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# COMMUNITY DEVELOPMENT COACH



*National Coaching  
Certification Program*



Coaching Association of Canada  
Association canadienne des entraîneurs



## Land Acknowledgement

At Lacrosse Canada, we respect and acknowledge the First Nations / Indigenous, Inuit and Metis peoples of Canada as the keepers of the Territory upon which we will be learning today. I am coming to you from the

[ \_\_\_\_\_ ]



## Community Development Course Content

**Introduction**

**Long Term Athlete Development (LTAD)**

**The Emergency Action Plan (EAP)**

**Module 1 – The Game**

**Module 2 – The Coach**

**Module 3 – The Players**

Module 4 – Technical Preparation (On Floor)

**Module 5 – Mental Preparation**

Module 6 – Physical Preparation (On Floor)

**Module 7 – Practice Planning**

*Modules 4 & 6 will be covered in the on-floor portion at a later date*

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# INTRODUCTION



## Task 1

Find someone you do NOT know, then:

Introduce yourself.

My partner's name is \_\_\_\_\_

- Gather information regarding other sports coached and played, how long they have been coaching, etc.

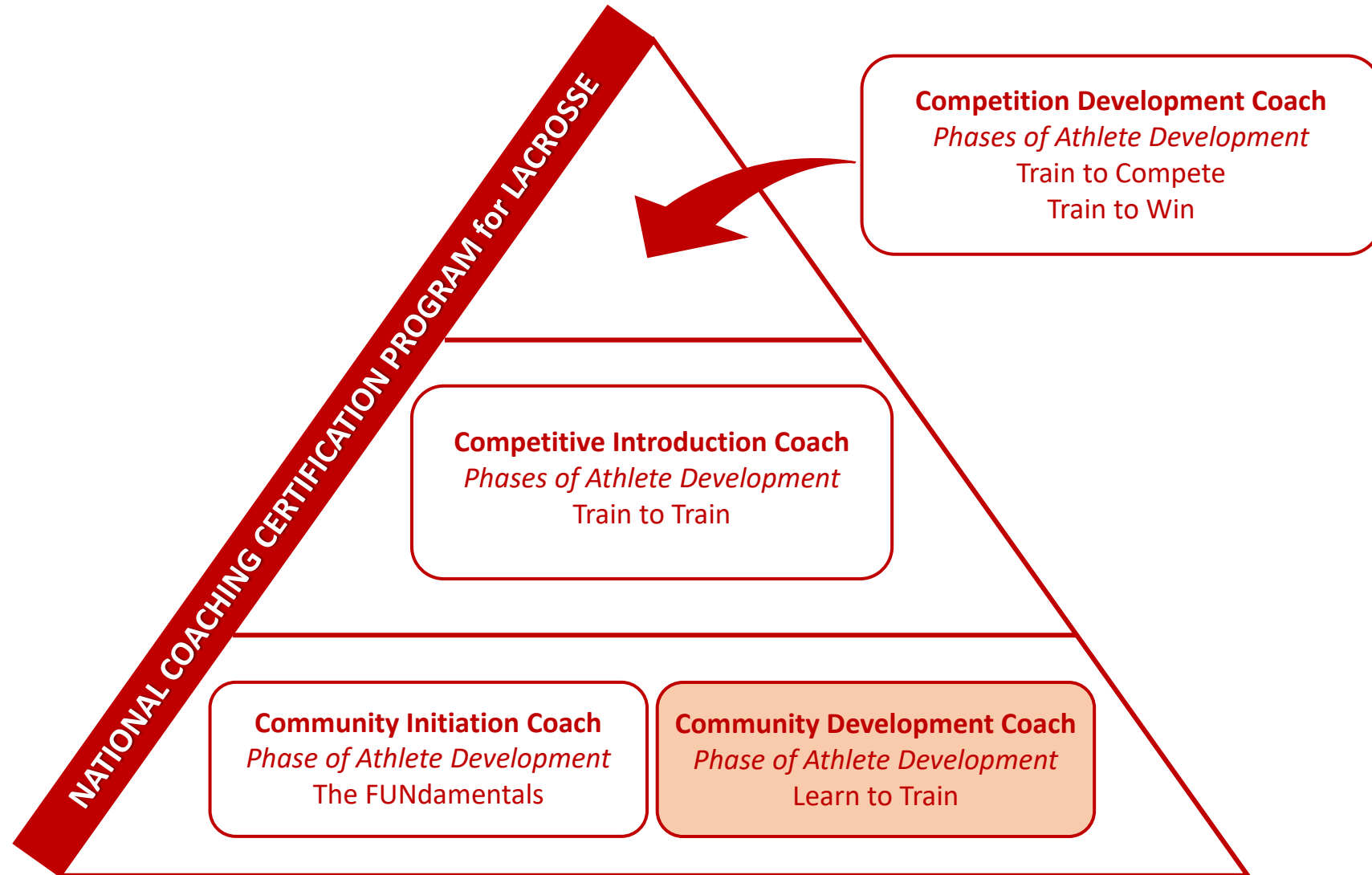


## Task 1

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.







## Community Development Coach

1

One  
National  
program:

National  
Coaching  
Program  
(NCCP)  
across all  
sports,  
contexts,  
provinces and  
territories



3

Three streams, based on age  
and stage of athlete development:



5

Five core competencies woven into  
all NCCP training:



7

Seven NCCP outcomes on which coaches  
are evaluated within the competency-based  
education program:







## NCCP Competency-Based Education Training

### Core Competencies

Valuing	Problem Solving	Interaction	Critical Thinking	Leadership
<i>Recognizes ethical dilemmas, problems and consequences.</i>	<i>Solves coaching problems where the variables may be unknown, uncontrolled or unpredictable.</i>	<i>Intervenes to facilitate progress. Applies all teaching and learning principles. Can remain positive when under stress.</i>	<i>Makes decisions based on experience and the larger sport and/or social context.</i>	<i>Has a positive influence on behavior. Works collaboratively. Recognizes the efforts of others.</i>



## THE CANADIAN LACROSSE COACHING DEVELOPMENT PROGRAM THE TECHNICAL COMPONENT OF THE NCCP

The Purpose of the **Lacrosse Coaching Development Program (LCDP)** is to improve all levels of play in the CLA through quality education of its instructors and coaches.

Through a comprehensive training and certification program, the goals of the LCDP are:

1. To promote the development of qualified lacrosse coaches.
2. To provide a method of recognition and categorization of all lacrosse coaches.
3. To improve the quality of instruction of lacrosse coaching by providing a medium by which they can improve.



## The Learning Outcomes of the LCDP

**At the end of this course the Community Development Coach will be able to:**

1. Plan, organize and administer practice sessions.
2. Teach the fundamentals and concepts of lacrosse using the phase analysis of skills and the task approach for learning.
3. Conduct lead up games and fun activities / drills that promote fitness and skill development.
4. Teach and support the rules of play in an environment that is fair for everyone.



## The Learning Outcomes of the LCDP

**At the end of this course the Community Development Coach will be able to:**

5. Prevent and recognize injuries to provide a safe environment and adequate care for injured players, including an EAP.
6. Facilitate the physical, mental, and emotional development of the players, i.e. developing character and life skills.
7. Evaluate practice and seasonal objectives.



## Lacrosse Coaching Development Program Curriculum (LCDP)

	Community Sport The Spirit of Lacrosse	Competition Athlete Centred Coaching	Competition Development Empowerment
The Game	The Game Equipment & Rules	The Team Game at the Competitive Level	Strategies & Tactics of Elite Lacrosse
The Coach	Learning How to Teach The Coach's Behaviour	Teaching Players how to Learn	Facilitating Achievement. Mentoring
The Players	Evaluating Player Development Risk Management	Evaluating Player Performance & Playing to Strengths	Statistics & Evaluation. Developing Role Players. Empowerment
Technical Preparation	Teaching the Fundamentals and the Motion Offence	Developing the "Team" Aspect of Lacrosse. Adding Precision to the Fundamentals	The Skills, Systems, Strategies and Tactics of Winning Lacrosse
Mental Preparation	Using the Fundamentals of the Mental Skills in Practises and Games	Using drills to Develop the Mental Skills. Using the Mental Skills to Learn.	Mental Skills —the Players' Responsibility
Physical Preparation	Planning Skill Related Drills/Activities that will Train the Physical Performance Factors	Planning Practises and Playing the Game in a way that will develop the Physical Performance Factors.	Training the Physical Performance Factors in order to Improve Technique and Intensity of Play.
Planning	Planning a Practice	Planning the Season	Planning the Year





## Reasons Children Participate In Sport

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



## Top reasons children stop playing sport are:

- Lost interest
- I was not having fun
- It took too much time
- Coach was a poor teacher
- Coach played favourites

- Too much pressure (worry)
- I wanted a non-sport activity
- I was tired of it
- needed more study time
- Sport was boring
- Overemphasis on winning

How many of the reasons in column 1 are coach related?

How many of the reasons in column 2 are parent related?



## I would get reinvolved in a sport I dropped if ...

### Boys

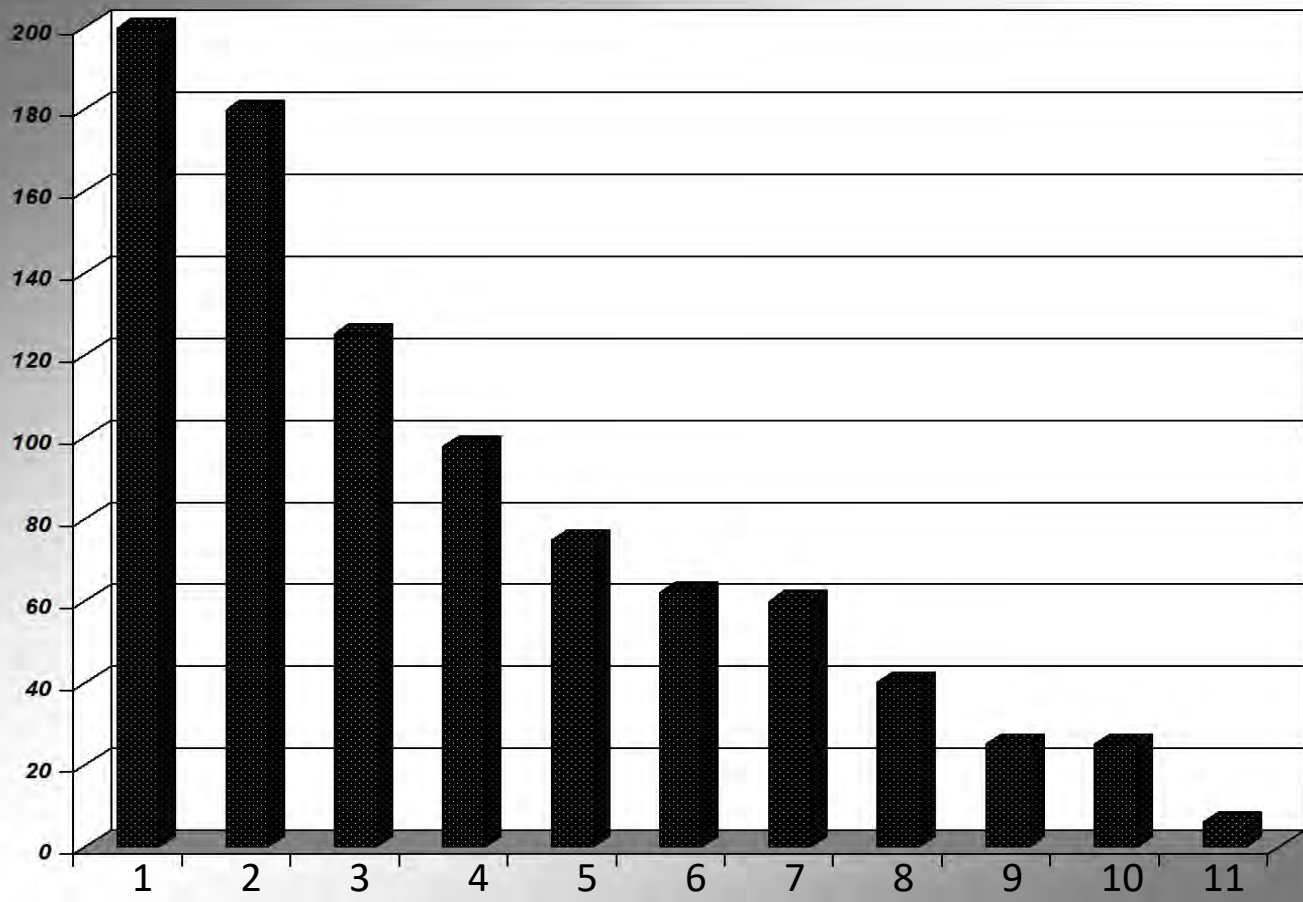
1. Practice was more fun
2. I could play more
3. Coach understood players better
4. There was no conflict with studies
5. Coaches were better teachers
6. There was no conflict with social life

### 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



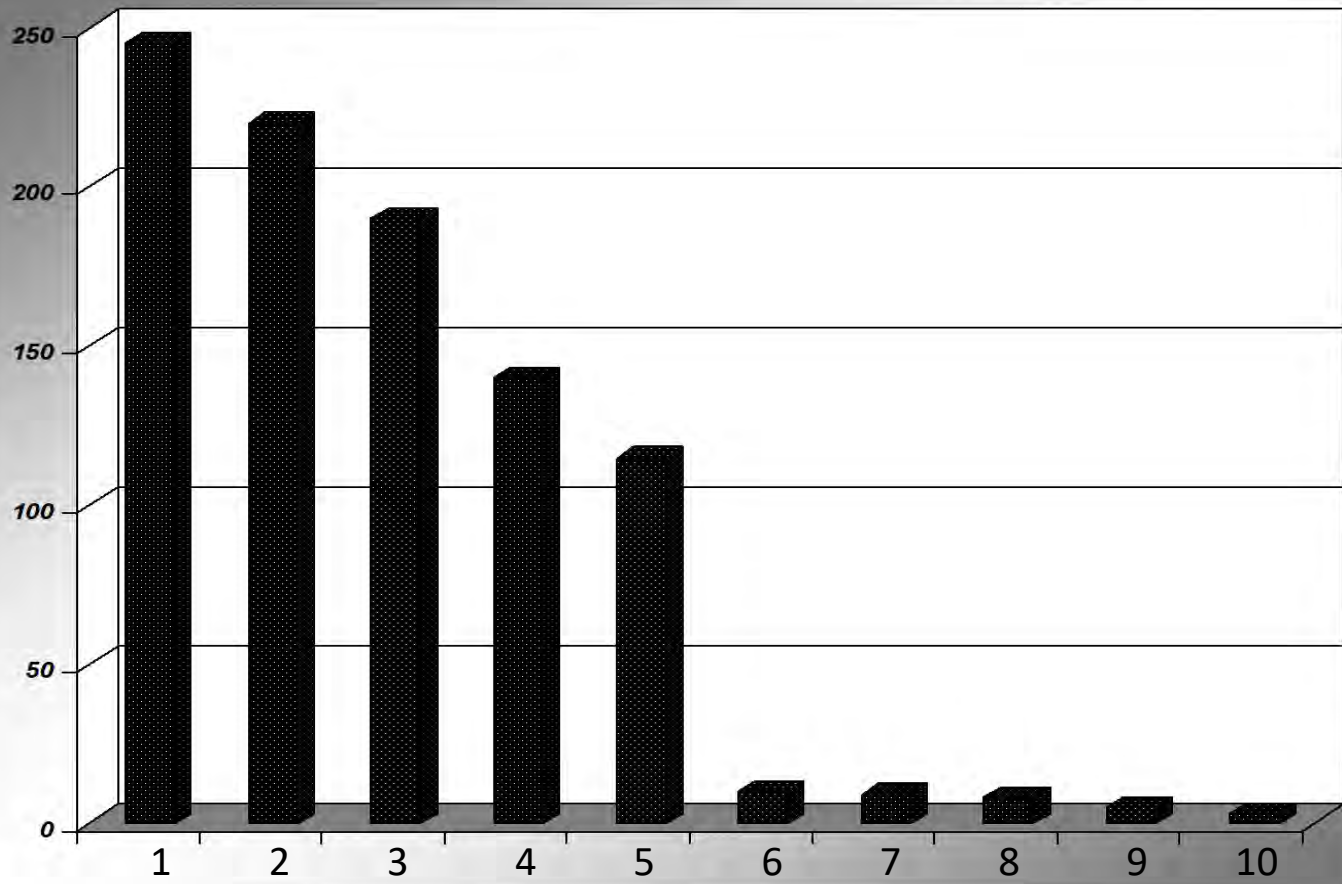
### LEGEND

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





## What Parents Expect of Sport



### LEGEND

1. To build self-esteem
2. To have fun
3. To develop skills
4. To increase fitness
5. To make new friends
6. Other
7. To have a professional career
8. To play on a winning team
9. To win awards
10. To go to the Olympics





## The Spirit of Lacrosse

*The player who played against me was really working with me.  
He caused me to make moves I had never made before.  
And any magic that came from the surprise of what I did came because  
he guarded me so well. The two of us were just working together,  
creating a new form to get to the same place.*

**Paul Owens – 1977 Poet**

### **Teaching the Spirit of Lacrosse**

***The Spirit of Lacrosse is taught by:***

Winning through the superior execution of skill.

Gaining advantage through superior fitness.

Playing lacrosse with integrity and respect.

**Strong Mind    Strong Body    Strong Spirit**



## Learning – Playing – Coaching

- Learning is enhanced when the activity is fun.
- Having fun is considered play
- Playing is learning

**Learning is intrinsic**, it happens while involved in an activity where a player is making an attempt to achieve.

Learning is best achieved when the activity has play like qualities.



## Learning – Playing – Coaching

### LEARNING

Learning must be self directed

Learning must be experiential

Learning is reflective

Learning is continuous

Learning has feeling

### PLAY

Spontaneous

Inconsequential

Exploratory

Challenging

Adaptive

Repetitive

Play involves Emotion

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# LONG TERM ATHLETE DEVELOPMENT (LTAD)



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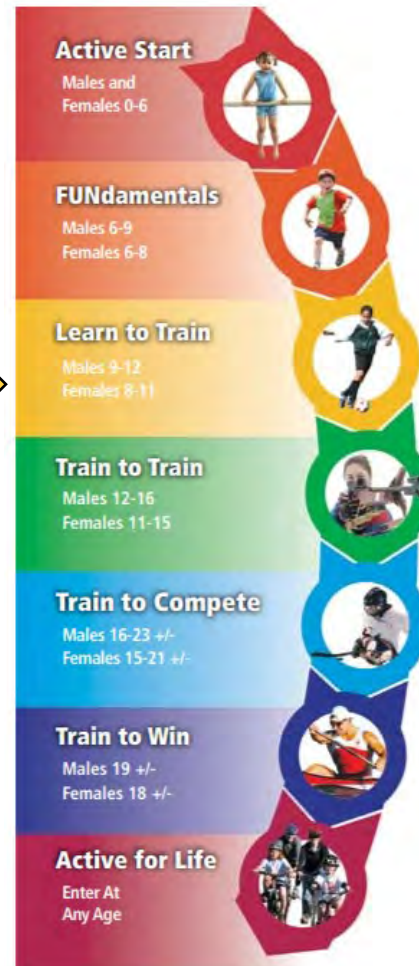
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## Long Term Athlete Development (LTAD)

Your athletes are here



### What is LTAD?

Human development from birth to adulthood is a continuous process. To understand the process better, experts divide human development into distinct stages with specific characteristics; these are called stages of development.

In Canadian sport, experts have identified seven stages of development, each with its own physical, mental, emotional, and cognitive characteristics. This is our Long-Term Athlete Development (LTAD) model, and it's the basis for the optimal training and competition kids need to enjoy sport the most and perform their best.

### Why do we need the LTAD model?

Because participation in recreational sport and physical activity has been declining and physical education programs in schools are being marginalized.

Because the international performances of Canadian athletes have been declining in some sports.

Because other sports are having trouble identifying and developing the next generation of international athletes.

Because **NOT** matching skills and activities to a stage of development has serious negative consequences, and Canadians and the Canadian sport system have been suffering from them for some time. To mention just a few of them:

- Children don't have fun;
- They develop bad habits because of the over-emphasis on winning;
- Their skill development is poor;
- They don't reach their optimal performance level;
- Many burn out and drop out of sport.





## Long Term Athlete Development (LTAD)

### Learn to Train

- Overall sport skills development.
- Major skill learning stage: all basic sport skills should be learned before entering puberty or the Train to Train Stage.
- Integrated mental, cognitive and emotional development.
- Introduction to mental preparation.
- Develop strength through use of own body weight, also using medicine ball and Swiss ball.
- Introduce ancillary capacities.
- Further indication and development of talents.
- Single or double periodization.
- Sport-specific training three times per week; participation in other sports three times per week.

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

## LTAD – What? – How? – Why?

### Long-Term Athlete Development (LTAD)

#### What?

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

#### How?

Based on clearly defined developmental stages, LTAD provides recommendations for ratios of training-to-competition hours, points of emphasis in skills training, formats for competition, and more. When adapted to a specific sport such as lacrosse, it provides coaches and administrators with clear guidelines for designing training and competition programs at every developmental stage to optimize long-term skills acquisition and performance.

#### Why?

Importantly, LTAD allows athletes the flexibility to move between competitive and recreational arenas of their sport at almost any time of life. Following early athlete development in the first stages of training, and depending on talent, athletes may choose to pursue elite competition or join a recreational stream for fun and wellness. In this way, LTAD supports lifelong wellness for the greatest number of participants even while promoting medal-winning performances.







## LTAD – Growing with Lacrosse

### Growing with Lacrosse

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



**Active Start**  
Young children begin basic play.



**FUNDamentals**  
Later childhood provides more structure but emphasizes FUN.



**Learning to Train**  
Pre-teens prepare for structured training.



**Training to Train**  
Early teens build training capacities.



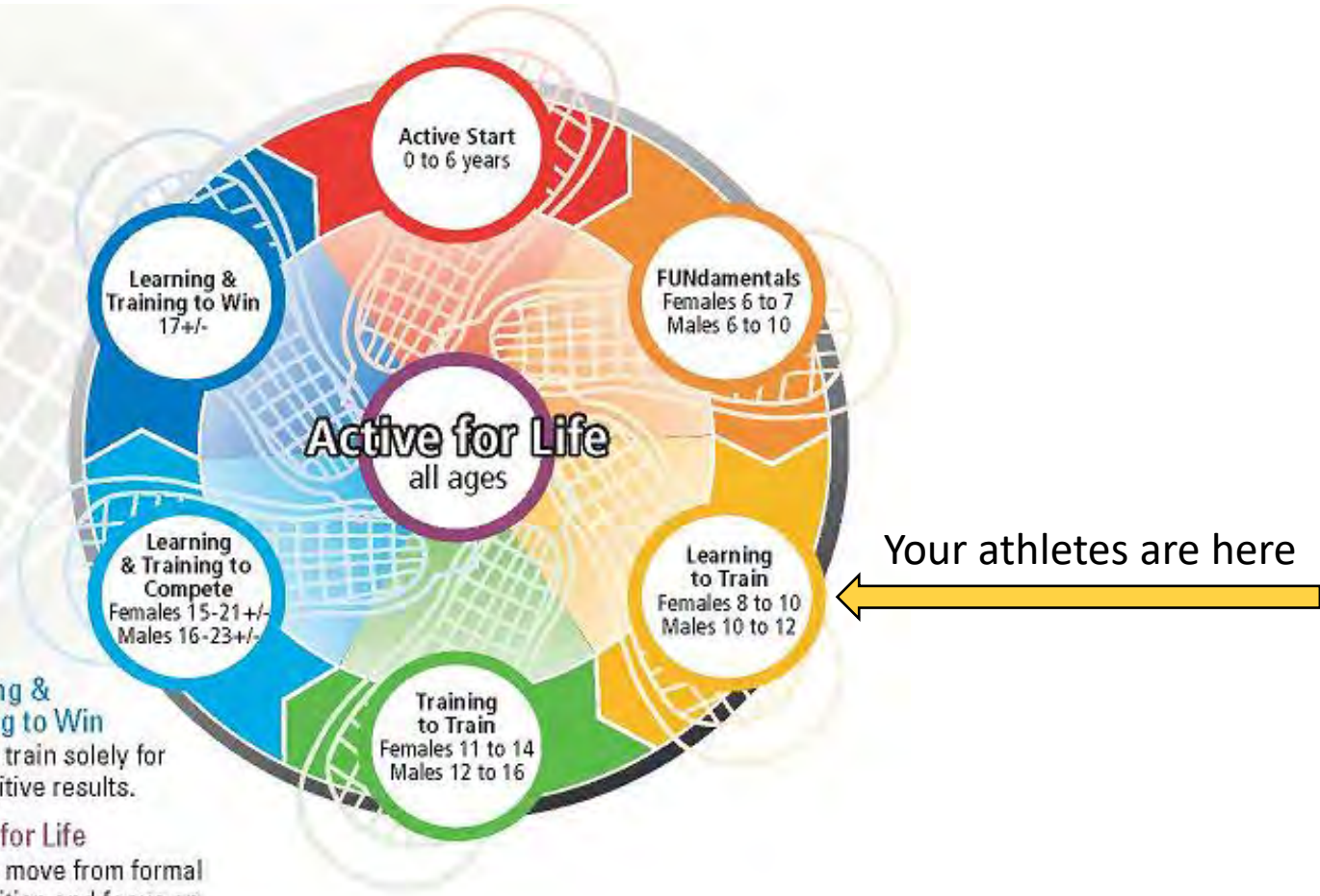
**Learning & Training to Compete**  
Older teens start training to compete for titles.



**Learning & Training to Win**  
Players train solely for competitive results.



**Active for Life**  
Players move from formal competition and focus on wellness.





## LTAD – The Male Athlete

### THE MALE ATHLETE

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

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

Your athletes  
are here



## LTAD – The Female Athlete

### THE FEMALE ATHLETE

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

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

Your athletes are here



## LTAD – Shortcomings / Consequences

### Shortcomings

- Young athletes tend to over compete and undertrain.
- Coaches neglect the sensitive periods when athletes experience accelerated adaptation to specific aspects of training (E.G. Strength, speed, skill, stamina, suppleness).

### Consequences

- Athlete skills are underdeveloped and unrefined.
- Skill development is never optimized.

The shortcomings and consequences should be seriously considered by program planners.



## LTAD – Shortcomings / Consequences 2

### Shortcomings

- Winning is emphasized prematurely at young ages, so training becomes geared toward short term game results rather than long term athlete development.
- Fundamental Lacrosse skills are not taught at the appropriate ages using the appropriate methods.
- Training and competition programs for males are imposed on females.
- Adult training and competition formats are often imposed on child and youth athletes.

### Consequences

- Athletes fail to reach optimal performance levels when they progress to senior elite competition.
- Athletes develop poor movement abilities.
- Athletes lack proper fitness.
- Athletes develop poor habits from over competition focused on winning.



## LTAD – Shortcomings / Consequences 3

### Shortcomings

- Chronological age is used to organize training and competition, rather than developmental age.
- The best coaches work with elite athletes; less-experienced volunteer coaches at the developmental level where trained coaches are essential.
- The competition system (E.G. League and tournament schedules) interferes with athlete development.
- There is no Talent Identification system (TID)

### Consequences

- Female athletes do not reach their potential.
- Children do not have fun in adult based sport programs and they leave the sport.
- The next generation of international athletes is not systematically developed.
- Athletes over compete and burnout when pulled in different directions by school, club, and provincial teams.



## LTAD – Shortcomings / Consequences 4

### Shortcomings

- There is no integration between physical education programs in schools, recreation programs, and elite competitive programs.
- There is little integration and collaboration between the disciplines of lacrosse (box, men's field, women's field).
- Athletes are encouraged to specialize (by both sport and position) when they are too young.

### Consequences

- Provincial and National team coaches must implement remedial programs to counteract the shortcomings of athlete development.
- Inconsistent national performances due to lack of TID and a player development pathway.
- Competition between box and field programs for players.

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# EMERGENCY ACTION PLAN (EAP)



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# Emergency Action Plan (EAP)

 **EMERGENCY ACTION PLAN (EAP)** Date:

Event:  Location:

 Charge Person	 Call Person
<input type="text"/>	<input type="text"/>
Backup	Backup
<input type="text"/>	<input type="text"/>
Backup	Backup
<input type="text"/>	<input type="text"/>

 Important Addresses	 Emergency Phone Numbers
Site or Facility (Address, City, Province) <input type="text"/>	Emergency Services <input type="text"/>
Nearest Hospital (Address, City, Province) <input type="text"/>	Facility Manager or Superintendent <input type="text"/>
Additional Location Information <input type="text"/>	Other <input type="text"/>

 **EMERGENCY ACTION PLAN (EAP)** Date:

Event:  Location:

Directions to site/facility

**Charge Person Responsibilities**

1. Conduct an initial assessment of the injury.
2. Designate someone to watch the other participants (stop all activities and ensure all participants are in a safe area if nobody is available to supervise).
3. Wait with the injured participant and help keep them calm until emergency medical services arrive and conduct their assessment of the injury.
4. Record the injury using their club's accident report form.

**Call Person Responsibilities**

1. Call for emergency help.
2. Provide all necessary information to dispatch.
  - The facility location
  - The closest access door to the injured participant
  - The nature of the injury
  - A description of first aid that has been performed
  - Other medical information, such as allergies or medical conditions
3. Clear any traffic from the facility entrance or access road before the ambulance arrives.
4. Wait by the entrance to direct the ambulance.
5. Call the participant's emergency contact person.
6. Assist the charge person as needed.

**REMINDERS**

- You can save and re-use this form to prepare an EAP for your usual practice site and for any site where you host competitions.
- When preparing for away competitions, ask the host team or host facility for a copy of their EAP in advance.
- Attach the medical profile and parent or caregiver contact information for each participant to this emergency action plan.

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## Emergency Action Plan (EAP)

Date:

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### EMERGENCY ACTION PLAN (EAP)

Event:

---

Location:

---

---

Directions to site/facility:

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## Emergency Action Plan (EAP)

### Charge Person Responsibilities

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## Module 1

# THE GAME



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## The Game

### **GOAL:**

To introduce 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 provide a positive, safe and fair environment.
- Provide players and parents with information on the purchase and care of equipment.
- Describe the sport of lacrosse, its structure of play and rules.

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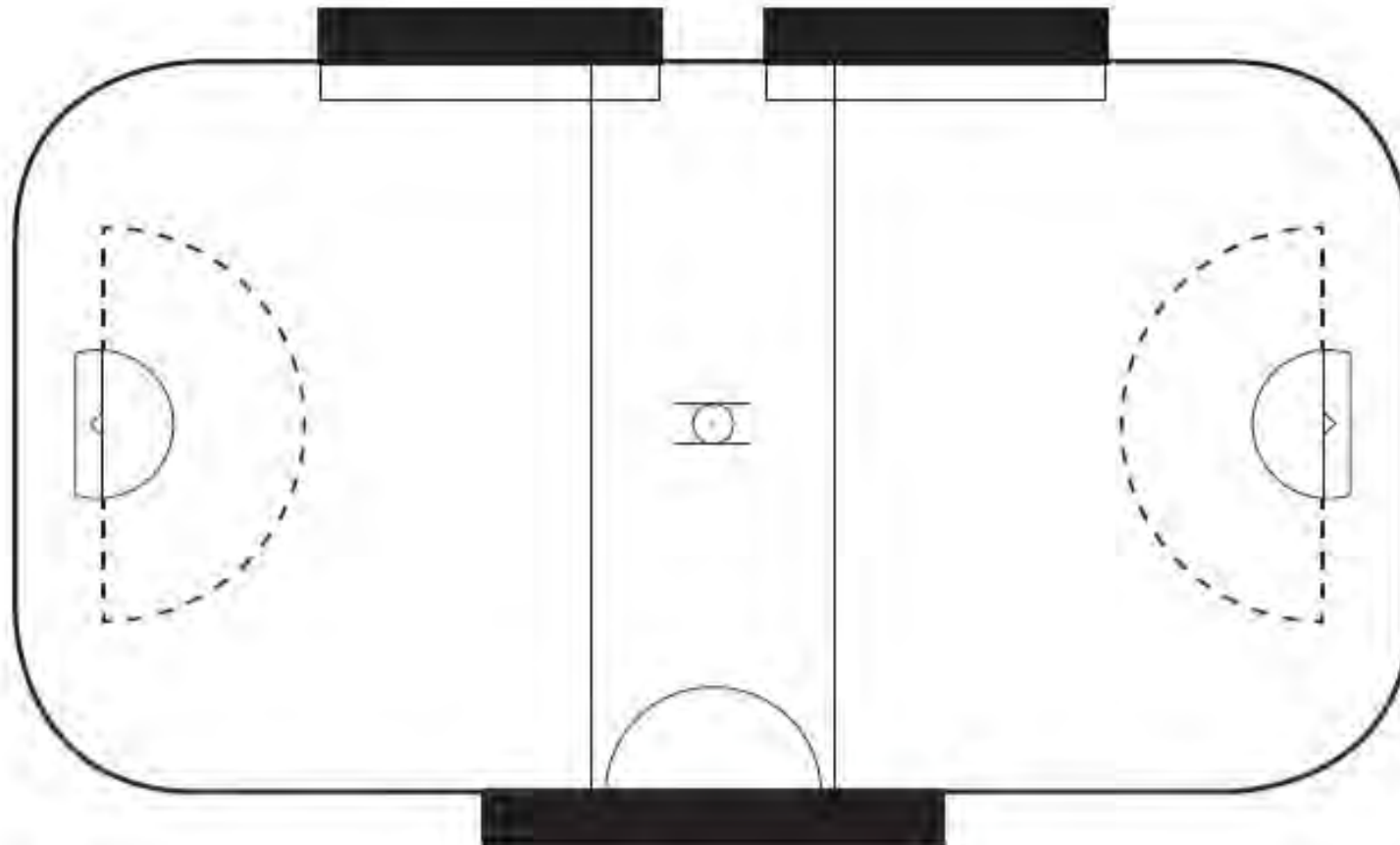


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# The Game

## The Playing Surface



# The Game

## THE RULES

### Classification of Rules

#### 1. Structure of Play

- Floor markings
- Equipment
- Procedures
- Players

#### 2. Flow of Play

- Starting and stopping play
- How the game is played

#### 3. Infractions

- Loss of possession
- Penalty Shots
- Timed Penalties
  - ✓ Minor
  - ✓ Major
  - ✓ Misconduct
  - ✓ Expulsion
  - ✓ Match



### Task:

**Define each of the Infractions by listing the conditions under which they occur.**

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## Module 2

# THE COACH



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## The Coach

### **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 Development Coach will be able to:**

- Provide positive learning and playing experiences for all participants
- Consistently follow the Fair Play 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



## Coach Introduction

1. What sports do you coach?

---

2. What age of athletes do you coach? What Stage of LTAD are they at?

---

---

3. What are the most important coaching goals you have?

---

---

---



## Coach Introduction

**4. List your three (3) main reasons for coaching.**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**5. Outline your personal coaching philosophy.**

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## What are the desired qualities in a coach?






## Desired Qualities in a Coach?

<b>Integrity</b>	<b>Empathy</b>	<b>Skill Development</b>	<b>Team Spirit</b>
<b>Confidence</b>	<b>Poise</b>	<b>Patience</b>	<b>Friendship</b>
<b>Honesty</b>	<b>Loyalty</b>	<b>Enthusiasm</b>	<b>Reliability</b>
<b>Sense of Humour</b>			



## Qualities of a Good Leader

1. Build and share the direction and vision for the team;
2. Motivate and inspire;
3. Are concerned with effectiveness;
4. Encourage people to live up to their potential;
5. Clarify roles and responsibilities;
6. Promote two-way communication;
7. Support new ideas and new direction;
8. Are innovative and creative;
9. Problem solvers



## Qualities of a Good Leader

10. Coordinate, consult and guide;
11. Are open and honest;
12. Promote team building, networking and manage conflict;
13. Delegate responsibilities and monitor;
14. Encourage planned risk taking;
15. Use policies and controls to guide rather than to dictate;
16. Lead and pull rather than direct and push;
17. Facilitate and mentor;
18. Acknowledge and reward.

## What Influences How You See?



*NB: There can be many other factors that influence how you see a situation, including, but not limited to, politics, economics, and your employment situation if you are a paid coach.*





# NCCP Coach of Ethics



## NCCP Code of Ethics

### Purpose of the NCCP Code of Ethics

The National Coaching Certification Program™ (NCCP) Code of Ethics provides ethical standards that reflect the core values of the coaching profession in Canada, and guides sport coaches to make balanced decisions to achieve personal, participant and team goals. The NCCP Code of Ethics applies to every coach in Canada—from the first-time coach to the head coach of a national team. The NCCP Code of Ethics is used to guide the conduct in sport that stipulate acceptable and non-acceptable behaviours and associated repercussions.

### Core principles and ethical standards of behaviour

Coaches value Leadership and Professionalism, Health and Safety, and Respect and Integrity. For each of these core principles, there are associated ethical standards of in-person and on-line behaviour expected of every NCCP coach and NCCP Coach Developer in Canada, whether on or off the field.



<sup>1</sup> "Participants" include but are not limited to athletes, opponents, parents, other coaches, volunteers, administrators, officials and medical staff (irrespective of race, ancestry, place of origin, colour, religion, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or physical or mental ability) (Source of Inclusivity statement: Canadian Centre for Ethics in Sport (CCES)).



## NCCP Code of Ethics



### Leadership and professionalism

*This principle considers the inherent power and authority that a coach holds.*

#### Ethical standards of behaviour

- ▶ Understand the authority that comes with your position and make decisions that are in the best interest of all participants
- ▶ Share your knowledge and experience openly
- ▶ Maintain the athlete-centered approach to coaching so that every participant's well being is a priority
- ▶ Be a positive role model
- ▶ Maintain confidentiality and privacy of participants' personal information



### Health and safety

*This principle considers the mental, emotional, physical health and safety of all participants.*

#### Ethical standards of behaviour

- ▶ Recognize and minimize vulnerable situations to ensure the safety of participants
- ▶ Prioritize a holistic approach when planning and delivering training and competition
- ▶ Advocate for, and ensure appropriate supervision of participants, including the Rule of Two
- ▶ Participate in education and training to stay current on practices to ensure the continued safety of your participants
- ▶ Understand the scope of your role and skills and call upon others with specialized skills when needed to support your participants



### Respect and integrity

*This principle considers respect and integrity, which are the rights of all participants.*

#### Ethical standards of behaviour

- ▶ Provide equitable opportunity and access for all
- ▶ Establish a respectful and inclusive sport environment where all participants can raise questions or concerns
- ▶ Obey the rules and participate honestly and respectfully
- ▶ Be open, transparent and accountable for your actions
- ▶ Maintain objectivity when interacting with all participants

### Rule of two

The goal of the Rule of Two is to ensure all interactions and communications are open, observable and justifiable. The purpose is to protect participants (especially minors) and coaches in potentially vulnerable situations by ensuring more than one adult is present. There may be exceptions for emergency situations.

### Contact

Questions related to the NCCP Code of Ethics design may be directed to the Chief Operating Officer at the Coaching Association of Canada. Send an email to [coach@coach.ca](mailto:coach@coach.ca) or call 613-235-5000 ext. 1.

For complaints related to Registered Coaches or Chartered Professional Coaches, refer to the Coaching Association of Canada's Code of Conduct.



# NCCP Coach Code of Conduct

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## NCCP COACH CODE OF CONDUCT

It is expected that every NCCP accredited Coach, Instructor, Learning Facilitator, Evaluator and Master Coach Developer will read, understand, and sign the following Code of Conduct:

**Preamble**  
In my role as Instructor, Coach, Master Coach Developer, Learning Facilitator or Evaluator LF/Evaluator having engaged in National Coaching Certification Program (NCCP) for the Canadian Lacrosse Association,

I, \_\_\_\_\_ expressly agree to conduct myself in a manner consistent with this Code of Conduct. My failure to abide by this Code of Conduct can result in sanctions being imposed, including the removal of designated qualifications or suspension.

**Code of Conduct**  
I shall:

**Training**

1. Successfully participate in all NCCP training and evaluation components and be granted appropriate accreditation for NCCP events in which I engage. (i.e. Coach Pathway).

**Goals and Key Personnel Support**




2. Align with the common goals and objectives of the Canadian Lacrosse Association because they service the community at large.
3. Avoid discrediting specific sponsors, suppliers, employers, and/or other partners.
4. Support key personnel and systems of the NCCP and partner organizations (CAC, Sport Canada, Provincial/Territorial Governments, NSOs).

**CAC Code of Ethics**

5. Demonstrate ethical behaviour at all times and commit to the CAC Code of Ethics.
6. Attend all required professional development and continuously seek to improve personal abilities and performance on a regular basis.

**Behaviour**

7. Exhibit exemplary professional behaviour when performing duties with coaches, parents, athletes and participants in Lacrosse.
8. Approach problems and issues (technical and non-technical) in a professional and respectful manner seeking solutions that support due process.
9. Place the best interest of the coaches, athletes, parents and participant with whom I interact in accordance to LTAD recommendations and ahead of my personal interests.

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**Harassment**

10. Refrain from all forms of harassment - physical, emotional, mental, or sexual.
11. For the purposes of this Code of Conduct, sexual harassment includes either or both of the following:
  - 11.1 The use of power or authority in an attempt to coerce another person to engage in or tolerate sexual activity. Such uses of power include explicit or implicit threats of reprisals for non-compliance or promises of reward for compliance;
  - 11.2 Engaging in deliberate or repeated unsolicited sexually oriented comments, anecdotes, gestures, or touching, that:
    - 11.2.1 Are offensive and unwelcome,
    - 11.2.2 Create an offensive, hostile, or intimidating environment and can be reasonably expected to be harmful to the recipient or teammates.

**Responsibility**  
If there is disagreement or misalignment on issues, it is the responsibility of an NCCP accredited Instructor, Coach, Master Coach Developer, Learning Facilitator or Evaluator to seek alignment with the objectives, goals and directives of the Canadian Lacrosse Association.

Please be advised that the Canadian Lacrosse Association board will take the necessary disciplinary action should any material breach of the Code of Conduct occur.

I hereby declare having read the above and understand and accept the terms and conditions outlined.

\_\_\_\_\_  
Name (Please print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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## Athlete Centered Coaching

**What is Athlete Centered Coaching?**



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## Athlete Centered Coaching

### What is Athlete Centered Coaching?

A situation where learning is the Intuitive change that occurs when people are engaged in activities that presents challenges or problems, stimulate ideas, develop skills or increases knowledge.





## Athlete Centered Coaching

### How Important is it for Players to:

1. Make the right decisions during a game and when under pressure?
2. Control emotions?
3. Set meaningful goals?
4. Persist in the face of defeat?
5. Be self-motivated?
6. Function under pressure?



## Athlete Centered Coaching

***Coaches that listen, mentor and facilitate empowering players to take ownership of the game.***

Motivation is intrinsic therefore:

1. Players work hard because they have goals to achieve.
2. Players come to practices because the practices are theirs.
3. Players monitor their behaviour because their destiny is at stake.



# Athlete Centered Coaching

## Your Approach to Coaching

**Communication**

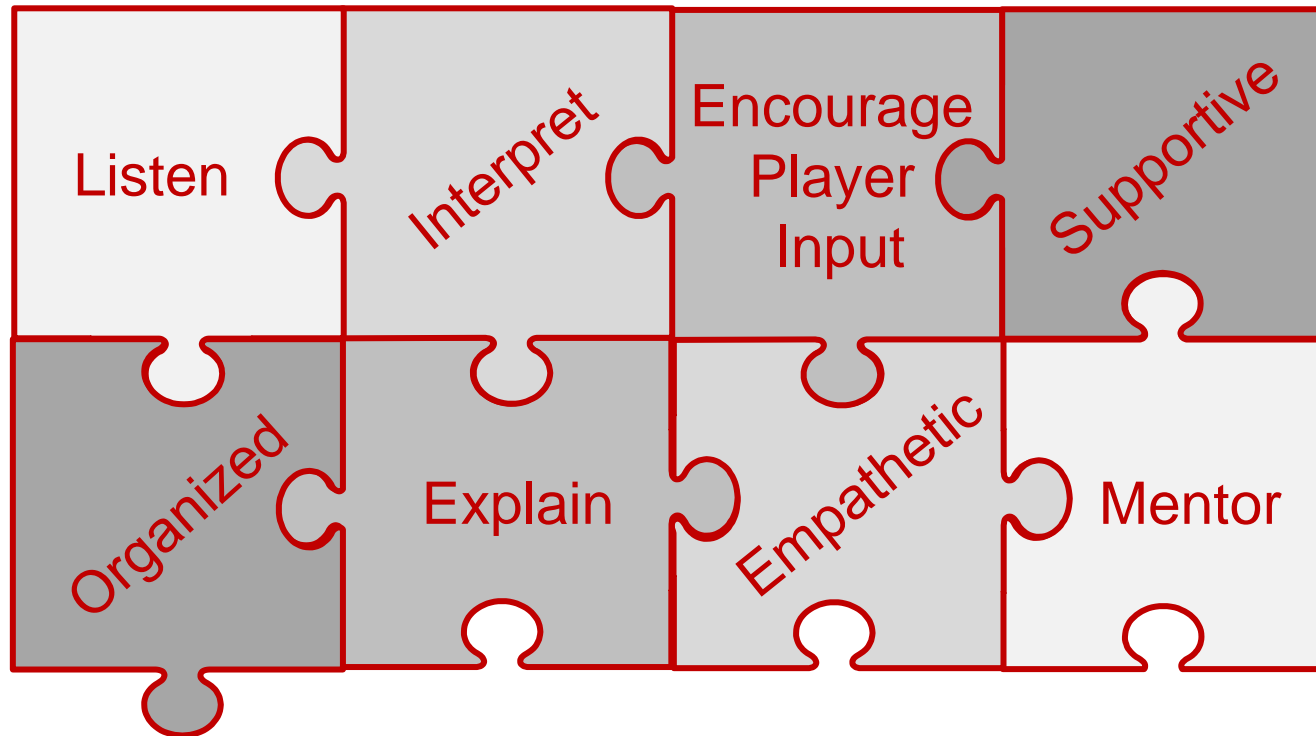
**Motivation**

**Goal Setting**



## Athlete Centered Coaching

You are an **Athlete Centered Coach** if you . . .







## Athlete Centered Coaching

Athlete Centered coaching is **NOT**

1. Totally undirected
2. Total freedom of choice
3. Choice without responsibility

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**What are a coach's responsibilities at the following times?**

Pre-Game

Between Periods

Time-Outs

Post-Game

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## Module 3

# THE PLAYERS



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## The Players

### GOALS

- Define the growth and development needs of players learning to play lacrosse
- Outline how coaches can meet these needs
- Provide a safe environment for playing and practicing lacrosse
- Provide care for injured players until medical attention can be given.





## The Players

### OBJECTIVES:

#### Coaches will be able to:

1. Identify the growth and development characteristics of the players
2. Identify the stage of skill development of the players
3. List the skills required to get to the next stage of development
4. Accurately assess the level of team play
5. Define the importance of emotional development
6. Develop the players' sense of responsibility to the coach, teammates and themselves



## The Players

### OBJECTIVES:

#### Coaches will be able to:

7. Define self-esteem and why it is important
8. Do everything possible to prevent injuries
9. Consider all injuries serious – minor injuries and ongoing pain should not be ignored
10. 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*
11. Administer first aid that ensures injuries will not be made worse and only until medical attention can be given
12. Have an Emergency Action plan in place

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## Player Assessment

Why do coaches need to assess players?



## Player Assessment

**Step 1: Gather the information**

How do you gather information?  
Circle or list the ways.

**Step 2: Determine the skill level of the team**

**Highest level of team play for:**

Offence

Defence

**Lowest level of team play for:**

Offence

Defence

**Step 3: Determine the skill level of each player**

**List the strengths of each player**

**Develop 4 objectives for each player**



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## Emotional Intelligence

- What is Emotional Intelligence?
- Why is Emotional Intelligence important?



## Emotional Intelligence

**Emotional Intelligence is the ability to:**

- Motivate oneself
- Persist in the face of frustration
- Control impulse and delay gratification
- Regulate one's moods and keep distress from swamping the ability to think
- Empathize
- Exercise the power of positive thinking which is related to hope, optimism and self-efficacy
- Believe that one has mastery over the events of one's life and can meet challenges as they come up

***Emotional Intelligence starts developing at birth and continues through adolescence and beyond through:***

**Empowerment and interaction in a positive environment**

**Example: Athlete Centered Coaching**



## Developing Emotional Intelligence

Emotional Intelligence is developed during

**Teachable Moments**

Promoting Fair Play & the Spirit of Sport

**The effort to satisfy the  
Psychological Needs**

Building confidence and self esteem  
through sport



# Developing Emotional Intelligence

## The Meeting of Psychological Needs Builds

### Self-Esteem

A feeling of satisfaction that someone has in himself or herself and his or her own abilities.

### Empathy

Empathy is recognizing the feelings of other and is the primary emotion involved in:

- Team Building
- Fostering the Spirit of Sport
- Developing the Respect that is key to FAIRPLAY

### Self-efficacy

Self-efficacy is the belief that one can achieve and is the emotion that:

- Motivates players to learn and try new things.
- Foster hope and keeps players from giving up



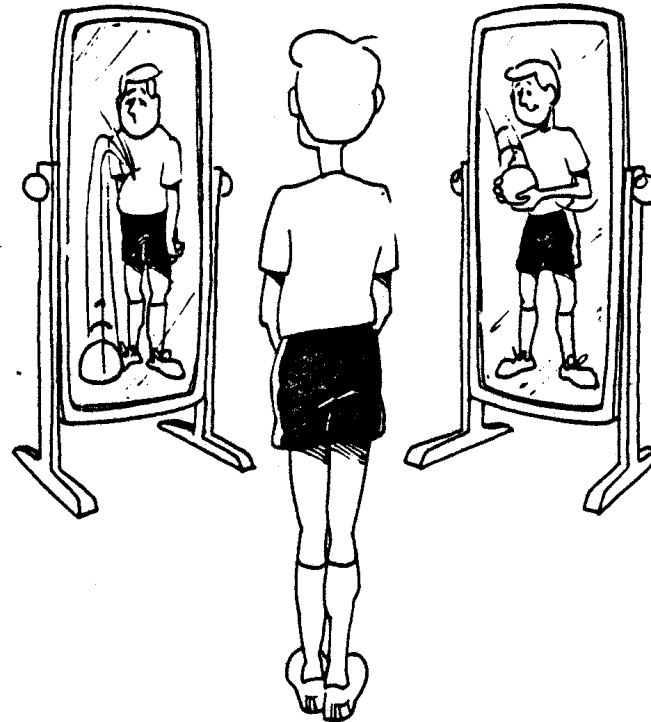
## Self Image

*Self-image affects*

**Our Learning**

**Our Happiness**

**Our Motivation**



**Our Performance**

**Our Personal Relationships**

**Our Attainment of Personal Goals**



## Tips For Developing the Self-Esteem of Your Players

1. Give them a warm and personal welcome when they arrive, and make sure they are happy to be there.
2. Show them that you have confidence in their ability to learn and improve.
3. Show them respect.
4. Tell them what their positive qualities are, and what they do well.
5. Show them you appreciate them as people.



## Tips For Developing the Self-Esteem of Your Players

6. Communicate with them in a positive way.
7. Design activities that are suited to their level of performance.  
Establish realistic goals and expectations based on their abilities.
8. Give sincere and frequent praise, especially to young children.  
Encourage effort and avoid always focusing on results. However, avoid giving false praise, as participants will soon stop valuing your feedback.
9. Avoid games involving an elimination process because they may create unnecessary pressure. Create situations with high chances for success.
10. Be specific when you praise efforts or performance.



## Tips For Developing the Self-Esteem of Your Players

11. Praise them for their special achievements; recognize the progress they make.
12. Smile or nod when you express acknowledgment. A pat on the back or a high five is an excellent indication of support.
13. Give them responsibilities. Involve them in the decision-making process and give everyone the opportunity to be a leader (e.g. alternate captains regularly).
14. Ask for their opinions and encourage them to ask questions.





## Task 1:

Develop a profile of the age group coached using the age-related growth and development characteristics

Age Category: \_\_\_\_\_ LTAD Stage: \_\_\_\_\_

General	
Psycho / Social / Emotional	
Physical	



## Stages of Learning for Skill Development

Every athlete goes through the following stages or levels of learning when developing skills. Some things to note are:

- The following descriptions are to be used when filling in the player profile forms.
- Athletes will not be at the same level for all skills.

### Initiation

Player Traits	Objectives	How to Deliver	Ready to Move on
Completely unaware of the requirements of the skill, even the most basic concepts and motions.	Illustrate a clear picture of what the skill should look like and communicate a basic understanding of the fundamentals.	Create a safe learning environment, free of judgment, where the learner feels safe to engage in physical practice and use a lot of demonstration.	When the performer has established an understanding of basic concepts and at least some level of comfort with the fundamental motions.



## Stages of Learning for Skill Development

### Acquisition

Player Traits	Objectives	How to Deliver	Ready to Move on
Can perform a rough version of the skill. You will notice that their actions are not well-coordinated or particularly fluid. Outcomes will be very inconsistent from each attempt.	It is important is that the athlete has a clear understanding of what they are being asked to do and are given the opportunity to practice in a safe learning environment.	Athletes in this stage are using significant cognitive effort to control their movements. Specific practice exercises with some positive feedback will support the learning process by engaging an athlete's problem solving abilities	Through a combination of trial and error and feedback, the player has gained a good understanding for how to produce desirable results. The athlete will not always execute perfectly, but movements are more synchronized and controlled.



## Stages of Learning for Skill Development

### Consolidation

Player Traits	Objectives	How to Deliver	Ready to Move on
Performance has become more fluid and more consistent—but severe degradation occurs whenever instability occurs.	Help the athlete apply their newly developed skill and precision to a variety of conditions that are representative of what they would encounter during play.	Assist the athlete by structuring their practice in a way that reinforces technical correctness while producing functional outcomes from a variety of situations. E.G. An activity where the skills is used in a game like situation. <i>(Not a scrimmage or game)</i>	The athlete develops a better sense of self-awareness and the ability to self-coach at a very high level. The goal is to help the athlete(s) consolidate their actions to the point that they can bridge the gap in performance between stable and unstable environments.





## Stages of Learning for Skill Development

### Maintenance

Player Traits	Objectives	How to Deliver	Ready to Move on
Athletes at the advanced stages of learning can execute with a high degree of precision and consistency in both unstable and stable environments.	Minor technical adjustments may be required from time to time. The advanced athlete is best served by focusing more on how the environment influences performance and execution. This type of training will prepare the athlete with the ability to solve problems during the course of play.	The coach can focus less on technical proficiency and more on problem solving and skill refinement. Providing the opportunity to engage in highly specific and situation-based practice is critical to this process.	This is the final stage of development. Athletes will need to make minor adjustments from time to time to improve their consistency and/or execution.

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## Module 5

# MENTAL PREPARATION



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## Controlling Emotions

### Goal:

To give coaches the knowledge to teach the mental skills of relaxation, visualization, concentration, emotional control and positive self-talk.

### Objectives:

The competent Community Coach will be able to:

- Use relaxation techniques to reduce tension in the learning and execution of skills.
- Promote positive self-talk techniques to help players develop positive self images.
- Use imagery to teach skills and movement patterns.
- Use and teach emotional self-control techniques.
- Develop player concentration skills.



## Controlling Emotions

1. When do players get mad or frustrated and how do they show it?

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2. Which players use their emotional reactions in a positive manner and which ones use them negatively?

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3. How can coaches prevent negative responses to frustration?

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## Five Key Mental Skills

1. Relaxation
2. Self-talk,
3. Imagery,
4. Emotional control
5. Attentional control







## Completing the Mental Path

The easier and quicker a player can free the body of tension through *Relaxation techniques*, the easier it is to visualize, control inner thoughts (self-talk) to concentrate (attention control).

**As the player moves into the deeper levels of concentration:**

- Images become stronger,**
- Interfering thoughts disappear**
- The player moves into deeper levels of relaxation**

**One skill is often used to engage another such as players visualizing a quiet time in order to relax.**



## How Can Coaches Train Players' Mental Skills During the Following Time Periods?

- Pre-Game
- Warm-up
- Start of game
- Between periods
- Post-game
- Practice
- During off-time at a tournament

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## Module 7

# PRACTICE PLANNING



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## Planning a Practice

### **GOAL:**

To give coaches the knowledge and tools to plan practices and games and to organize their own coaching development.

### **OBJECTIVES:**

The competent Community Coach will be able to:

- Plan practices that are fun, effective, and efficient.
- Add the principle of specificity to drills and learning activities.
- Develop and practice game plans and routines.
- Plan how they will develop their coaching skills and evaluate their progress.



## Planning a Practice

There are three (3) key elements to a creating a safe practice:

1. Warm up
2. Body of the practice – has 3 distinct parts
3. Cool Down







# Planning a Practice

## Community Development Practice Plan

<b>Team:</b> <i>12U Renegades</i>	<b>Date:</b> <i>May 30<sup>th</sup> 7:00pm</i>
<b>Location:</b> <i>Main Street Arena</i>	<b>Practice Type:</b> <i>Pre Season / <u>In Season</u></i>
<b>Today's Goals &amp; Objectives:</b> <i>There needs to be a goal or objective of every practice</i>	<b>Reminders:</b> <i>What are the verbal cues that will be used to remind players when doing skills</i>
<b>Evaluation:</b> <i>How will you evaluate your practice? What qualitative or quantitative measures?</i>	<b>Things to Work on:</b> <i>What are you working on and do you feel you will need to continue to work on?</i>



## Planning a Practice

### Warm up

- The warm should consist of some short easy activity to get the heart rate up and the body warm.
- This will be followed by more dynamic movements such as toe / heel walks, walking lunges, heel kicks, walking or marching A's



# Planning a Practice

## Community Development Practice Plan

Time:	Activity or Drill	Key Elements / Notes:
	Warm up:	



## Planning a Practice

### Body of the Practice

- The main part of practice should be used as an opportunity for skill development.
- Each activity/drill should progress or build on the previous activity.
- Activities/drills need to keep the attention of the players and be meaningful.

### Note:

**New activities or skills should be taught early in the practice before mental or physical fatigue are present.**





# Planning a Practice

## Community Development Practice Plan

<b>Time:</b>	<b>Activity or Drill</b>	<b>Key Elements / Notes:</b>
	Warm up:	
	<b>Introductory Activity</b>	
	<b>Learning Activity</b>	
	<b>Players Choice Activity</b>	



## Planning a Practice

### Cool Down

- The Cool Down activity should help reduce the heart rate of the athlete.
- The Cool Down activity should have a flexibility component.



# Planning a Practice

## Community Development Practice Plan

Time:	Activity or Drill	Key Elements / Notes:
	<b>Cool Down Activity:</b>	

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# Questions?



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