesn't allow this to happen. 2- If a player miss the catch, they will be moving towards to the ball to scoop it up.

5. Keep on it-

If player misses the catch- have them scoop up the ground ball! Even in practice, don't let players just stop on the ball. Create a habit that if they miss a pass, they scoop a ground ball.

DEFENSIVE POSITIONING

Why is defensive positioning important?

One of the hardest, most fine-tuned and technical parts of the game is playing defense. Teach the fundamentals early to create strong defensive habits. Everyone is a defender regardless of their position, as everyone is involved in getting the ball back when your team doesn't have it!

Fab 5:

1. Low and athletic-

Defense is the tough, gritty part of the game. Athletes should be low, knees bent and chest high, in an athletic, powerful stance.

2. Arms out establishing space-

With the youngest players the idea of hugging a tree is useful to create the amount of space that their arms should be out to establish and maintain their space as a defender.

3. Stick on Stick, Hip to Hip-

In U-11 and U-13 there is limited or no checking so mirroring stick to stick and matching hips to hips is a great way to slow down their attacker to play sound and technical defense.

4. Half step to then stick.

Teach your players to take a half step towards the opposition's sticks as it will force them to play on their "weak" side without compromising positioning.

5. Eyes on the hips-

Players will always want to watch the ball. That's where they will get beat. Train players to watch the hips of their "check" so they don't fall for the nifty dodges!

The Fundamentals of Defense

"Position" is Everything

When your team is on defense, encourage your players to think of "creating turnovers". They should be looking to force their opponents to make a mistake and be in the right position to gain possession.

The basic fundamental of defense is footwork. Defenders use their feet to slow, contain and direct their attackers by using their feet! Teaching fundamental defense, breaking down players approach to the ball, understanding how to take away space and not give lane all comes down to feet!

Although a stick check is often perceived to be the best way to gain possession of the ball, it is an advanced skill and can only be performed once a player understands and can demonstrate proper defensive positioning and it is not legal in U-11 and is modified in U-13.

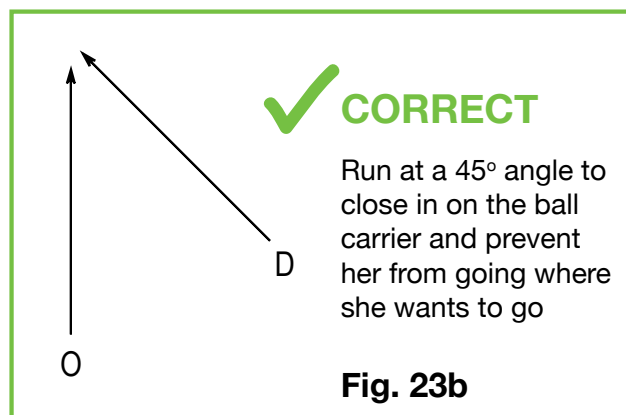
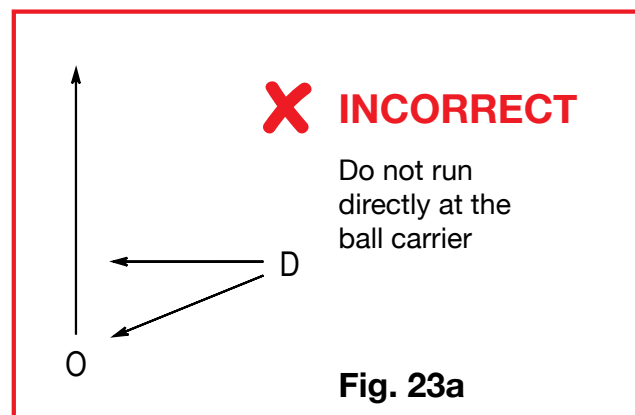
Good Positioning Creates Turnovers

A defender who is in the right position is ready to:

1. force her opponent to make a bad pass
2. intercept or knock a pass down
3. force her opponent to go in a different direction taking her out of position to receive the pass
4. force her opponent to take a pass in an awkward position and possibly drop it

Getting into Position

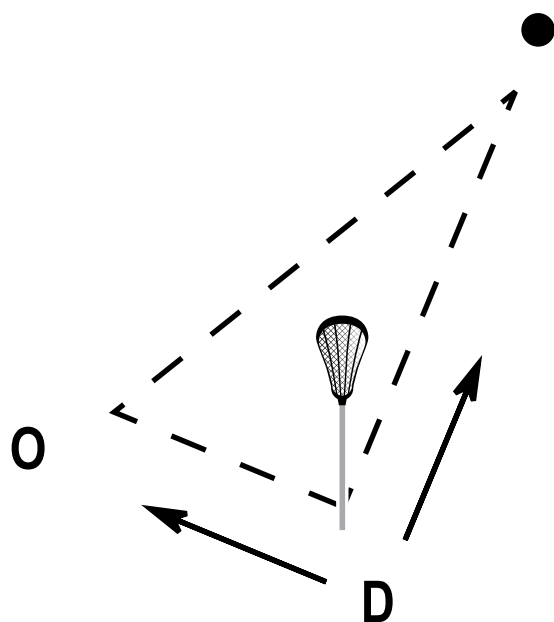
Close in on the ball carrier (O) to get position – don't run at the opponent to play defense.



Feet + Body + Stick = Good Positioning

A defender should always be aware of the position of her feet, her body, and her stick.

	ON-BALL	OFF-BALL
Feet	Facing the same direction as her opponent is moving, unless defending in the fan, where they may be opposite.	
Body	<ul style="list-style-type: none"> - hip to hip when running in open field - between her opponent and where her opponent wants to pass 	<ul style="list-style-type: none"> - between her opponent and the ball (see Defensive Triangle) - between her opponent and where her opponent wants to go
Stick	<ul style="list-style-type: none"> - vertical - at the near shoulder of the ball carrier 	<ul style="list-style-type: none"> - between her opponent and the ball (in the passing lane) - in the hand closest to the ball



The Defensive Triangle

“See ball, see girl” - Out of her peripheral vision, a defender (D) should be positioned so that she can see where the ball is **and** where her opponent (O) is.

Stick Checking

What is a Stick Check?

To hit, or dislodge the ball from the opponents stick in a safe, legal manner by using controlled stick-to-stick contact.

How to...

- All checks must be under control. Always. No exceptions.
- All checks must be “down and away”, never towards an opponent’s body, face or head.
- Slide top hand to just under a 1/3 of the way down.
- stay on the balls of the feet and maintain balance in order to change direction quickly and keep legal body position
- Top hand strikes downward forcing the head of the stick down towards the head of the opponent’s stick
- after a firm, quick, controlled check (always away from the ball carrier’s body), the stick retracts towards a vertical position

PATIENCE is KEY!

Good defensive body positioning can cause the ball carrier to drop ball or expose stick to check without fouling. If a player fouls while stick checking it is a MAJOR foul and can lead to cards.

Fundamental Team Defense

Marking

Marking is the defensive position a player takes on her opponent. This position should make it difficult for the opponent to:

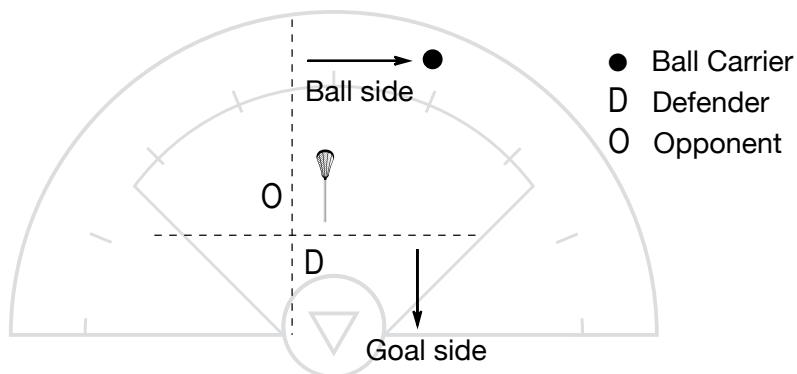
1. Maintain control of the ball
2. Pass the ball
3. Gain possession of the ball
4. Maintain speed with or without the ball

Off Ball Marking

The act of defending an opponent who is not carrying the ball is called "Off Ball Marking".

1. IN THE DEFENSIVE END

"Ball side, goal side" - a defender should position herself between the goal she is defending and her opponent. She should also move slightly left or right of her opponent toward the ball.



GENERAL RULE #1:

A defender should always have her weight distributed on the balls of her feet, ready to anticipate movement in any direction from her opponent. Remember: FEET FIRST!!!

GENERAL RULE #2:

A defender should always have her stick up high and ready

- a) if the attacker is one or two passes away from the ball, the defender should be within a stick length of her opponent
 - b) if the attacker is more than two passes away from the ball, the defender should position herself 2 or 3 steps off her opponent toward the ball as her opponent is not a threat to receive pass at this point.
- a) if the attacker is one or two passes away from the ball, the defender should be within a stick length of her opponent
 - b) if the attacker is more than two passes away from the ball, the defender should position herself 2 or 3 steps off her opponent toward the ball as her opponent is not a threat to receive pass at this point.

GENERAL RULE #3:

The closer your check is to the ball carrier the tighter she should be marked.

COMMON ERRORS

- defender stands too close, eliminating the defensive triangle, and does not have enough time to react
- defender not marking close enough
- looking only at player or ball and not keeping an eye on both
- defender does not have stick high enough in passing lanes

2. IN THE MIDFIELD

- defender should position herself “ball side”, and in a position to “see ball, see girl”.
- the defender should have her feet positioned in the same direction that her opponent is running; the upper body remains facing the opponent rotating at the hips to allow her feet to run with opponent.
- as opponent gets closer to attacker with ball and becomes a threat to receive a pass, the defender must mark tighter.

COMMON ERRORS

- defenders playing too close to attacker who is not a threat to receive pass
- focusing only on the ball or the attacker
- not anticipating overthrows, or possible interceptions
- not taking into account the speed of opponent

3. IN THE ATTACKING END

- All players, are defenders. In the attacking end, it is the Ride or Re-Defending.
- Players should react quickly to either find a player or drop into the Ride Tactic being used
- `AQ1` Slowing down the ball is the ultimate goal- this give teammates a chance to mark up and get back down to the defensive end
- All defenders in the attacking end should have a mentality to “hunt” the ball to slow it down.

On Ball Marking

The act of defending an opponent who is carrying the ball is called “On Ball Marking”.

1. IN THE DEFENSIVE END

- defender should be positioned within arm's length of opponent, on the balls of their feet (if too close to opponent, defender will not have enough time to react to attackers moves)
- defender positions her body and stick in a position that enables them to direct the attacker (this puts the defender in charge and reduces the possibilities the attacker has)
- the defender should position herself to direct the attacker to the outside of the field away from the critical scoring area
- it is important for the defender to keep her stick up in a vertical position in order to prevent a pass, knock down the pass, or be ready to stick check her opponent when the opportunity arises

2. IN THE MIDFIELD

- defender should be positioned hip to hip to her opponent half a step ahead of her, with her feet headed in the same direction as attacker.
- determine the strategy you want to use:
 - a) force the attacker to the sidelines, hopefully, reducing passing options
 - b) force attacker to her weak side, hoping to force her to slow down, and put more pressure on her defensively. This allows other defenders time to anticipate and react to intercepting the pass.
- defender must keep stick up to:
 - a) direct attacker
 - b) prevent pass from being made
 - c) knockdown pass

3. IN THE ATTACKING END

- Defenders in the attacking end need to break out seeing what is happening around them
- Once they are on ball, players should focus on getting into the hands of the ball carrier. This means taking an angle that makes the ball carrier slow down and then getting their stick up and on their hips to avoid the easy long pass
- This is not the time for checking- attacking end fouls create odd-player rushes all over the field.

Team Defense Summary

1. Feet First! Solid defense starts from the ground up.
2. Stay "Goal Side" with your check
3. Support the ball – if the attacker is one or two passes away from the ball carrier, the defender should play tighter on her check.
4. Communicate – You can't teach your team to talk too much...
5. Protect the Goal and the Goalkeeper- teach your team to check in and protect the critical scoring area.

1 Beginner	2 Beginner- Intermediate	3 Intermediate	4 Intermediate -Advanced	5 Advanced
<ul style="list-style-type: none"> a) introduce goaltending to interested players b) good 1 v 1 defense with emphasis on body and stick positioning, while forcing player weak side c) learning off ball defensive positioning d) determining one's check and what hand they play before the draw e) knowing the importance of a good, legal stick check f) importance of refraining from fouls g) communication skills h) understanding that defense is played by everyone on the field when the other team has the ball – defense starts in the attacking end when the ball is turned over 		<ul style="list-style-type: none"> a) pressuring the clear b) midfield defense – defense wing interchange c) good defensive positioning – on and off ball d) introduce double teams e) forcing attacker weak side with concept of setting up for the double team f) off ball defenders watching for double team opportunities g) defending against picks and screens h) introduce defensive slide, when defender goes to help on the ball i) introduce more key phrases to improve communications skills j) defending man down situations k) goaltenders to improve ability to throw ball further on clears 		<ul style="list-style-type: none"> a) defenders' focus, patience, and alertness improves as attackers improve b) defending against top shooters – developing a game plan to shut them down c) improving ability to defend 3 v 2 and 2 v 1 at higher speeds d) being more aggressive in using double teams e) constant communication f) defensive strategies for lost draws g) developing and implementing zone defense, giving defenders the opportunity to change style of defense against opponents forcing them to adjust h) goaltenders to develop skills – to face more variety of shots, harder shots, shots from more angles a stall i) breaking/pressuring a stall

GOAL TENDING

Purpose: *Keep the ball from going into the net.*

STICK USE:

The goaltender should use the head of their stick to make the save. Top hand placement is at the top of the stick, where the head meets the shaft. Bottom hand 6-12 inches down from the top hand. Head of the stick is up and held between the shoulder and head of the Goalie, out in front of the body. This enables the goaltender to see the ball in the stick on every save.

BODY PLACEMENT:

Feet are shoulder width apart and even, weight is on the balls of the feet. Stance is off the goal line 3 to 4 small steps. Goaltender stays steady on their feet in order to move toward each and every shot. Stay away from bouncing or hoping. Head of the stick, toes, knees, hips and shoulders face the ball, staying square to the ball at all time. Knees are bent, back straight.

BODY MOVEMENT:

Small side steps are used to follow the ball on the field. Movement from post to post happens in a semi circle 3 to 4 small steps out from the goal line. When playing on the post of the goal, ankle should be next to the post, not in front or behind. Do not lean on the post, have ankle, hip, shoulder next to the post. When the ball is between the 11 and 15, play on the post. Once the ball passes the 11, post foot moves off the post and steps out off the goal line, inside foot follows and movement continues as the ball moves. Make sure to keep body and stick square to the ball. For all shots, move the head of the stick towards the ball. Stick goes first and then feet follow. Step towards the shot with one foot and then the other, making sure to stay balanced.

BEHIND THE NET:

When the ball goes behind the net, turn and face the ball. Step back off the goal line. Stay in the centre of the net with the head of the stick up. Bottom hand is at the bottom of the stick and top hand half way on the shaft. Head of the stick is half over the cross bar with the ability to extend farther to intercept passes.

COMMUNICATION:

Goaltenders should be calling out where the ball is on the field. Split the field in half, Right and left. These sides stay the same when the ball goes behind the net. Once the goaltender is consistent with calling out where the ball is, more communication should be added. They can call crashes, direct their defence to push to help, call doubles and switches, as well as picks and screens. Add each communication part slowly, the defence and goaltender work together as a unit, making sure to hear each other.



GOALTENDING TIPS:

- Watch the player's stick to see the ball. The ball will come out the top of the stick on a shot. Learn to track the ball through the air. Always watch the ball.
- The goaltender's job is to watch the ball and move towards the shot, keeping their body square to the ball. The save should be made with the head of the stick.

SEEING THE SHOT

- watch the ball in the shooter's stick (not the shooter's eyes)
- find the point of release

MAKING THE SAVE - "USE YOUR STICK"

High Save

- keep the body and stick in line with the shooter and expose the largest surface area of the stick to the ball
- see the ball leave the shooter's stick
- initiate the save by reaching the stick out to ball- LEAD with the stick then FOLLOW with the step [Fig. 30a]
- step towards the ball (with the foot closest to the attacker or the ball) then bring trail foot up immediately [Fig. 30b] – don't step flat or back
- pop the ball – avoid trying to catch the ball or make a sweep save
- control the ball in the crease



Fig. 30a



Fig. 30b

Bounce Save

- keep the body and stick in line with the shooter
- anticipate the bounce location
- stick drops quickly and directly down in front of the body (in a straight line – does not sweep out and around) [Fig. 31a]
- step towards the location of the bounce
- stick head meets the ground and stays perpendicular to the ground (vertical) [Fig. 30b]
- the pocket of the stick faces out and the head of the stick stays perpendicular to the direction of the incoming ball
- stick is positioned in front of the body and between the legs (in case the ball gets past the stick, the body is there for the save)
- head and shoulders are over the stick and ball, knees are bent
- block the ball then trap – avoid the sweep save



Fig. 31a



Fig. 31b

CLEARs

Offense begins the moment your team has regained possession of the ball. In many cases this will be after your keeper has made a save or your players have created a turnover deep in their own end.

A Clearing Pass is a basic way to initiate your attack to move the ball quickly out of your end.

The goalkeeper generally initiates the clear using the safety of her crease to make a pass. Players cut away from the goal for a pass, drawing their defenders with them and away from the critical scoring area.

CLEARING DO's & DON'Ts

DO's:	DON'Ts
<ol style="list-style-type: none"> 1. The goalkeeper should call out "clear" very loudly when she is ready to make a pass so players can react appropriately 2. Players must cut out and away from the centre of the field (the critical scoring area) to receive a pass towards the outside of the field 3. Time the cuts so the goalkeeper is ready to pass as the player has beaten her defender 4. Have one player act as the "safety". This can either be a designated player or the lowest off-ball player i.e., if the ball is passed to the right side of the field, the person closest to the goal on the left side draws into the middle of the fan as a "safety" in case a pass is intercepted and the play comes back to the goal. 5. Teach your team to work Smart. If their original pattern isn't working. Plan B should be to come together with a teammate to work together to get open. 	<ol style="list-style-type: none"> 1. Give the defense time to react and get to their checks. React quickly to move the ball out 2. Clear to a player anywhere in the 15m fan; cutters should NEVER look to receive a pass in the critical scoring area 3. Stand still. Find a teammate and work together

DEFENDERS:

cut to a lower spot, clearing space and taking players with them, should be ready for a quick pass if open.

MIDFIELDERS:

cut to high spots, around the restraining line, and cutting back to the ball, these are often the second pass once the ball has cleared to the lower players. One player should also run straight up the field looking to get ahead of the rest clearing out to cut back and be a third pass on the clear. This pass often happens within the area of the two restraining lines in the mid field.

CLEARING TIPS:

- all players should be ready to receive the ball at all times, players should be looking back so they can get the ball when they are open
- cut away and back to the ball
- clear space in the centre of the field, spread out and use all of the space.
- goaltender starts the clear
- use each other to get open, change directions and speed to get away from your defender make the clear outside of the 15

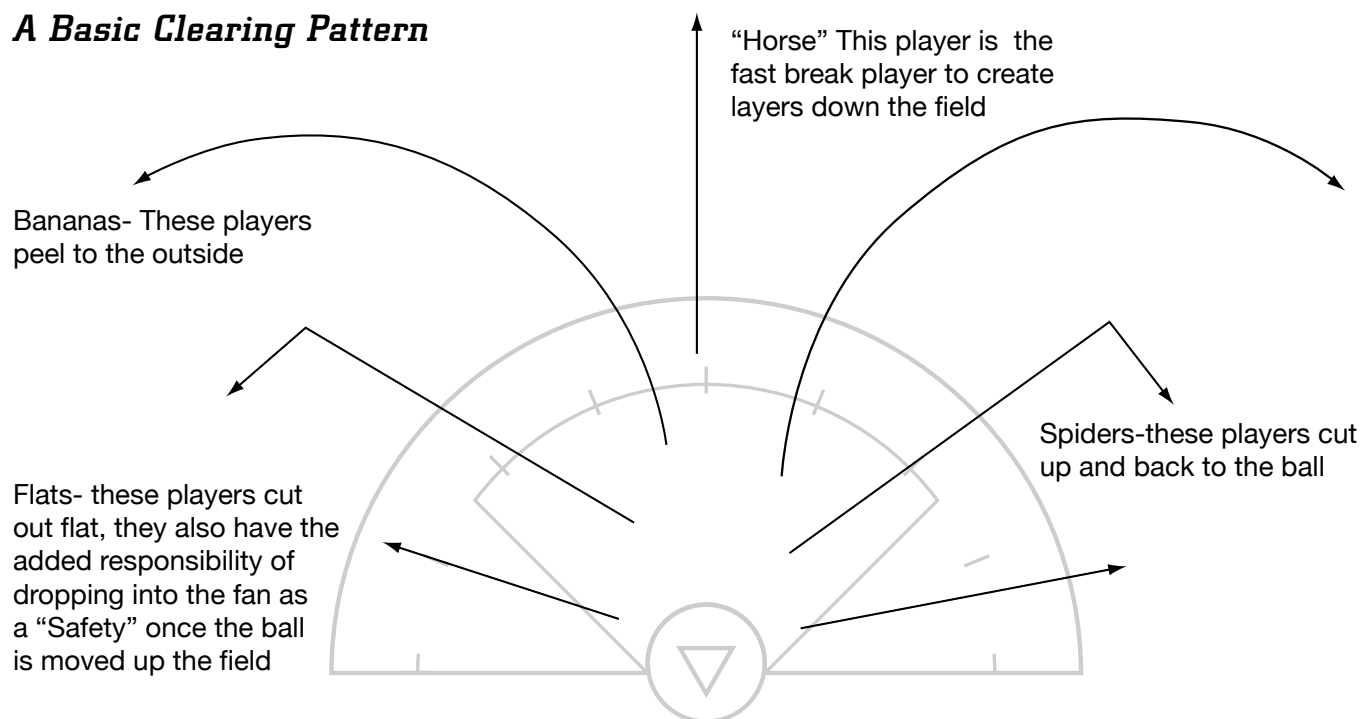
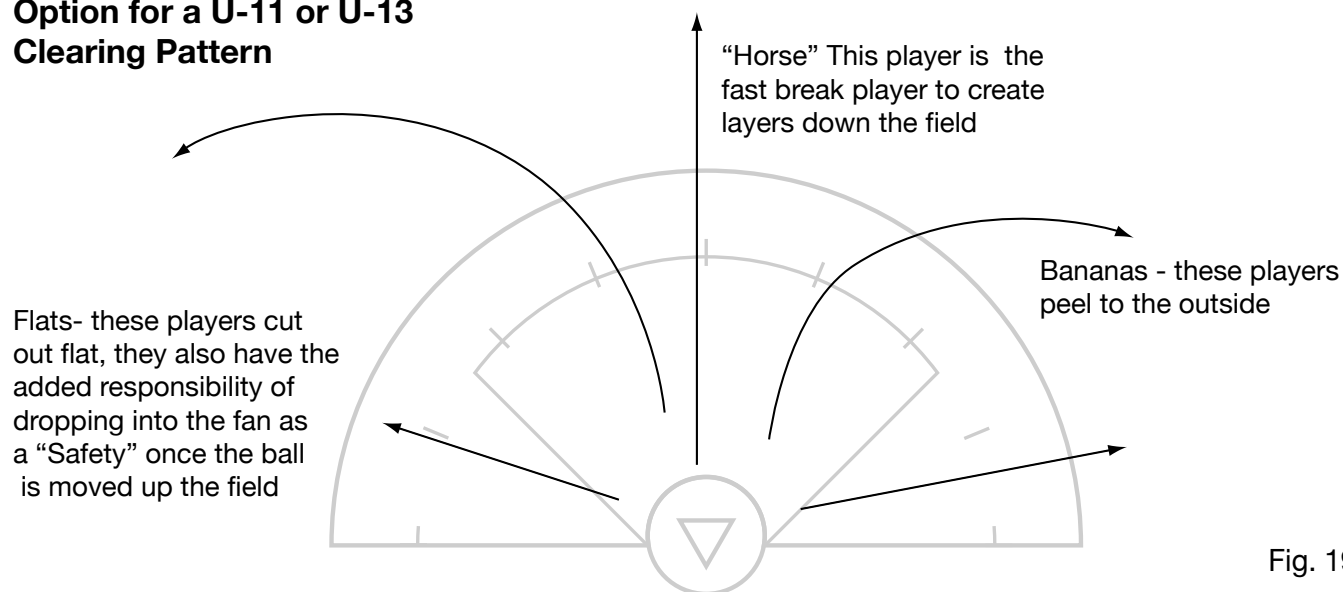
A Basic Clearing Pattern**Option for a U-11 or U-13 Clearing Pattern**

Fig. 19

Players behind the restraining should be ready to move and be a part of the transition into attack. They should be doing "homework" cuts away from the ball and come to the ball when they are ready to receive the pass.

A fast break is ideal as a transition into attack, but at times a slow break is the only option. It is important that you teach your players to keep the ball safe in transition and also remind them, that just because they have crossed the ball over the restraining line to the attacking end, that stopping at the line is NOT the safest or smartest play.

Playing Offense

The main objective in the game of lacrosse is to gain possession of the ball and put the ball in the opposition's goal cage.

Smart Cuts + Accurate Passes = Possession

Level I will focus on two basic team offensive tactics:

1. Clearing the Ball
2. Setting up a Balanced Attack

2. A BALANCED ATTACK

When the ball is quickly advanced up field from a clear, a fast break (man-up) situation may occur, and if a good scoring opportunity results, a shot should be taken. However, if the opportunity for a good shot is not immediately there, players should look to settle the play by:

1. Taking the ball behind the net [see 1H in Fig. 20]
2. Balancing the field

The players can then begin to work together to create good scoring opportunities by cutting through the fan one at a time. This basic attacking strategy takes time to develop. Timing and communication between players is key.

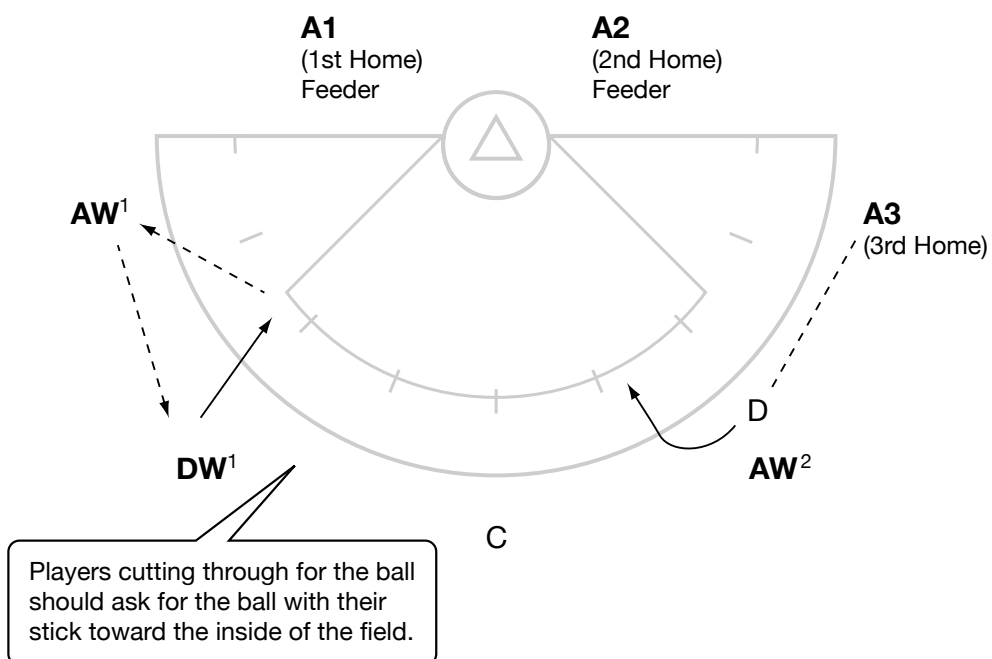
Why Balance the Field?

1. to spread the defense out
2. to create open space for cuts to be made in the critical scoring area
3. to give the team time to settle down and prepare an attack

Balanced Two-Feeder Offensive Set

In this set up, the feeders take the ball to the side or behind the net where they have extra space and time to look to complete a pass.

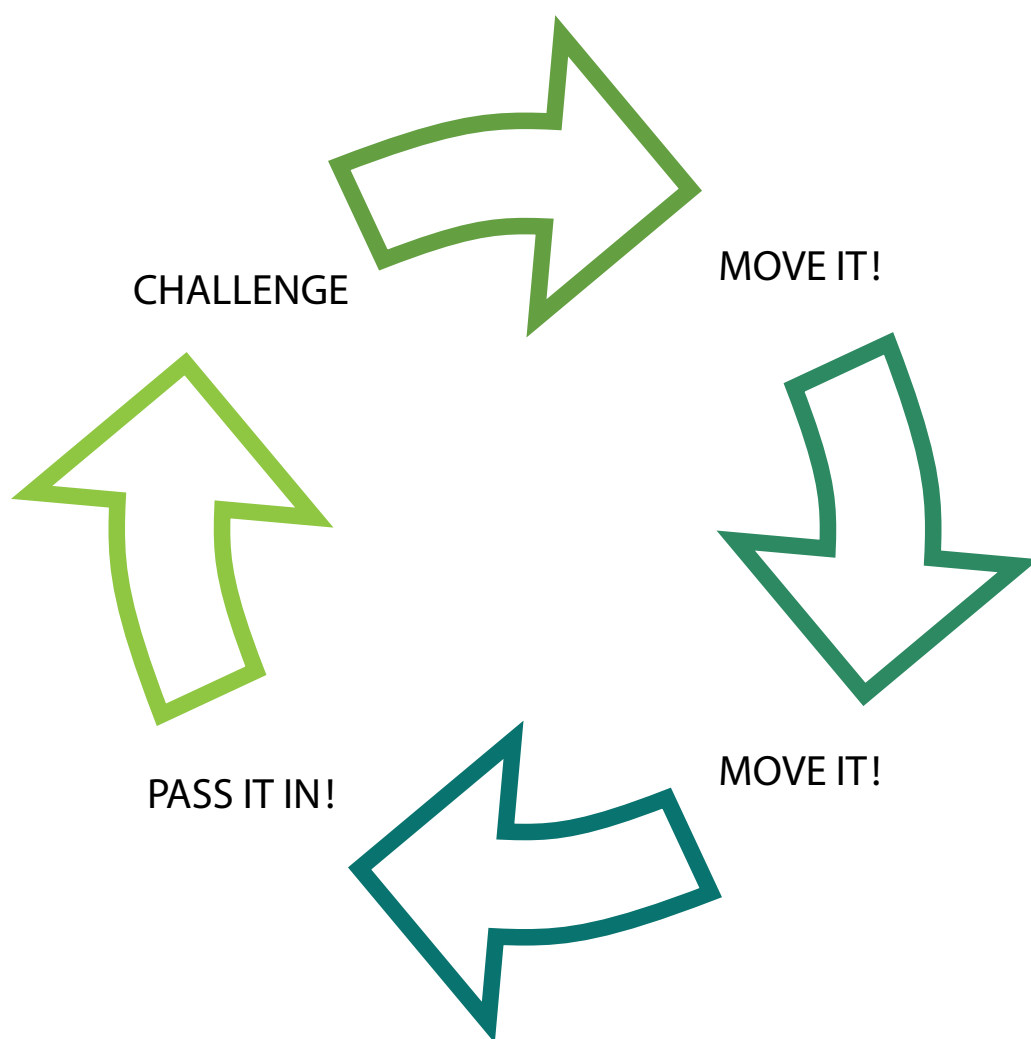
This works the same for U-11 and U-13, just eliminate the elbow players on the outside!



MOVEMENT ON ATTACK

As the ball transition's on to attack, every player should be a threat. For a basic motion attack, follow the simple motto of:

- **Challenge** – This means the ball carrier dodges or make a move to the net. If that is not an option...
- **MOVE IT** – make pass to an outlet who has done a homework cut to receive the ball... look to drive, if not...
- **MOVE IT** – the quicker the ball is swung the harder it is to defend
- **Pass it in** – this is to a player (normally opposite the ball) who has made a strong, well timed cut into the fan. If that is not there, then start again with a strong challenge!



PICKS

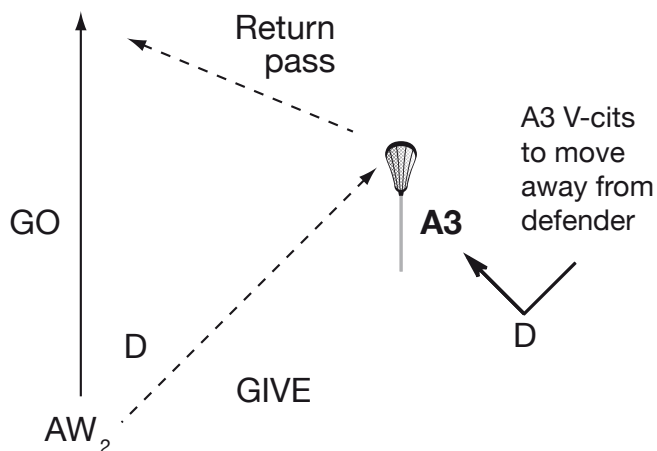
Players can work one-on-one against their defender to get open for a pass (ie., use a dodge, fake or V-cut), or they can use a “pick” to help a teammate get open. To set a legal pick, players must make sure that:

- she comes to a complete stop when she sets the pick
- she is within the visual field of the defender
- The defender has time and space to stop or change direction

The “Two-Player” Game - Teaching players to play with a “partner” on attack is a great way to put several intricate pieces of a motion attack together without having to over coach. Introduce players to these basic Two-Player movements. These can happen from the top of the fan, from the elbows, from behind or right inside the fan in front of the goal.

GIVE & GO

- in Fig. 21 the ball carrier AW_2 looks for open teammates
- passes to open teammate (A3) leading her stick away from the defender (D) (GIVE)
- as soon as the pass is released, AW_2 cuts away from her defender (GO) and gives a target for a return pass
- cuts can be in any direction
- players must react to field situation to optimize the give and go
- remember all players are continually moving



Draw & Dump - this is the idea that the ball carrier will challenge hard to the net with the intention of drawing a second defender. Her partner then gets herself in a lane to receive a little dump pass.

Cleaning through on the strong side - as a player is challenging strong side up, her partner clear the space to give her more room to attack.

Popping back to the ball - cutting away from the ball but flashing back inside to receive the ball

Working a “wheel” around the crease - following each other around the crease, working opposites, using the net and crease as a friend not a foe, are all great way for players to work together and get open down low.

The two player game leads to double teams...

Recognizing & Reacting To A Double Team

- move to avoid the defense if you see two defenders moving to cover you
- if it's too late and the double team KEEP YOUR FEET MOVING.
- If you need to, turn your feet and RUN out of the double team.
- players who see a double team forming must communicate it to their teammates
- the player who's check moves to double must take the initiative to get open for a pass
- protect the ball
- always keep your head up and watch the play developing ahead of you

CUTTING

1. Cuts should be made only when the passer is ready to pass (make eye contact)
2. Cutters should work away from where they want the ball (if they want it inside, they should work outside of the fan)
3. Cutters should have their sticks up asking for the ball and be prepared to catch
4. Cutters should always be perceived as a threat no matter what your role is in the play. Cut like you mean it!
5. If you don't receive the ball clear out of the marking area (11m) as fast as you go in and look to keep the field balanced

SHOOTING

A good shooter creates scoring opportunities to enable her to score often, by habitually using the 4 "P's".

Power – Using stick, hands, weight transfer and wrist snap to shoot the ball with velocity

Poise – a great attacker is smart and takes her time with the ball that everyone worked so hard to transition to the attacking end.

Placement – aim for openings in the net and really focusing on the mesh to ensure that shots are goals.

Practice – Players should try a wide variety of shots (Overhand, $\frac{3}{4}$ arm, sidearm, riser, short stick, back hand, behind the back etc.) in practice before attempting them in games!

Team Offense Summary

PRINCIPLES

1. Patience and control – possession is key.
2. Movement - continuous, ball & feet!
3. Passes – short, sharp, accurate
4. Balance – spacing of attackers will spread the defense creating more scoring opportunities; utilize a player behind the goal
5. Be a threat – attackers must always “look” like a threat to score
6. Communication – both verbally and non-verbal (eye contact); “ask” for the ball when open; indicate support to ball carrier
7. Work in pairs! Two are always better than one!
8. Shooting – attackers must work to take the shot that provides the best opportunity to score

1 Beginner	2 Beginner- Intermediate	3 Intermediate	4 Intermediate -Advanced	5 Advanced
a) a basic clearing pattern b) cutting back to the ball c) move the ball up the field by passing it, rather than running it d) a basic balanced offensive formation/pattern e) off ball play f) the give and go to create offensive opportunities g) basic offensive terminology h) recognize and react appropriately to a double team i) goaltender clear to an open teammate		a) developing a variety of clearing options b) develop midfield transition using a variety of cuts, give and go's trail passes (use the 3 option pass guideline) c) developing a repertoire of shots d) from a balanced attack, emphasizing movement in the form of cut and replace e) the use of picks/screens f) developing crease play g) attacking in a 2 v 1 and a 3 v 2 situation h) recognize the open player resulting from a double team i) recognizing a man up situation and reacting to it (5 v 4, 6 v 5; isolating a 2 v 1 or 3 v 2) j) strategies to gain control off centre draws k) strategies to gain control off throw-ins l) goaltender improves and lengthens clears		a) increasing variety of clearing patterns – including fast break b) cross-field passes to change the point of attack c) improving midfield transition, trying to create man up situations d) continuing to build patterns and plays in offensive end using cuts, picks, screens, etc. e) fine-tuning all aspects of team offense, and increasing the ability to play the game at the highest speed and intensity level f) developing plays from possession after the centre draw g) set up plays for top shooters h) shooters refining “bread & butter” shots i) learning to play a possession game for the purposes of using the clock, taking the last shot

Special Situations

DRAWS

Traditionally this was thought to be all about power, but we now know it's about hand speed! The draw becomes increasingly important as players progress through the game.

What is a draw? It...

- start the game
- restart the game after goals
- taken by the centres
- must have one toe on the centre line
- Has sticks, open to their own goal, held horizontally around waist level

Players on the circle are very important in fighting of the ball either in the air or on the ground. Developing a competitive edge can be done in practice! Set draws and play them out for time so your players feel what the draw is like before starting your season.

THROWS

- result in the event of:
 - a) simultaneous fouls, ie., two minor or major fouls called at the same time
 - b) two opposing players equidistant to the ball when it goes out of play
- two players line up side by side one metre apart, each closest to their own goal
- umpire stands 4-8 metres in front of them and as they blow the whistle, the ball is thrown with a short high arc towards the players, they catch it as they move in toward the game.

FREE POSITION

- awarded to the offensive team as a result of the defense committing a major foul within the 11m arc. All of the following rules are applicable for all levels of the game.

Alignment and Tips for a Free Position

SHOOTER

- lines up at the closest hash
- can run, pass or shoot the ball
- should hide the ball from the goalkeeper's view
- relaxation techniques are helpful here

OTHER PLAYERS

- clear 11m arc (body and stick)
- defense who are within 4m of the foul can take the next closest hash mark to the shooter
- defense can move to block a shot with their stick or prevent a drive but cannot move into the path of the ball carrier looking to shoot on goal

MENTAL PREPARATION

MODULE 5

GOAL: To give coaches an introduction to the skills of relaxation, positive self-talk, emotional control, visualization/mental imagery and concentration.

OBJECTIVES: *The competent Community Coach will be able to:*

- Use relaxation techniques to reduce tension in the execution of skills
- Promote positive self-talk techniques
- Use and teach emotional self-control techniques
- Use mental imagery to teach skills and movement patterns
- Develop player concentration skills

INTRODUCTION:

Like the technical skills, mental skills have to be learned and practiced. The more they are practiced, the stronger they become. Over time, players (and coaches) develop the ability to use these skills, incorporating them as needed throughout their training and competition. Initially, coaches must help identify the appropriate mental skills to be used by their players under different circumstances. It takes years to fully develop these skills.

At the Community Level, coaches are providing an introduction to the skills as a natural part of their practices by:

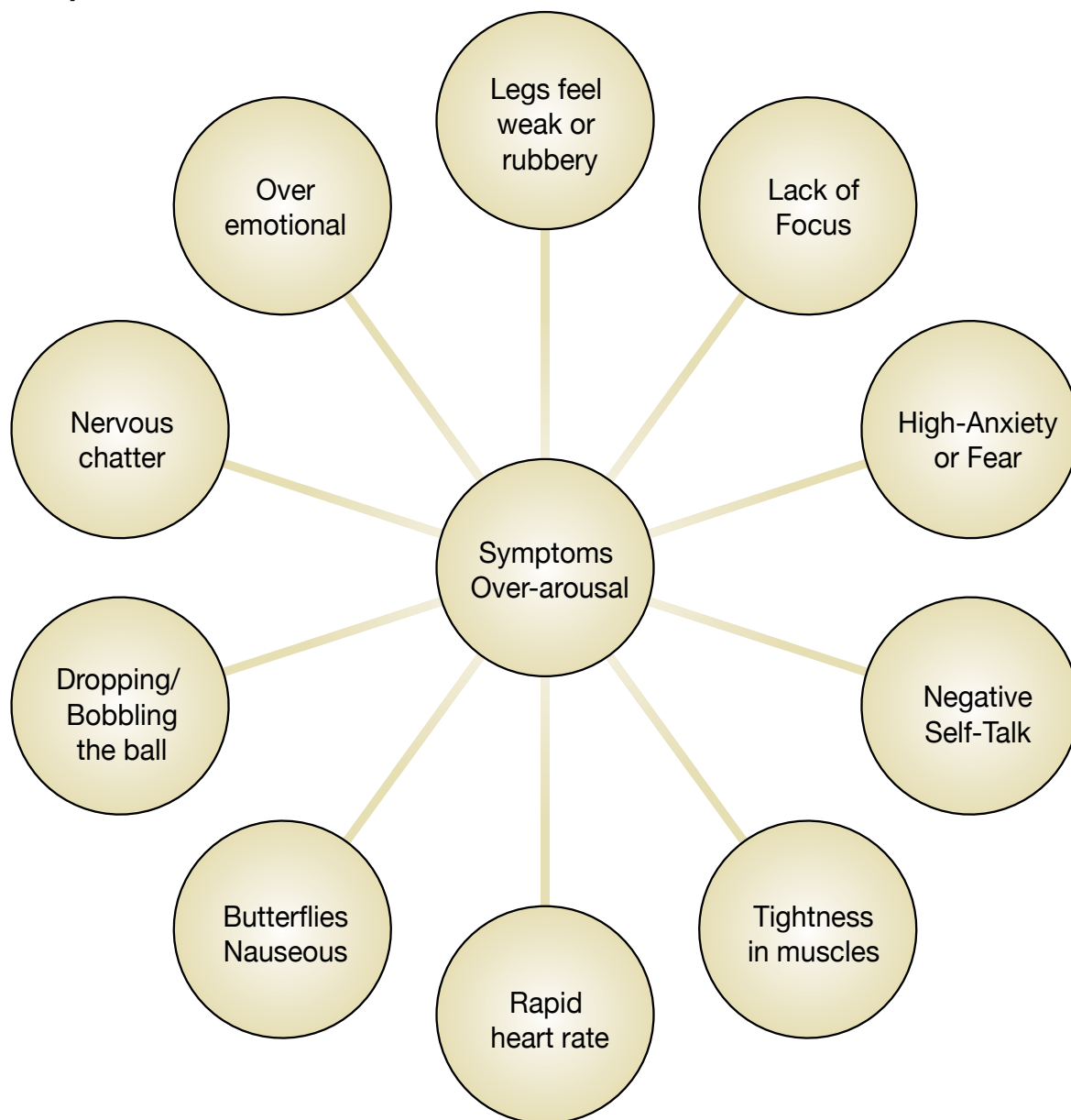
- *Showing the players how they can practice and use mental skills on their own*
- *Modelling how mental skills can be used in games*

*“Taking risks, making mistakes, and then finally breaking through”,
that’s what it takes to be a winner!*

Relaxation

In sport, being relaxed means being free of tension. Relaxation is the key ingredient of each of the mental skills. However, the process is cyclical; as the players learn to relax, their other skills become stronger and as the other skills become stronger, the players become more relaxed. It is important to identify when athletes are in need of relaxation techniques.

What do you look for?



WHAT CAN YOU DO?

Strategies to lower arousal levels during play:

1. *Take a deep breath*

Deliberately slow down your breathing. We see athletes in all sports use this technique prior to performing an important skill: ie., a basketball player before a free throw; a diver before a dive; a gymnast before an important tumbling line.

Step 1: Inhale slowly, continuously, and deeply through your nostrils, to a count of four. Relax – don't strain. Let the steady flow of incoming air fill and expand the central part of your body, including the lower abdomen as well as the central and upper chest cavity. Your stomach and lower abdomen should be fully pushed outward during this inhalation process (rather than shoulders moving up and down). Practice this a couple of times, roughly to a count of four.

Step 2: Momentarily pause before exhaling.

Step 3: Exhale slowly and continuously through the mouth. As you do this, a distinctive sound will be heard – the sound of “ahhhhhhhh”. The sound should be clear, continuous and long. The exhalation process should last roughly to a count of ten. Practice a couple of times, making the sound of “ahhhhh”, before putting the breathing method all together.

In a game situation, teach your players to take deep, long and regular breaths when they feel “negative energy” building up. Player should attempt to coordinate the process of exhaling with critical moments of execution. Select a word like, “easy” or “power” or “yes” and slowly pronounce it as you execute the critical point of movement. This insures that you will properly exhale as you perform.

Adapted from: Mental Toughness Training for Sports, by: James E. Loehr, 1982 Penguin Publisher Group

2. *Tighten up*

- using the deep breathing technique, tense body parts while inhaling and let go while exhaling to develop the feeling of relaxation

3. *Wet Noodle*

- let the arms hang at your sides as if very heavy objects are pulling them.
- visualize the arms hanging like wet noodles, then using the rotation of the trunk and shoulders, fling the hands and arms around.
- shake out your arms and legs

When to use this technique?

- while the coach is giving instruction prior to game time or during time-outs
- prior to stretching/during cool-down
- at the onset of any of the symptoms
- when players are injured
- Game Situations: prior to the whistle to re-start play; prior to a free position; as a goalkeeper prior to making a save

SOFT HANDS AND STICK SKILLS

One of the key elements of stick handling is “soft hands” – a term used to describe arms and hands that remain free of tension during the execution of skills. Quite often natural athletes acquire a “feel” for the stick because under normal circumstances they seem to remain very relaxed. Coaches can teach this state of relaxation through a very easy relaxation technique.

For players that are very tense, have them take a deep breath and contract as many muscles as possible. Then exhale and let the arms and hands relax. Repeat. Then add either a) or b) below:

- a) Visualize the hands as being very heavy with a heavy weight pulling on them. Each time the players exhale, have them make the hands and arms feel heavier and heavier.

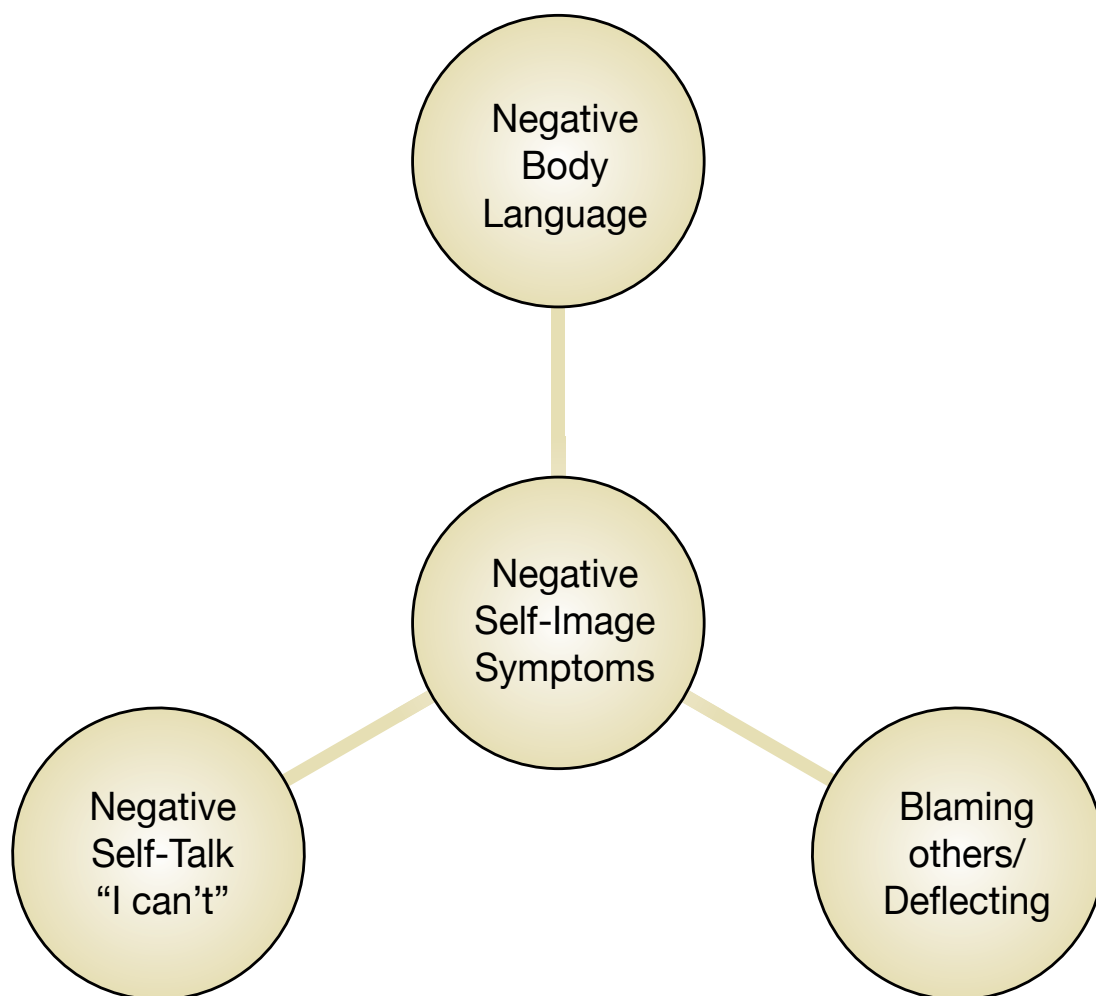
During the exercise, players “let go”, consequently their breathing and heart rate slow down and their fingers become tingly as the blood flows to them. As the tension subsides, the hands begin to feel “soft” or limp. Every time the players lose the “feel: have them repeat the exercise.

- b) Use the wet noodle exercise to relax the arms.

Part of the tension is created when the players use their arms to generate the force. The more they can use the body, as in all 5 phases of skill execution, the longer they will retain the feel or touch

Once the soft feeling is achieved, have the players pick up their sticks and walk with them, cradle a ball and eventually pass and catch the ball. Each time the hands start to tighten up and the players lose the soft feeling, have them repeat the relaxation techniques.

Positive Self-Talk



Self-talk is the conscious statement of what one believes about self and is related to a player's self image and confidence. It is a habit. When it is negative, it hinders the discovery of positive solutions, diminishes self-confidence, causes a loss of focus, and inhibits the execution of skills. When it is positive, it facilitates proper skill execution, increases confidence and focus.

Coaches can help players develop their confidence by highlighting their achievements and using positive self-talk to keep them on task and focussed on their strengths.

What can you do?

- Be positive: show acceptance, praise often, and give personal attention to the athlete
- encourage and praise positive thinking and behaviour
- provide balanced commentary on the athlete's performance and personal characteristics
- model the desired self-talk when communicating with the players and encourage them to do the same
- structure the environment to create positive, successful experiences
- teach that mistakes are part of learning and that failures are only temporary setbacks
- compare performance with past performances and personal goals and not other athletes or the goals of significant adults
- focus on the process, task, skill or technique and not on outcomes
- turn negative comments into positive ones. Help the athlete develop positive and goal-oriented statements – for example:

POSITIVE

- tight on check; slow her down
- ask away; see the net
- that's my ball; be first
- hard cut

NEGATIVE

- I can't keep up; she's too fast
- what am I doing?
- don't miss it; stop dropping the ball
- where do I go now?

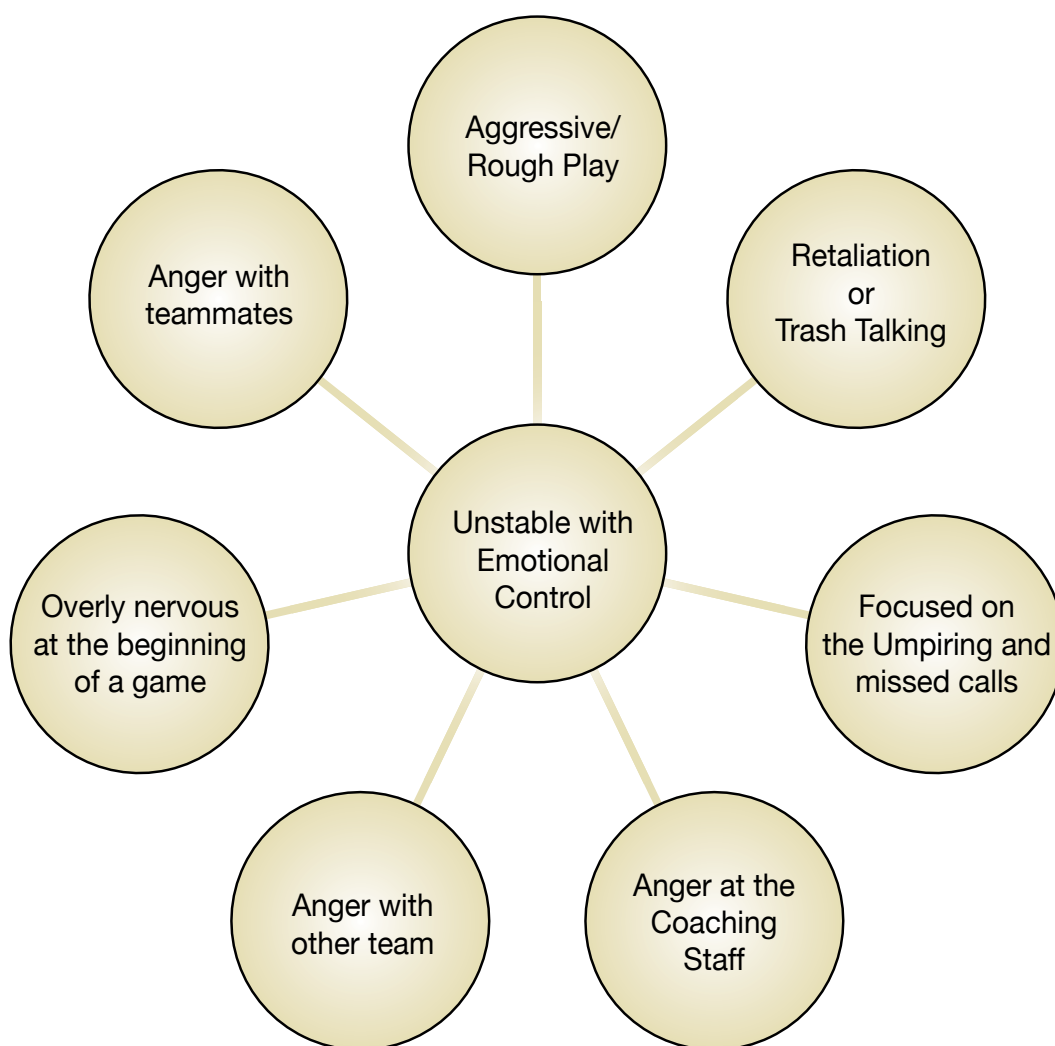
When to use this technique?

- use in any challenging situation when you are doubting yourself
- playing defense against a strong, fast attacking player
- getting ready for a free position or a throw in
- as coach, at any time when you're providing feedback

Emotional Control

Emotional control refers to controlling ones anxiety, excitement or anger. This relates as much to the coach as to the players. Once coaches have learned the techniques for controlling their own emotions, they can counsel and train their players.

Mental toughness demands control, but there are many things that occur during competition that are beyond our control. We cannot control the wind, cheating opponents, perceived unfair officiating, the condition of the field, fan reaction and so on, but we can control our emotional response to these events. You control the situation rather than the situation CONTROLLING you.



What can you do?

- Discuss strategies for controlling emotions in situations where everyone already has a degree of control (ie., before emotions are involved).
- meet with the team at the beginning of the season to discuss your expectations and what behaviours are not acceptable
- when the inappropriate behaviour occurs take action right away to speak with the player, ie., substitute the player off the field; take her aside and speak with her in a calm, controlled manner; substitute her back in only when you see she has regained control
- focus on the task or technique rather than on outcomes or an incident, ie., give cues from the sidelines to refocus the player on what her role on the field is
- encourage the use of positive self talk
- use relaxation techniques to ease tension and to allow for visualization and concentration on the game or practice plan

When to use this technique?

- as soon as the situations noted above occur
- during the pre-game or post-game talk
- call a time out

Controlling Anxiety

- understand that anxiety is the result of not knowing the outcome and is often expressed as a loss of confidence
- make sure all players have learned how to do the skills that will be required of them in the game
- keep game plans simple and within the skill level of the team
- make sure players are prepared both mentally and physically for their games
- keep players on task by having them think about (visualize) the game plan and the execution of their skills

Controlling Anger

- Understand what it is that creates the anger and plan strategies to circumvent the situation whenever the stimulus occurs.
- Use a relaxation technique to ease the tension and to allow for visualization and concentration on the game or practice plane. Use teammates to talk an upset player down and thereby establishing a positive pattern of thought to replace negative self-talk
- Teach all the skills required to execute game plans so players can withstand increased level of emotion by having confidence in their ability

Visualization / Mental Imagery

- *Visualization or mental imagery is the process of creating pictures or images in your mind – learning to think in “pictures” rather than words. It may also include the re-creation of the feelings, sensations and emotions that accompany those images.*

If you can see yourself performing the skill correctly, it increases your ability to properly execute the technique.

What can you do?

By changing the language of instruction, the coach can focus attention on visualizing the instructions and there fore promote understanding. With practice, these images can become strong enough to give players the feeling of how to perform a skill or a play before they do it.. You might consider visualizing some of the following:

- Basic skills (catching, throwing, checking, ground ball pick-ups)
- Specific game situations or strategies
- Pre-game preparations or the start of the game

The power of visualization grows when feelings and senses are incorporated (ie., sounds, smells).

- Positive and negative (anxious) feelings that you experience when playing a game
- The feeling of fatigue that comes near the end of the game, while continuing to perform skills error-free

Skill Development

Initially, when players are learning how to use mental imagery, it is best to begin with group practices where an instructor can guide using “cue” words. The process should evolve to be an individual and unique experience for each player.

- Relax and focus the players using one of the relaxation techniques
- Demonstrate the skill in slow motion (or description a play in great detail)
- Repeat and have the players mirror the action
- Demonstrate and then have the players close their eyes and repeat the movement (ie., give time to visualize)
- Demonstrate and then have the players see or feel (mental rehearsal) the movement without moving the body
- Describe what the skill feels like as well as how to do it. Make sure that correct technique is always used and actions are within the rules of the game. Incorporate “cue” words. These will serve as quick reminders to help focus
 - “Cue” words may pertain to:
 - Skill: catch – “absorb”; throwing – “target”; shooting – “mesh”
 - Playing Intensity: “explode”, “push”, “sprint”
 - Team Play: “support”, “double”, “balance”
- Once the players can describe what the skill feels like and how to do it, they should be encouraged to create the feel or image as the coach is demonstrating.

The goal is to eventually be able to generate an image or a ‘feel’ for a skill just before it is to happen in a game, ie., the player gets a feeling or image of how and where to shoot just before they are about to take a shot on goal.

When to use this technique?

Most athletes will find it useful to implement mental rehearsal as follows:

- For 5 – 10 minutes prior to the beginning of a practice
- For 5 – 10 minutes prior to the beginning of a game
- For best results – when you are relaxed and quiet and in short sessions (ie., just before bed)

Attentional Control / Concentration

Attentional control or concentration is the ability to focus or centre oneself. Interest, personal goals and motivation are key factors, which explains why some players perform better in games than in practices.

Players are concentrating when:

- they are “in the zone”
- they are unaware of outside distractions, fans, weather or field conditions
- the team has “momentum” or control of the play

At the Community level, attentional control is about getting players to think about what they are going to do.

What do you look for?

- players not listening or paying attention during practise and need instructions repeated more than once
- players not knowing who their check is or where they are
- player is continually out of position

What can you do?

- keep players active and involved
- lessen the distractions if they are on or near the field
- give cues from the sidelines to refocus the players
- establish consequences
- keep records and charts to focus attention on specific aspects of the game
- use game plans to give players something specific to focus on

When to use this technique?

- when players are tired or lacking focus

SETTING UP PRACTICE TO MAXIMIZE PLAYERS' FOCUS

- *set up practice situations to minimize distractions (away from the sidelines, from other fields, from the sun, etc.)*
- *keep instruction short (2 or 3 pieces of info at a time)*
- *incorporate drills requiring increasing levels of concentration and decision making ability to encourage the player to think of factors related to performing include equal measures of challenge, appeal and fun*



TASK

Describe where or how you would use or develop each of the mental skills to help players learn their technical skills.

RELAXATION:

POSITIVE SELF-TALK:

EMOTIONAL CONTROL:

VISUALIZATION/MENTAL IMAGERY:

ATTENTIONAL CONTROL/CONCENTRATION:

LIST OF RESOURCES

To Assist Coaches & Players to Enhance their Mental Training

Mind Gym: An Athlete's Guide to Inner Excellence by Gary Mack (Author), David Casstevens (Author)

Coaching Management, R.J. Anderson (*Assistant Editor at Coaching Management. He can be reached at: rja@MomentumMedia.com.*)

Coaching Management, 14.6, August 2006, <http://www.momentummedia.com/articles/cm/cm1406/toughness.htm>

Perspective: The Key to Life by Cal Botterill (Author), Tom Patrick (Author)

Mental Toughness Training for Sports, Achieving Athletic Excellence, by James E. Loehr (author)

The Double-Goal Coach: Positive Coaching Tools for Honoring the Game and Developing Winners in Sports and Life by Jim Thompson (Author)

PHYSICAL PREPARATION

MODULE 6

GOAL: To identify the physical performance factors needed to prepare their players for activity.

OBJECTIVES: *The competent Community Coach will be able to:*

- Conduct an adequate warm-up routine,
- Conduct a proper cool-down,
- Train the physical performance factors of flexibility, coordination and balance, strength, speed, and endurance,
- Use skill related activities to develop the aerobic and an-aerobic requirements of the team,
- Nutritionally prepare players for competition.

LTAD and Physical Preparation

The FUNdamentals stage (Novice) 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 – of 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.

The Learning to Train stage (Pee Wee) is the most important stage for the development of lacrosse-specific skills as it is a period of accelerated learning of coordination and fine motor control. It is also a time when children enjoy practicing skills they learn and seeing their own improvement. Children at this stage are ready to begin training according to more formalized methods, but the emphasis should still be on general sports skills suitable to a number of activities. While it is often tempting to over-train and develop “talent” at this age through excessive lacrosse training and competition, this can be very detrimental to later stages of development if the child is playing a late specialization sport like lacrosse: it promotes one-sided physical, technical, and tactical development and increases the likelihood of injury and burnout.

- It is still too early for specialization in lacrosse. Although many children at this age will have developed a preference for one sport or another, for full athletic development they need to engage in a broad range of activities, playing at least 2-3 different sports.
- While completion is important, it is learning to compete that should be the focus – not winning. For best long-term results 70% of time in lacrosse should be spent in practice, with only 30% of the time spent on competition.
- This is an important time to work on flexibility.
- Develop endurance through games and relays.
- For strength activities they should use their own body weight, Swiss balls or medicine balls – not heavy weights.

The Training to Train stage (Bantam and Midget) is based on the onset and end of the growth spurt, which are generally ages 11 to 15 for girls and 12 to 16 for boys. At this stage, they are ready to consolidate their lacrosse-specific skills and tactics. These youths may play to win and do their best, but they still need to focus more on skill training and physical development over competition. This approach is critical to the development of top performers and maintaining activity in the long-term, so parents should check with their national organization to ensure their child's program has the correct training-to-competition ratio (see Module 7).

- Make aerobic training a priority after the onset of PHV while maintaining or further developing levels of skill, speed, strength, and flexibility.
- Emphasize flexibility training given the rapid growth of bones, tendons, ligaments, and muscles.

- Consider the 2 windows of accelerated adaptation to strength training for females: the first occurs immediately after PHV and the second begins with the onset of menarche. For males, there is 1 window and it begins 12 to 18 months after PHV.

Note that both aerobic and strength trainability are dependent on the maturation levels of the athlete. For this reason, the timing of training emphasis differs depending on whether athletes are early, average, or late maturers.

The Learn to Train and Training to Train stages are the most important stages of athletic preparation. During these stages, we make or break an athlete!

INTRODUCTION:

Module 6, **Physical Preparation**, is about preparing the players for activity through an effective warm-up routine; the development of strength, endurance and flexibility; and through a proper cool-down.

A universal problem for coaches is finding enough practice time for fitness development. The method that is being recommended to Community coaches is to design skill development activities that will also contain elements of fitness.

WARM - UP

WHY WARM UP?

The objectives of the warm-up are to:

1. Increase the core body temperature so the player is sweating.
2. Actively stretch all muscles necessary for playing lacrosse.
3. Enhance the ability of the muscles to use oxygen (endurance).
4. Activate as many of the muscle fibres as possible (strength).
5. Increase the range of motion about all joints (flexibility).
6. Mentally prepare the players for practices and games.
7. Create a positive team atmosphere.
8. Create a feeling of readiness for every phase of the game or practice.

A warm up includes the following components:

1. Circulation
2. Stretching
3. Body & Mind

CIRCULATION

The goal of this period of the warm up is to increase circulation and to raise the heart rate.

Progression from a slow jog to a slow run for 6-8 minutes. Incorporate as many body parts as possible by including cradling a ball or switching hands while doing laps. Throwing the ball against the boards or playing throw and catch will warm body up for activity, and move joints through range of motion.

STRETCHING

Stretching is important before activity to increase fluid within the joints, increase range of motion within the joint, prepares body for activity, and reduces chance of injury in a properly warmed up joint.

There are four different types of stretching techniques:

1. **Static Stretching** – holding a stretch position for a period of time with little or no movement. It is the safest form of stretching and is most appropriate to be done at the end of a workout session.
2. **Dynamic Stretching** – involves flexibility during sport-specific movement, the joint is moved through the entire range of motion.
3. **Ballistic Stretching** – involves a bouncing-type stretch. Can lead to injury and muscle soreness if not performed correctly.
4. **Active Stretching** – occurs when the person stretching supplies the force of the stretch.

In the past, static stretching has been performed before activity but recently the popularity of dynamic stretching has increased as a more applicable type of stretching to do before activity. Dynamic stretching moves the joint through its range of motion, which functionally is more appropriate. Additionally, it has been shown that dynamic stretching can actually improve muscle performance and power when used as part of a warm up program.

This sample stretching routine can be done on the floor, but could be adapted to be performed off the floor and needs about 10 yards of space. Having athletes lined up on one side of the boards and moving to the other (~25m), or lining up on the crease line and moving to the centre line (~22m) are both appropriate on-floor distances.

DYNAMIC STRETCHES

Lunges with Twist

Purpose:

- Warms up – hip flexors, quads, low back/ core, general warm up

Technique:

- With stick on shoulders, athletes perform slow lunges and twist upper body towards front leg.

Prescription:

- Perform as many as possible to 1/2 way distance between the boards, then light jog to the other side boards.



Walking on Heels/Walking on Toes

Purpose:

- Warms up – ankles, calves, shins

Technique:

- Walking with normal stride length but keeping toes off the ground – walking only on heels.
- Then with normal stride length but keeping heels off the ground – walking only on toes.

Prescription:

- Perform heel walk to 1/2 way distance between the boards, then switch to walking on toes only, until the other side.

High Knees

Purpose:

- Warms up – hip extensors, glutes, hamstrings

Technique:

- With each walking stride lift knee as high as possible towards the chest.

Prescription:

- Perform at slow walking speed to 1/2 way distance between the boards, then full speed/jog speed to other side.



Butt Kicks

Purpose:

- Warms up – hip flexors, quads

Technique:

- Light jog but bringing heels to butt.

Prescription:

- Perform for the distance of width of floor.



Alternating Side Squats

Purpose:

- Warms up – Groin, inner thigh, hamstrings, glutes

Technique:

- Begin by facing the end of floor (i.e. with right or left side towards side boards). Step out with one foot to a squat position, hold, bring feet back together. Turn 180 degrees to face other end of the floor.

Prescription:

- Perform to 1/2 way distance between the boards, then jog to the other side.



Sprints

Purpose:

- Prepare the body for high speed running.

Technique:

- Sprint the between boards.

Prescription:

- Repeat 2 times.

COOL DOWN

The objectives of the cool down are to:

- Give the body systems time to come back to normal.
- Stretch the main muscle groups to allow for faster recovery.
- Promote slow deep breathing to enhance relaxation and greater range of motion.
- Practice visualisation skills by reviewing the practice or game.
- Prepare the players for the next game or practices, i.e., announcements, practice or game plans.

Mental review

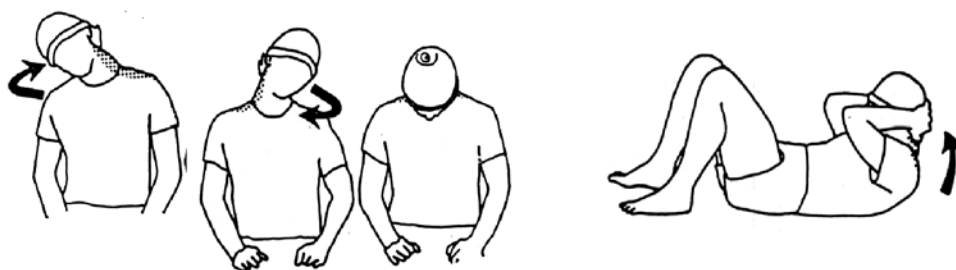
- Players should be prompted to replay the practice or game to celebrate the successes and to plan ways to strengthen the weaknesses.

Stretching

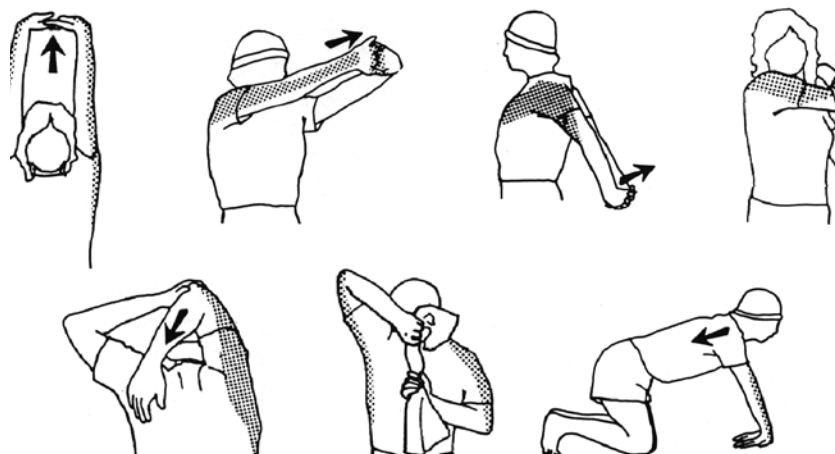
It is important to perform static stretching after activity in order to increase flexibility and range of motion, decrease delayed onset muscle soreness, and to reduce risk of injury.

- Hold stretches for 20 to 30 seconds.
- Take a deep breath and exhale slowly as the muscles are stretched.
- Do all stretches while sitting to allow for total relaxation of the stretched muscle.

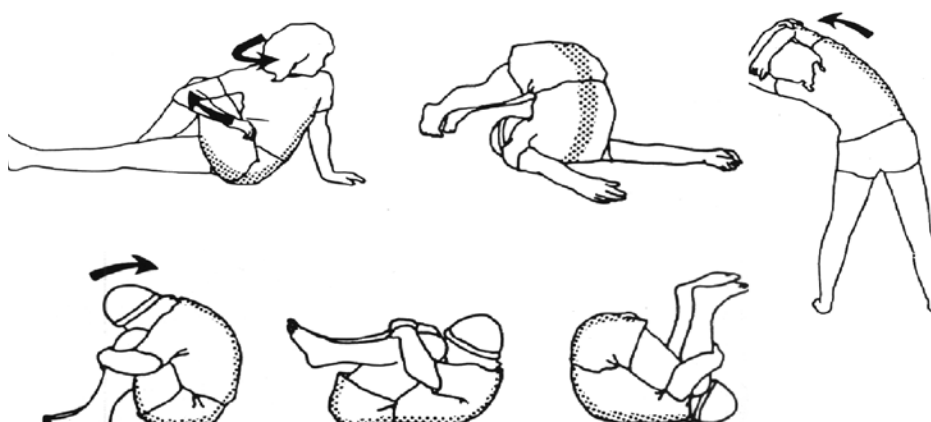
Stretching: Neck



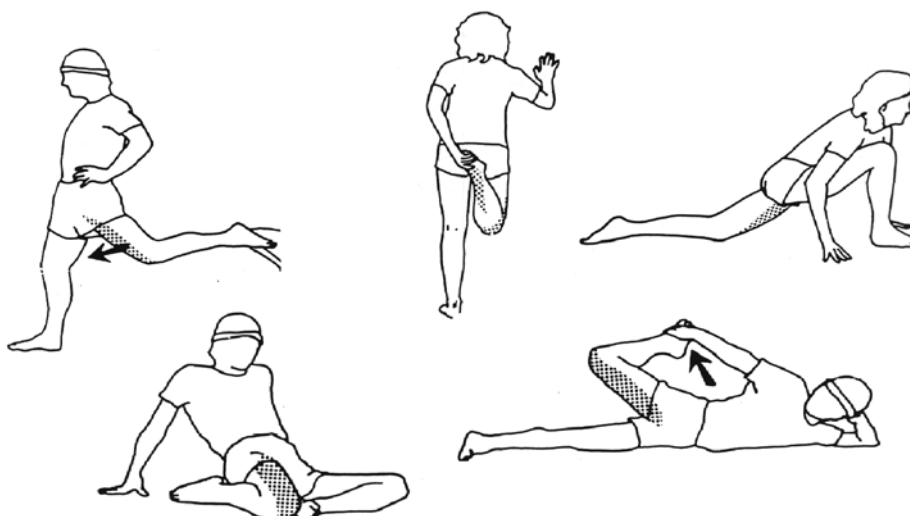
Stretching: Shoulders – Arms – Wrists



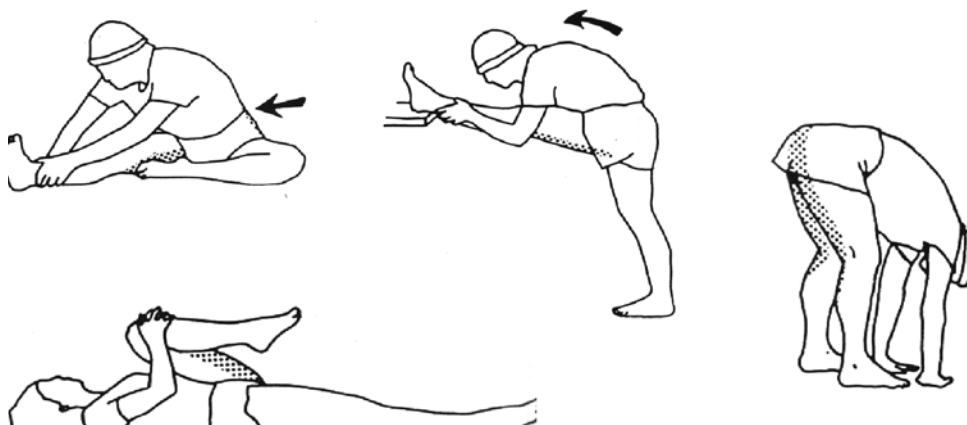
Stretching: Back & Trunk



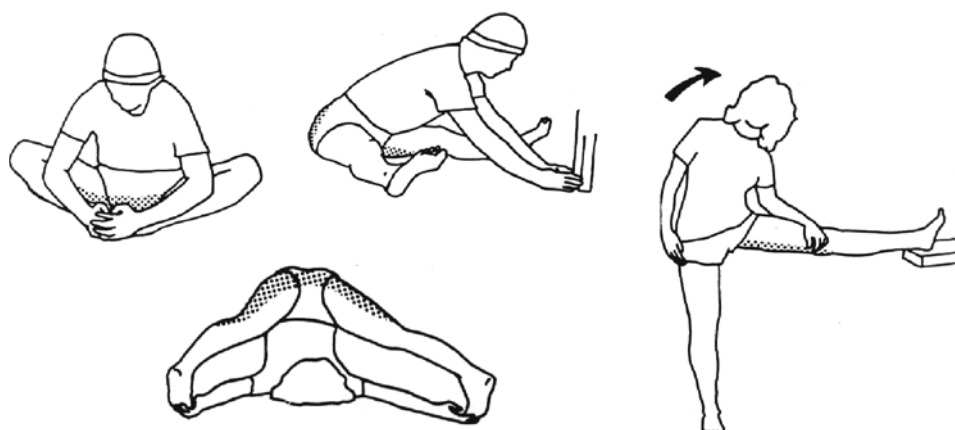
Stretching: Quadriceps And Hip Flexors



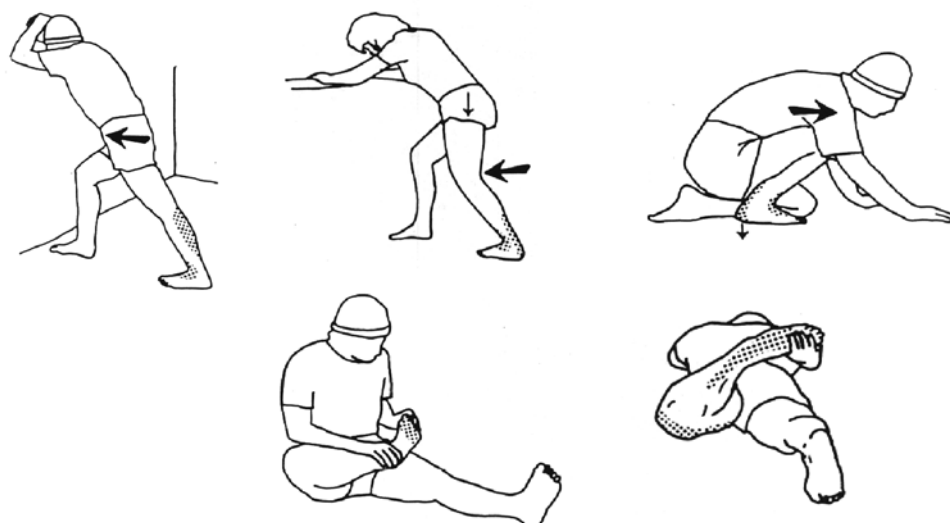
Stretching: Hamstrings



Stretching: Groin



Stretching: Calves, Achilles Tendon, Ankle



PHYSICAL PERFORMANCE FACTORS

A big part of learning how to play lacrosse is learning how to increase the flexibility, coordination and balance, strength, speed, and endurance required to play the game effectively. For the most part these performance factors will be acquired through playing and practicing by applying the principles of training to the regular activities of a practice.

Flexibility

Flexibility is developed in two ways:

- Using the stretching exercises recommended for the warm-up and cool-down.
- By executing the skills with effort and in fundamentally correct ways.

Coordination and Balance

Coordination and balance are developed during the teaching, practicing and execution of the skills.

Strength

Strength is a product of the number of muscle fibres that are engaged in movement. Strength is increased by loading the muscle to stimulate more fibres to be used.

Speed

Speed is related to how fast the muscle contracts, which is mostly inherited. Speed can be increased by improving technique, by increasing strength, flexibility and co-ordination.

Endurance

Endurance is the ability for muscles to repeatedly contract and relax over a period of time.

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 flexibility, coordination and balance, strength, speed, and endurance of the players.

Flexibility: _____

Coordination and Balance: _____

Strength: _____

Speed: _____

Endurance: _____

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

Endurance	<p>To train the aerobic or endurance energy system, young players must be continuously active for five to ten minutes. Full floor 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.</p>
Strength	<p>Develop strength by using the player's own weight.</p> <ul style="list-style-type: none"> • Play 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	<p>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.</p> <p>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.</p>
Coordination	<p>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.</p> <p>Some players may have trouble with their running motion. The following drills will help players develop their coordination and speed:</p> <ul style="list-style-type: none"> • High knee walking and then running. • Kick the heels up at the back while running • Extend the lead foot out in from 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 gate.

THE ENERGY SYSTEMS

The energy required for muscle contraction comes from the Aerobic and Anaerobic Energy Systems. By designing activities that match the specific **INTENSITY, DURATION AND RECOVERY TIME** of each source of energy, coaches can improve the strength, speed and endurance of their players.

ANAEROBIC ALACTIC



STRENGTH - SPEED - POWER

10 second energy (lasts up to 10 sec., has no by-products and is located right in the muscles.)

Exercise as hard as you can for 4 to 7 sec.

Recover for 6 times the exercise time.

Repeat 3 to 6 times (reps).

Do up to 3 sets.

To Train the Anaerobic Alactic Energy System use the:

- The “Sprint back on defence” relay – 6 players on a team
- “Stop the breakaway” drill.
- offensive player is given the lead.
- The defensive player tries to get defensive position before the shot is taken.
- Pushing contest.
 - Match players by size and weight
 - The offensive player leans on the defensive players stick to see who can displace the other.
 - Length of activity 6 sec. – recovery time 30 sec.
 - Recovery activity – pass and jog the width of the floor.

TASK 2: Design an Anaerobic Lactic training activity for your team.

ANAEROBIC LACTIC**STRENGTH ENDURANCE**

2 minute energy (Lasts up to 2 minutes, the by-product is lactic acid.)

Exercise as hard as you can for 30 sec. to 90 sec.

Recover for 6 times the exercise time

Repeat 3 to 6 times.

Do up to 3 sets.

To Train the Anaerobic Lactic System the:

- Two-on-two drill
 - apply pressure on the ball.
 - sag when the ball is passed.
 - length of drill – until fatigued
 - recovery is 6 times exercise time – a light aerobic activity or a learning activity or use as part of a circuit.
- Breakaway drill (see page 7-5)
 - Finish the Breakaway drill with a shot, the players then switch roles and go back down the floor.
 - Older players do up to four reps.
- Run the motion offense as a passing drill with a pass being made every 2 seconds. (Work on the timing and the intensity so that there is always a player open.

TASK 3: Design an Anaerobic Alactic training activity for your team.

AEROBIC



ENDURANCE

When using the endurance system, the by products are CO₂, water and heat and the fuels used are fatty acids, carbohydrates and oxygen.

Method 1

Keep the heart rate above 150 beats per min for 15 to 20 min.

Method 2: High intensity Interval Training

Match the exercise time with the recovery time i.e. a ratio of 1:1

To Train the Aerobic system:



- Use any of the activities from Anaerobic training but use a 1:1 ratio for exercise to recovery time.
- 5-on-5 or 4-on-4 keep-a-way competition
 - When the Defence gets the ball they go on offence.
 - The challenge is to see which group can keep the ball the longest.
- Any half floor scrimmage of continuous play (no line changes)
 - Use any number of players.
 - Any length of time over five minutes.

TASK 4 Design an Aerobic training activity for your team.

ATHLETIC ABILITY	AGE (IN YEARS)															
		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Aerobic stamina (short efforts)	F							☺	☺	☺	☺	☺	☺			
	M									☺	☺	☺	☺	☺	☺	
Aerobic stamina (prolonged efforts)	F	☹	☹	☹	☹	☹	☹						☺	☺	☺	
	M	☹	☹	☹	☹	☹	☹	☹							☺	
Speed-endurance	F	☹	☹	☹	☹	☹										
	M	☹	☹	☹	☹	☹										
Strength-endurance	F	☹	☹	☹							☺	☺	☺	☺		
	M	☹	☹	☹	☹	☹	☹	☹	☹		☺	☺	☺	☺	☺	
Maximum strength	F	☹	☹	☹	☹	☹	☹	☹	☹	☹			☺	☺	☺	
	M	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹			☺	☺	
Speed-strength (power)	F	☹	☹	☹	☹	☹	☹	☹	☹			☺	☺	☺		
	M	☹	☹	☹	☹	☹	☹	☹	☹	☹			☺	☺	☺	
Flexibility	F							☺	☺	☺	☺	☺	☺			
	M								☺	☺	☺	☺	☺	☺	☺	
Coordination / Agility / Balance	F	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺					
	M	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺				
Basic techniques	F			☺	☺	☺	☺	☺	☺							
	M			☺	☺	☺	☺	☺	☺	☺						
More advanced techniques	F									☺	☺	☺	☺			
	M										☺	☺				

NUTRITION

Guidelines for Young Athletes

One of the most difficult challenges you will have is motivating players to eat a balanced diet and to avoid eating junk food during the lacrosse season.

EATING HABITS

Eating habits are based on cultural and family traditions and family routines that will be difficult for coaches to change (if necessary). Because parents are notorious for wanting their children to do well and because players spend a lot of time practising to be good, one way to effect a change is to show parents and players how good or poor nutrition will affect learning and performance.

Eating habits are poor when there are large quantities of sugar and fat in the diet such as pop, candy, pastries, chips, fries etc.

Poor eating habits can result in:

- unjustified fatigue, frustration, anger, irritability,
- uncharacteristic performance; “a slump” or failure to maintain or achieve expected standards of play,
- inability to concentrate, learn or understand,
- a decrease in enthusiasm, morale, endurance and efficiency.

TO IMPROVE PERFORMANCE:

1. Eat within two hours of getting up.
2. Eat foods from 3 food groups in your breakfast, lunch and dinner.
 - Eat at least 5 servings of grain products per day.
 - Eat at least 3 servings of vegetables and 2 of fruit per day
 - Eat two iron-rich servings from the meat or alternative groups.
3. Choose low fat options.
4. Consume at least eight cups of water per day. Many foods that players snack on have an abundance of salt and sugar, therefore drink extra water after consumption of salty or sweet food or drink to dilute the effects.
5. Combine protein with any “fast” carbohydrate to keep blood sugar levels as stable as possible.
6. Avoid eating or drinking anything but water an hour before and during exercising.
Note: The special drinks contain too much salt for general consumption and are more suitable for long distance endurance events.
7. Replace muscle energy by eating “fast” carbohydrate immediately after exercise and by eating carbohydrate within 1 hour.

Adapted from: Eating for Energy Hand-book Eating for Energy, #720-999 West Broadway, Vancouver B.C. V5Z 1K5 Ph. 604 739-3290

PLANNING DIETS

When planning pre-game meals and snacks take into account that:

Simple carbohydrates (sugar, candy, honey etc.):

- are digested immediately,
- go directly into the blood stream,
- draws water into the stomach and away from the muscles, causes the release of insulin which eliminates both the excess and stored blood sugar (glycogen) and thereby leaving the muscles without a source of energy.

Carbohydrates take 1 to 3 hours to digest.

Proteins take 4 hours to digest

Fats take 6 hours to digest

Digestion of combined foods will be influenced by the digestion rate of the longer digesting foods. i.e. The digestion of fries will take closer to six hours than two hours because of the fats.

Excess Fat:

- **Slows the digestion of carbohydrates** and hampers carbohydrate metabolism for the storage of energy. Carbohydrates mixed with proteins take 4 hrs. to digest and 6 hrs. with fats.
- **Limits the amount of oxygen** the blood can deliver to the muscle by up to 30%.
- **Limits the absorption of iron** which is involved in oxygen delivery.
- **Decreases the absorption of calcium** which is used to trigger the relaxation of muscles (muscle cramps).
- **Slows down reaction time and dulls the senses.**

Water

It is a general rule of thumb to drink 8 to 10 8 oz glasses of water a day. Obviously this amount increases for active individuals. The body's need for water increases during periods of heightened activity. But it is important to remember that proper hydration should be maintained before, during and after any period of physical exertion. Experts say that water is the best option.

Here are some tips to help you get the most out of your workout:

- Two hours prior to exercising, drink at least two 8 oz (~500ml) glasses of water,
- One hour later, drink at least one 8 oz (~250ml) glass,
- Bring water along with you; when training, drink at least 8 oz of water every 15 – 20 minutes or 500ml every 30 minutes.
- After an activity, drink at least two more 8 oz glasses of water.
- The sensation of thirst lags behind the need for water replacement, so if you're thirsty you're already dehydrated! If you're not thirsty and you've been working hard, then you're really dehydrated!

Replacement of water is critical. Water loss as little as 2% of body weight can negatively impact performance, cause inadequate thermal regulation that could result in heat exhaustion or heat stroke. Larger water losses can have serious, life-threatening effects. Always have water at practices and have even more on hand when it is hot. Encourage participants to drink, and watch for signs of dehydration.

SIGNS OF DEHYDRATION	
Mild to Moderate	Severe
<ul style="list-style-type: none"> • dry mouth • no tears when crying • inactivity or lethargy 	<ul style="list-style-type: none"> • very dry mouth • sleepiness • disorientation • dry and wrinkled skin • fussy behavior • muscle cramps • fast and weak pulse • deep, rapid breathing • sunken eyes • no urination for several hours • cool and blotchy hands and feet

During prolonged exercise lasting longer than 90 minutes, during exercises session in the heat, and perhaps during repeated bouts of anaerobic exercises a sports drink, such as Gatorade or Powerade, may be appropriate. These drinks contain carbohydrates and electrolytes which may minimize disturbances in temperature regulation and cardiovascular function better than water alone. It is recommended that these drinks be diluted by half with water prior to consumption. Sports drinks may also be appropriate after an exercise session to aid in the replenishment of carbohydrate stores.



Health
Canada

Santé
Canada

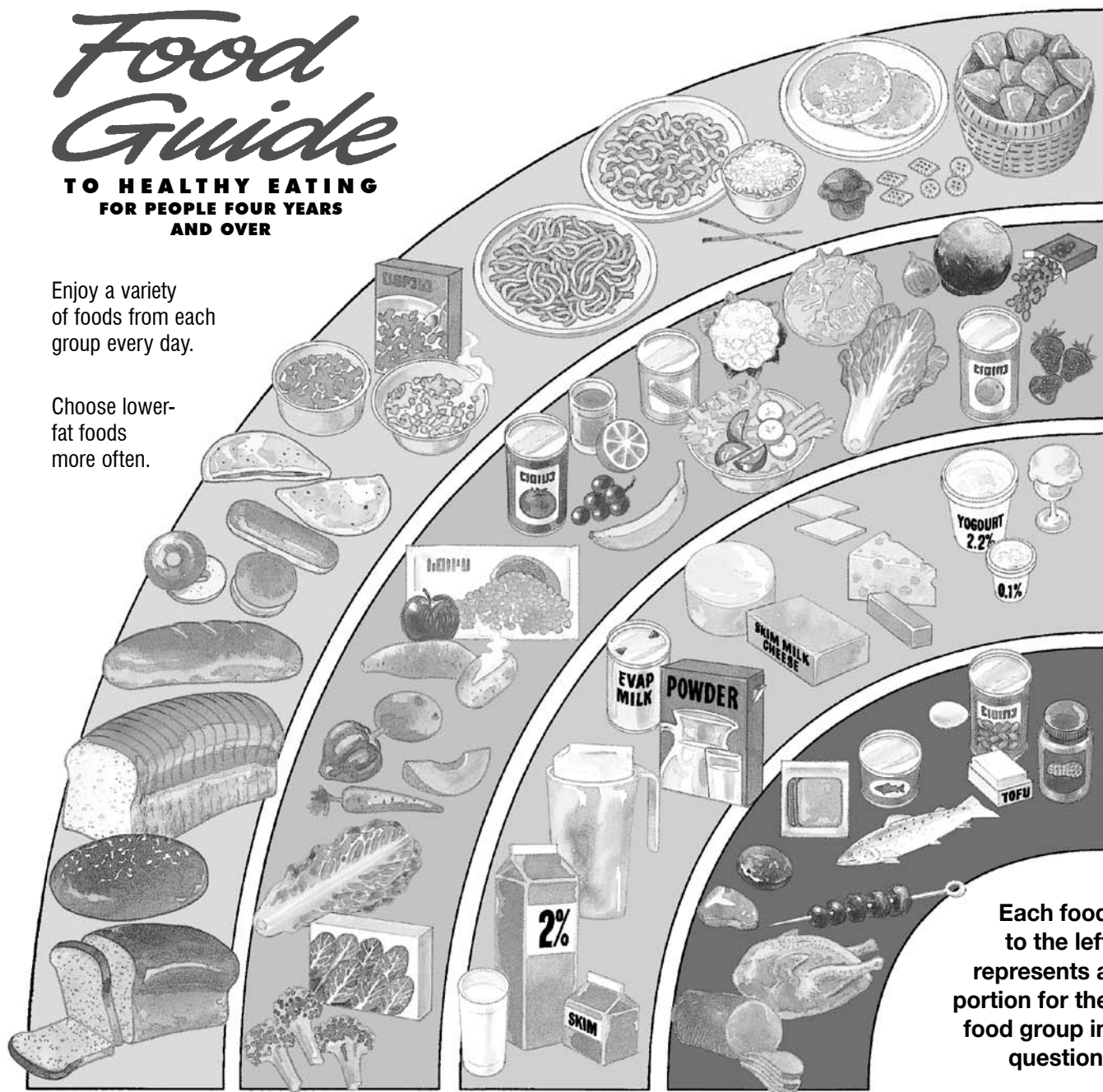
CANADA'S

Food Guide

TO HEALTHY EATING
FOR PEOPLE FOUR YEARS
AND OVER

Enjoy a variety
of foods from each
group every day.

Choose lower-
fat foods
more often.



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

**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 lowerfat milk
products more often.

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



TASK 5: Using the Glycemic Index Chart on the following page, write down the dietary suggestions that players could use before and after each situation and the time the food would be eaten.

The significance of the Glycemic Index is that the higher the number, the faster the carbohydrate is converted into glycogen and released into the blood stream. Also take note of the time for protein to digest. Although proteins are for rebuilding cells rather than for energy, they play an important role in slowing down the digestion time, up to four hours – 25% protein is the suggested content for a meal that players want to last for a game.

There are times when players need the energy as soon as possible, like immediately after a game, and there are times when they want their energy to last for the whole game.

Situation: A 10:00 am game that lasts 1 hour.

Situation: A 2:00 pm game that follows the 10:00 am game.

Situation: A 5:00 pm practice.

Situation: The day before a two day tournament.

THE GLYCEMIC INDEX

The glycemic index is a ranking system that compares the speed that different carbohydrates enter the blood stream compared to glucose.

HIGH		MODERATE		LOW	
Glucose	100	Whole wheat bread	69	Apple	36
Gatorade	91	Shredded wheat	69	Pear	36
Baked Potato	85	Soft drink	68	Power Bar	30-35
Corn flakes	84	Mars Bar	68	Chocolate milk	34
Rice cakes	82	Grape-Nuts	67	Fruit yogurt, low fat	33
Potato micro waved	82	Table sugar	65	Milk	32
Jelly beans	80	Raisins	64	Apricots, dried	31
Cheerios	74	Oatmeal	61	Green beans	30
Cream of Wheat	74	Ice cream	61	Lentils	29
Graham crackers	74	Bran Muffin	60	Kidney beans	27
Honey	73	Orange juice	57	Milk, whole	27
Watermelon	72	Potato, boiled	56	Grapefruit	25
Bagel	72	Rice, white long grain	56	Fructose	23
White Bread	70	Rice, brown	55		
		Popcorn	55		
		Corn	55		
		Banana	52		
		Peas	48		
		Baked beans	48		
		Rice, parboiled	47		
		Lentil soup	44		
		Orange	43		
		All-bran	42		
		Spaghetti, no sauce	41		
		Apple juice	41		

WORKBOOK: Choose one aspect of Physical Preparation to set as a seasonal goal.

PLANNING

MODULE 7

GOAL: To provide coaches with the knowledge and tools to plan and prepare both for practices and games.

OBJECTIVES: *The competent Community Coach will be able to:*

- Follow and implement the steps of teaching a skill
- Create effective practice plans
- Prepare for a game

INTRODUCTION:

Planning practice sessions is yet another one of a coach's responsibilities.

The practice can be said to be the most valuable period of time spent in the sport environment. More time is spent practicing than in game situations or in traveling to games. It is the time when there is an exchange in learning through the sharing of ideas, development of skills, and improvement in the physical fitness level of athletes, plus the consolidation of friendships.

As such, a coach must take special care in planning the practice so as to maximize the use of this valuable time.

The Practice

Keep it Positive!

- Remember the Fair Play principles
- Keep the activities challenging, not frustrating
- Balance activity and instruction time
- Use modified games as well as drills to practice skills
- Allow players to contribute to the content of the practice (incorporate drills the players enjoy)
- Act like you enjoy what you're doing

Keep it Productive!

- maximize space and time
- maximize time spent on meaningful drills
- minimize time spent waiting and listening
- incorporate tasks that are relative to the age and skill level of the players
- organize the players into small groups which engages everyone in the task
- provide players with ample opportunity to practice and improve

Equipment Checklist

List equipment required for practices and games

On and around the field: _____

Coach' Resource Kit: _____

The Player's Bag: _____

The Trainer's Bag: _____

Manager Related: _____

Teaching a Skill - Review

Module 4, explained the technical points of teaching a skill. Now it's time to impart this knowledge on your players.

The 5 Links of Teaching*

1. Choose the skill you are going to teach.

2. Plan the explanation and demonstration.

- Write down why the skill is important.
- Choose two to five teaching points with key words.
- Decide what teaching aids will be required (diagram, chalk board)
- Decide what views to show and how to line up the players so all can see and hear.
- Decide who will demonstrate the skill.
- Ask for players to repeat the key points is better than asking for questions.

3. Plan how participants will practice the skill.

- Take stock of the practice environment (what part of the field is appropriate and practical)
- Maximize activity
- use small groups for practicing.
- Plan to move the players into activity quickly.
- Use clear, precise instructions.
- Check the pattern of activity, then the technique
- make sure the players understand the objective of the drill before moving to their practice groups.
- Increase the complexity in progressive steps. i.e.
 - Walk through a drill before moving up to game speed.
 - Run the drill without a defense
 - add the defense with no checking/scrimmage.
 - Start scrimmages in small groups
 - move the drill to the half-field to full-field

4. Provide constructive feedback during practice.

- Feedback should tell players more about their performance than the result already has.
- Direct feedback at changeable behaviour.
- Make sure it is specific.
- Be constructive.
- Give feedback immediately.
- Make sure that participants understand your feedback.

5. Use voice and body for good effect.

- Speak clearly and to the whole group.
- Demonstrate first, then explain – show and tell.
- Use understandable language.
- Use changes in the tone of your voice to convey moods. Enthusiasm is contagious!
- Your posture and movements (body language) are part of your message.

* The Five Links of Teaching. **The Development of Skills, Level I Theory Manual.**
Pages 6-5 to 6-18.

TASK 1 Implementing the Five Links of Teaching

Using the scenario provided to you, create a 10 minute practice plan to address the issue. Consider the '5 Links' in preparing your presentation to the coaching group, ie., key teaching points, use of teaching tools/ demonstrations, set up and rotations, type of feedback, etc.

1. Describe the scenario: _____

2. Explain and Demonstrate: _____

3. Practice: _____

4. Providing Constructive Feedback: _____

5. Using Voice & Body: _____

The Practice Plan

The practice plan should be well thought out, prepared in advance and written down to maximize use of your practice time. Include a timeframe for each section and adhere to it closely to ensure you cover everything you intended.

OBJECTIVES: Set a specific objective for what is to be achieved. <ul style="list-style-type: none"> Objectives are based on information from previous practices or game Explain the objective of the practice to the team 	
WARM-UP: (Refer to the Warm-up section of Module 6: Physical Preparation) <ul style="list-style-type: none"> Be creative and vary the warm-ups so players don't get bored or into a "comfortable" routine 	Consider relating the warm-up to the objective of the practice. Example: If the objective of the practice is to work on one-on-one to goal: <ul style="list-style-type: none"> work on "dodges" in the warm-up Incorporate agility drills for footwork use one – on – one to goal drills in game simulations
STICK WORK DRILLS: <ul style="list-style-type: none"> A significant portion of the practice should be dedicated to stick work as the fundamental skills of cradling, passing and catching are the keys to improving as a player 	
CONDITIONING: Field lacrosse is a running game and players must be in shape to play. This also warrants significant emphasis during the practice <ul style="list-style-type: none"> Plan modified games and competitions that players enjoy as well as the regular drills to satisfy the parameters of the energy system being trained For a training effect to take place, players must go as hard as possible giving their maximum effort for the required length of time 	Consider varying the position within the practice for conditioning – beginning, middle, end.

<p>NEW CONCEPTS:</p> <p>At the beginning of this Module, you learned how to Plan to Teach a Skill. This is the section of the practice where a good deal of the teaching takes place.</p>	<p><i>TIPS: Drills to practice new concepts should become progressively more game like. You should teach concepts in the area of the field where they are most often used.</i></p>
<p>SCRIMMAGE:</p> <p>Allow time for players to incorporate their new skills into game play, whether it's full field, or half field, 8 on 8.</p>	<p><i>To elicit a specific outcome you must control scrimmages forcing players to use the new concepts/skills presented in the practice</i></p>
<p>COOL-DOWN:</p> <p>(Refer to the Warm-up section of Physical Preparation)</p>	

Where to Start?

When you start the season, whether you're working with first year players or advanced players, there are 6 main areas that must be covered. The speed with which you advance through each area will be determined by the skill and knowledge level of your players.

Once the first six have been mastered in order, the next three can be started.

1. Fundamental Skills
2. Proper Defensive Positioning
3. How to get open (cutting)
4. Clearing the ball
5. Positioning on the field (spacing & Timing cuts)
6. Team Defense
7. Midfield Transition
8. Team Offense

TASK 2 Planning a Practice

Design a practice using the outline below. List the goals & objectives of this particular practice and provide the appropriate timeframe and detail in each of the following sections. Your practice components must show a good degree of applicability and creativity, and should maximize the number of players involved, space and equipment available. Include how you plan to introduce or describe each drill, concept (demonstration, diagrams, etc.)

Today's Goals & Objectives:	
Time	Details
	Warm-up (run, dynamic stretch, be creative, use time to circulate & greet players)
	Stickwork Drills (variety, emphasize movement & game speed, switching hands)
	Conditioning (speed drills, agility/footwork drills, players use stick and ball, can be at beginning or end of practice)

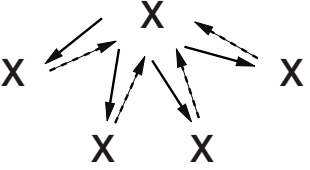
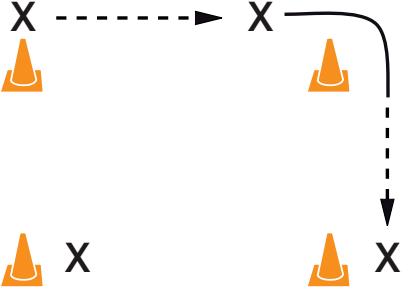
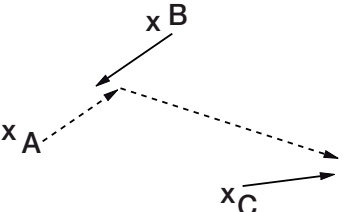
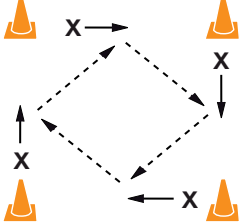
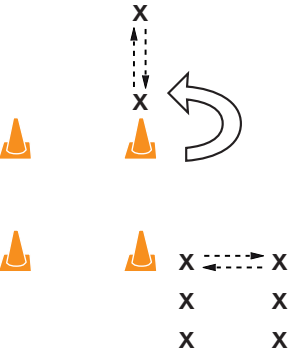
	<p>New Concepts (largest portion of practice – allow for REPETITION, FEEDBACK (by coach) and QUESTIONS (from players) ; use drills which are “game like” to increase absorption time of new information)</p>
	<p>Scrimmage (Use a whistle to control. Allow for frequent stoppages to make corrections)</p>
	<p>Cool-Down (Static stretch; use this time to make announcements regarding upcoming events, to speak 1 on 1 with players. Finish as you started the practice – TOGETHER!)</p>



Recap what you’ve accomplished in the practice to help keep it fresh in the minds of your players and briefly introduce the new skills and activities planned for the next practice. This gives an opportunity for questions and feedback.

10 Stick Drills that are not Shuttles

DIAGRAM	EXPLANATION:
	<p>Tosses:</p> <p>Coach tosses ball to the players. The more people you have to do this with you, the more reps the athletes will get. You control the flow of the drill... groundballs, off stick, bounce, left, right etc. Get creative here. Players catch and accelerate to the far cone. They bring the ball back and drop it off by the coach.</p> <p>Focus: ON THE MOVE, don't let the players stand or move backwards. If they miss the pass, encourage them to pick up the ground ball.</p>
	<p>Leapfrogs:</p> <p>Players are on the sideline, make a pass "leapfrog" to receive the pass. They are to run at speed off ball.</p> <p>Focus: Passing on the move. Coaching point: get sticks off the shoulder to make the pass travel a distance. Receivers should come to the ball to receive a pass.</p>
	<p>Zigzag passing:</p> <p>Set the cones out and explain that the athletes need to come back to the ball. This is a simple drill with a lot of impact</p>
	<p>Short, Medium, Long:</p> <p>Set each cone out and have the athletes keep the same "cone" for one minute. All players switch at the same time. Players jog out to their assigned cone and receive a pass. They then make a pass back to the starting point- and repeat the pattern. Short, Medium, Long... Focus on making a strong pass and hitting partner on the move.</p>
	<p>Posts:</p> <p>Posts you control the drill and the time You can do this with 1 ball or 2. Options: Post to post, figure eights, away passes, groundballs to a pass.</p> <p>Focus: Being a good post is doing everything you can to catch the ball while your teammate is working inside. Rotate through the posts. One minute is a good starting point.</p>

	<p>Pepper Passing:</p> <p>Groups of 5 or 6. Everyone has a ball (except for player at the cone) Pass and give back. Call out the expectation as the coach.</p>
	<p>4 Corners:</p> <p>Partners move around the cone build in footwork and switching hands. Focus is on tight footwork and quick hands. Player catches the ball after cutting a few steps to receive it, drop steps inside and switches hands to give the ball to the player to their right (you can go in either direction). You can also have players rotate to the outside.</p> <p>If a ball is dropped, remind players to chase it out.</p>
	<p>To & Away:</p> <p>Groups of 3, player A has the ball, player B cuts TO the ball while player C is cutting AWAY, A would then come TO the ball, B would go AWAY... This a great drill for mental focus and teamwork. Focus on cutting back to the ball and lead passing when making the away pass.</p>
	<p>Box Passing:</p> <p>All about timing and lead passing. Players follow their pass and join the end of the line. Focus on leading their teammates. You can control passes on the inside or the outside.</p>
	<p>Partner Passing On the Move:</p> <p>Around a box, players pass following instructions for footwork and stickwork. Example: Right hand up while shuffling.</p> <p>Coaching point, the outside person will need to hustle around the corners so that the partners can stay together.</p> <p>You can have players face each other, or one can run backwards while her partner jogs forward.</p>

Planning The Game

"Plan the game in the same detail as the practice"

List the procedures a coach must go through for each game:

Pre-Game: _____

During the Game: _____

Post-Game: _____

When planning practices, seriously consider the following ... AND LEARN HOW TO TEACH

Drills are an important part of teaching lacrosse. However, there are several aspects of teaching drills that have not been addressed. If learning is intuitive and best accomplished when the player has control, what happens in a drill where the coach has control? What are the players learning? Where do drills fit in the four step learning process outlined in Level 1 Theory. When should drills be used?

Drills are used in the “gathering of information” portion of the four step learning process. They are used to program habits or to memorize information so that the information or skill can be used automatically. Unfortunately, most coaches think they are teaching lacrosse when they are running drills. They are not. They are teaching players how to run the drill. The skills of team games are performed in an open setting, which means they are never repeated in exactly the same way because of the changing conditions. Drills constitute a closed setting that leads players to think about skills in the opposite way they are to be used.

Once the players can perform the skills or plays as instructed in the drill, they should use the information from the drill in minor games.

How long should this go on?

When coaches see the practiced behaviour in a formal game.

The reason?

Players need time to recognize when and how to use the skill or concept in a constantly changing environment. Once players try something, they need to do the evaluation and then have the opportunity to try again. In other words, players need time to experiment and to learn.

When scrimmaging, stop the action when players miss the opportunity to execute the skill or the play being taught:

Let individuals walk through the correct responses.

Set up a drill to mimic the game situation that is causing the problem when the players do not respond.

The problem isn't that the players don't know what to do: it is just that the complexity of full scrimmages or games is interfering with the players' ability to concentrate. In other words, coaches have to develop a progression of events through which players can gradually increase their level of concentration to make something happen. This is what is meant by the statement that the mental skills are developed along side the technical.

***Mastery of 80% of what is taught when 80% of practice time
is devoted to playing one type of game or another.***

Getting Started

Welcome!

Welcome to all new and returning players. Our goal is to promote the game of women's field lacrosse in a fun and educational setting. We will work to teach basic fundamentals as well as teamwork skills and gamesmanship. Our "league" will play with the following set of modified women's field rules:

PLAYERS ON THE FIELD: We will play 5 vs. 5 field players – no goalie. However, if two competing teams only have 8 players, we will accommodate the numbers to play 4 vs. 4, etc..

NO STICK CHECKING: In order to promote proper defensive body positioning, we will teach the "hip to hip", "stick-mirroring" concept. Players must mirror their opponent's stick and play the block or interception. There will be absolutely NO stick checking. If a stick check does occur, there will be an automatic turnover.

DRAW: A draw will be taken to start the game and after every goal. It will be taken at the centre circle. All other players must stand outside the centre circle.

LOOSE/GROUND BALLS: If the ball is on the ground, the coach will call the colour that is closest to the ball. The player will scoop it up and continue their progression. We want to **ELIMINATE** any trapping of the ball and encourage "running through" the ground ball. If a player block or knocks down the opposing teams pass, it is a turnover.

PASSING: In order to earn a shot on goal, a team must **attempt**:

2 passes: when they gain possession

The pass does not have to be caught, it is an **ATTEMPT**. However, several passes usually occur before a shot on goal.

NOTE: If a rebound comes off the post, a player may shoot immediately and no pass is required

CREASE: No player is allowed in the crease before, during or after the shot (offensive or defensive).

BABY LAX 8 WEEK PLAN

- *All practice plans are designed for 35-40 minutes. Intended to have game play at the end.*
- *Equipment needed: Balls, Cones and patience 😊 (blanket for extra girls to sit and cheer while the games are happening)*
- *Depending on the size of the team you can have 2 of the same drill happening at once- you want to avoid long lines and wait time.*

DAY 1

DRILL / ACTIVITY

** All teams together! Everyone's it- just like the name, everyone is trying to tag each other. If you get tagged you have to hold the spot where you were touched and continue to play. If you get tagged a second time, you have to run to the sideline and do 5 jumping jacks then rejoin the game.

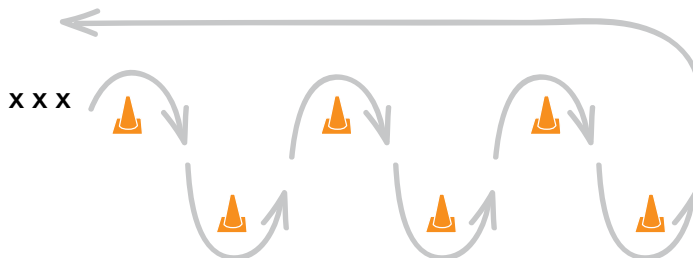
- Split into teams (Name tags are a great idea for day 1)
- Introduce yourself
- Start with holding the stick- ensure everyone has it up and the right way!
- Ground balls to start- quickly explain that you scoop through the ball.

Coach rolls a ball to the player. She scoops the groundball and runs to drop off the ball at 3rd cone. Then lines up at the far cone. Once all players are done, go back the other way.



- Have coaches roll the ball to the players. Players scoop the ball, run around a cone and drop the cone back to the coach. USE CONES. This will make life easier!
- Water break!

- Keeping the ball in the stick- they can carry it like a egg and spoon. Explain that if the ball falls out they have to scoop it!
- Have the players zig zag around cones, once they reach the end, have them run fast back to the start!



- Water break!
- Quickly explain the rules so they understand
- Clean up and get ready to play. All extra players are on the blanket waiting for their turn.

Notes / Thoughts / Reflections:

DAY 2

DRILL / ACTIVITY

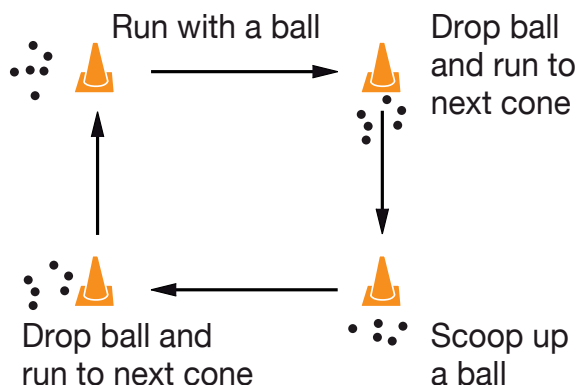
** All teams together! Blob tag. Start with 2 people “it” when they tag someone they join the blob. Once they get to a group of 4 they can split... This game goes quickly, so they will probably get to play more than once.

- Split into teams
- Quickly talk about catching- run through the ball, target up and soft hands. Try to discourage catching it like in a basket or moving backwards.
- Coach tosses the ball. If they don't catch it, remind them to scoop it up. Coach can switch the tosses too (high, low). If you have extra hands to help- use them! The more reps the better.



- Water break!

- Ground balls in a square with carrying the ball. Again you want them to run through the ball, if they drop it, have them scoop it up.



- Water break!
- Play a quick game of What time is it Mr. Wolf with all players cradling a ball for their steps.
- Review the rules or any misunderstandings from the week before.
- Clean up and get ready to play. All extra players are on the blanket waiting for their turn.

Notes / Thoughts / Reflections:

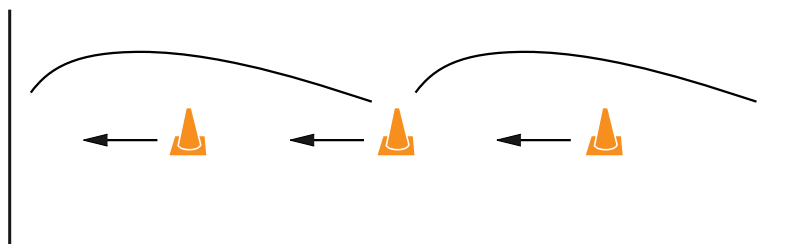
DAY 3

DRILL / ACTIVITY

- **** All teams together! Atoms- players are moving around in a variety of ways that the coaches call out (jogging, skipping, hopping, galloping, etc) when they call a number they have to get into that group- but they can hide people if the numbers don't split evenly! Coaches pretend not to see the hidden players
- Split into teams
 - Talk about passing - demo stick position, stepping, throwing and follow through.
 - Leap Frog passing - reminder to follow the ball if they miss it and scoop it.

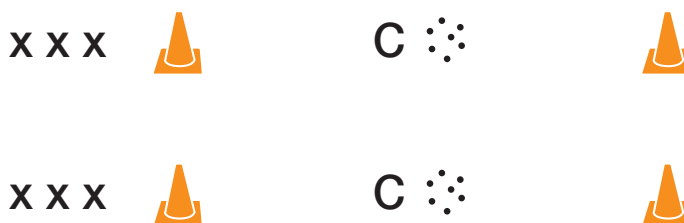
Leapfrogs:

- Players are on the sideline, make a pass “leapfrog” to receive the pass. They are to run at speed off ball.



Focus: Passing on the move. Coaching point: get sticks off the shoulder to make the pass travel a distance. Receivers should come to the ball to receive a pass.

- Water break!
- Coach rolls the ball to the player and they scoop it up. Running through the ground ball. Again, the more help the better!



- Water break!
- Practice the draw!
- Clean up and get ready to play. All extra players are on the blanket waiting for their turn.

Notes / Thoughts / Reflections:

DAY 4**DRILL / ACTIVITY**

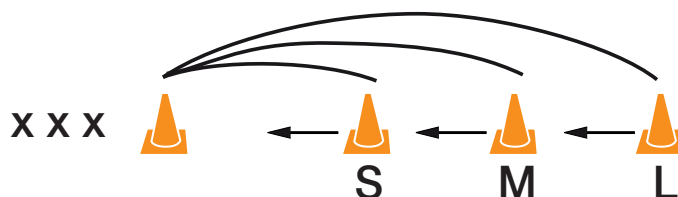
** All teams together!

Hot dog tag- have 2 players it. If a player gets tagged they have to lay on the ground and say “I need some buns!” 2 other players have to come and lay beside them as “buns” they are all free after that. No tagging while the players are the buns.

- Split into teams

Short, Medium, Long:

- Set each cone out and have the athletes keep the same “cone” for one minute. All players switch at the same time. Players jog out to their assigned cone and receive a pass. They then make a pass back to the starting point- and repeat the pattern. Short, Medium, Long... Focus on making a strong pass and hitting partner on the move.



- Water break!
- Coach rolls the ball away from the player and they scoop it up.



- Water break!
- Mirroring position on Defense. Talk about sticks up, hip to hip and stick to stick. Have players play a mirror game, trying to copy their partner.
- Clean up and get ready to play. All extra players are on the blanket waiting for their turn.

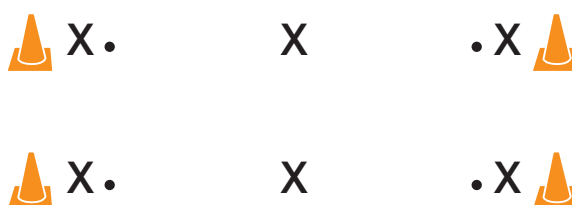
Notes / Thoughts / Reflections:

DAY 5**DRILL / ACTIVITY**

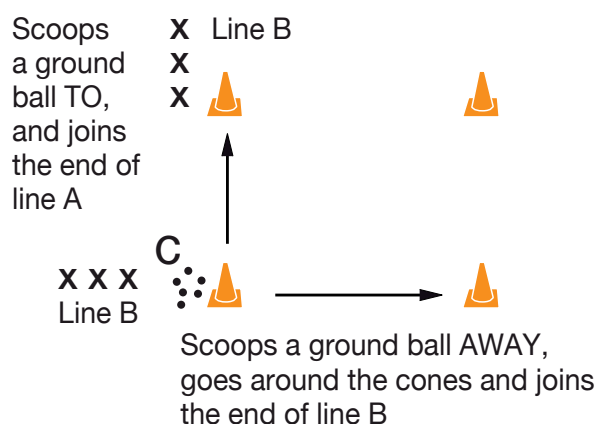
** All teams together!

Sister-Sister: everyone has a partner and one is on one side of the field, and the other is at the other end, when the coach says sister sister they have to run and find their partner and do a funny action (the coach tells them what to do: sister sister dance party, brushing teeth, standing on hot coals, crazy elephants, cry babies etc)

- Split into teams
- Post drill. Each post needs a ball. Time the players inside the posts and rotate through. Have each player go through at least twice.



- Water break!
- Ground balls to and away. Coach controls the ground balls.



- Water break!
- Ground ball challenge. See how many ground balls the team can get in 2 minutes. Have the balls scattered and the players in a line. Coach to roll balls back out so that there is always a couple for the 2 minutes.
- Clean up and get ready to play. All extra players are on the blanket waiting for their turn.

Notes / Thoughts / Reflections:

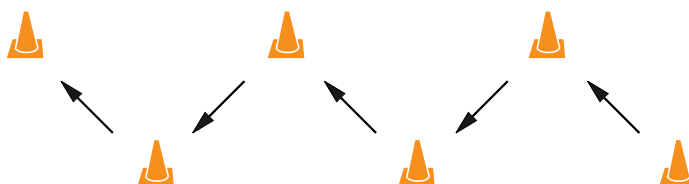
DAY 6

DRILL / ACTIVITY

** All teams together!

Team relays- have players run, hop, skip around cones without a stick. Be creative!

- Split into teams
- Follow your pass and “cut” to the ball to receive the pass. If they miss the ball, have them run and scoop it up!



- Water break!
- Ground balls posts. One ball. Player in the middle passes to the posts and then goes around them. The post will then roll the ball to the middle person, she scoops and passes to the other post. *have back up balls here!



- Water break!
- Have each player with a ball and introduce dodging. Start with the face dodge- have them pull their stick to their opposite shoulder and back ensuring the stick head is closed. They can start to do it on the move if they are ready!
- Clean up and get ready to play. All extra players are on the blanket waiting for their turn.

Notes / Thoughts / Reflections:

DAY 7

DRILL / ACTIVITY

**** All teams together!**

Lacrosse skills relays- have teams dodge, cradle, scoop on the go around obstacles. Like last week- be creative!

- Split into teams
- Introduce a shuttle for the first time! Player pass to opposite line and then run the end of the line they just passed to.

XXXXXX • - - - - - ➤ XXXXX

- Water break!
- Ground balls to self but on the move. This is to create spatial awareness- watch to make sure no one runs into each other.
- Water break!
- Have players get into pairs, one D and one A. They are going to practice mirroring and dodging in a mini 1v1. Switch often and coach as needed!
- Clean up and get ready to play. All extra players are on the blanket waiting for their turn.

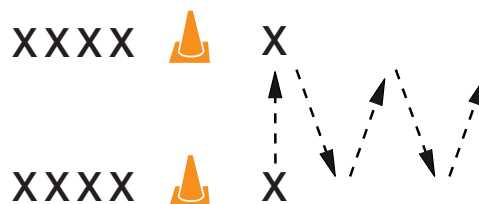
Notes / Thoughts / Reflections:

DAY 8**DRILL / ACTIVITY**

** All teams together!

Toilet Tag- like freeze tag, but when you get tagged you have to squat with your arm out. A player rush by and flushes your arm to unfreeze you.

- Split into teams
- Shuffle passing.



- Water break!
- Ground ball shuttle. One ground ball and then a pass. Never go ground ball to ground ball- doesn't make any sense!



- Water break!
- Shrimps and sharks. Have 2 players without sticks- these are the sharks, the rest of the players are shrimps and protecting their ball from the sharks. They cradle around trying to avoid getting tagged, if they drop the ball they have to scoop it up before the sharks steal it. If they get tagged they have to freeze and put their ball down (sharks can't steal it) another shrimp has to give them their pearl and then scoop up the groundball to be free.
- Clean up and get ready to play. All extra players are on the blanket waiting for their turn.

Notes / Thoughts / Reflections:

APPENDIX

A

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 arms 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 face-off 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 crossbar 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.
Dotted 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 face-offs.
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.

COACH CERTIFICATION

The National Coaching Certification Program certifies coaches who have demonstrated their ability to apply critically important competencies to coaching situations relevant to the stage of athletes they coach. This means that coaches must not only know about coaching but be able to demonstrate their ability to apply this knowledge in the coaching situation.

Coaches can be trained in any of the following eight coaching contexts, which are specific to the type of athlete they are working with, and can progress through to a "Master Coach" level in any context.

COMMUNITY SPORT

The **Community Sport – Initiation** context focuses on participants who are being introduced to a sport. In many sports this is very young children participating in the sport for the first time. In a few sports, initiation into the sport can occur with youth or adults. Participants get involved to meet new friends, have fun, and to learn a new activity. The role of the coach is to ensure a fun and safe environment and to teach the development of some of the "Fundamentals" stage skills and abilities for participants.

The **Community Sport – Ongoing participation** context is typically for either youth participating in a recreational environment, or masters participants participating for recreation, fitness, and socialization reasons. The participants are in the Active for Life stage of long-term athlete development. The role of the coach is to encourage participants to continue their involvement in the sport.

COMPETITION

The **Competition – Introduction** context is designed for coaches of athletes moving from the Fundamentals to the Learn to Train and Train stages of long-term athlete development.

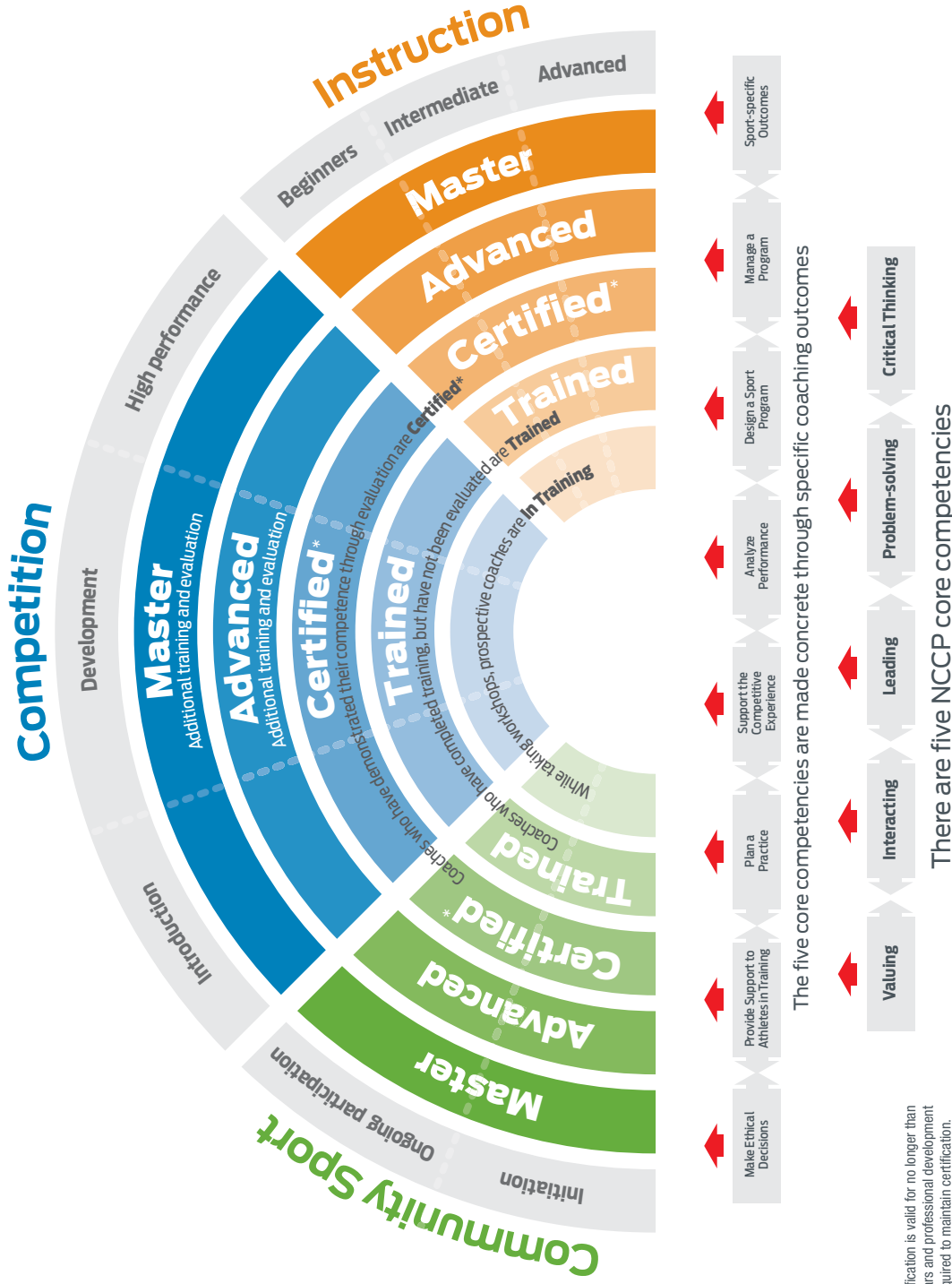
The **Competition – Development** context is designed for coaches of athletes ranging from the Train to Train to the Train to Compete stages of long-term athlete development.

The **Competition – High performance** context is typically reserved for coaches of athletes in the Train to Win stage of long-term athlete development although there is the possibility of some phasing in of a Train to Compete athlete into the High Performance level because of the fluidity of the stages of long-term athlete development. Coaches in this context require specific skills and abilities in order to meet the needs of their athletes.

INSTRUCTION

Instructors in the **Instruction – Beginners** context are usually working with participants who are experiencing the sport for the first time through a series of lessons. Typically there's no formalized competition at this level — it's strictly about skill development and there is a short timeframe of interaction between the instructor and the participant.

Instructors in the **Instruction – Intermediate performers** and **Instruction – Advanced performers** contexts are very specialized and are specifically there to assist athletes crossing over from competitive sport to gain enhanced skills, and in some cases, tactical development specific to their sport.



*Certification is valid for no longer than 5 years and professional development is required to maintain certification.