

National
Coaching
Certification
Program



Programme
national de
certification des
entraîneurs

Community Coach Development Box Lacrosse Manual

Coaching
Association
of Canada



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The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport federations, and the Coaching Association of Canada.

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The programs of this organization are funded in part by Sport Canada.



Printed in Canada



Acknowledgements

The Coaching Association of Canada would like to acknowledge the contribution of the following people for their work on the Standard Protocol for Developing NCCP Resource Materials:

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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National
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THE NATIONAL COACHING CERTIFICATION PROGRAM (NCCP)

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

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

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

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

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

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

CERTIFICATION

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

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

This Resource Manual has been produced with the cooperation and financial assistance of the Coaching Association of Canada and the Fitness and Amateur Sport Branch, the Secretary of State for Amateur Sport, and the member associations of the Canadian Lacrosse Association. The following people were the major technical group responsible for the writing, editing, technical assistance, trailing, and contributors:

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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.

- 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.

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.

To Coach Is To Learn

Although Coaching is a voluntary position, it is to be considered a professional activity that involves the same complex skills and responsibilities required by educators. Learning to coach will therefore take time, practice and even some “professional development” (i.e. the certification courses) as coaches go through the recurring process of taking in new information and relating it to what is known.

The LCDP curriculum has been specifically designed to teach coaches how to coach rather than just how to play lacrosse. It is understood that most people who volunteer for coaching duties bring some knowledge of the game or of coaching with them. If their experiences have been influenced by negative attitudes and values and/or ineffective coaching styles, they may have difficulty understanding the purpose of the program. It will therefore help all coaches if they understand the five basic concepts the LCDP is based on:

- The Spirit of Lacrosse
- The Phases of Development
- Player Centred Coaching
- The Motion Offence
- Decision Making

THE KEY ELEMENTS OF THE LCDP

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

The Spirit of Lacrosse is the theme of the LCDP and is the same spirit of achievement and challenge that exists in all sport. Coaches must understand that they are responsible for ensuring that the spirit they foster is positive. For example, if the rules of the game are violated, if FairPlay and respect do not prevail or if the “win at all cost” attitude is not controlled, effort is compromised and **The Spirit Of Lacrosse** will be lost. It is the right of all players to expect that their involvement in a lacrosse program will result in:

Strong Minds

The development of confidence, a positive self-image and the ability to use mental training to their advantage.

Strong Bodies

The development of strength, endurance, flexibility and speed.

Strong Spirits

The development of a positive code of ethics and the ability to play fair.

The message is that the spirit of sport is learned and coaches teach it by what they say and do. The most efficient way for coaches to achieve the Spirit of Lacrosse is to follow the principles of FairPlay and to coach players to play to the intent of the rules as well as the “letter” of the rules. Not allowing players to cheat and by following the FairPlay policies such as not shortening the bench or not allowing players to hold, hit or bully etc., forces all players to **concentrate – move – execute – react** better than their opponents in order to achieve the game’s objectives. Because of this extra effort, the bodies and minds of the players adapt to meet the new demands. Consequently, players become stronger and more alert, their play becomes faster and their

motivation to develop skills improves. As the players develop confidence in their ability, they no longer feel they have to cheat to win. Thus the spiral that leads to a very strong Spirit of Lacrosse is started.

THE PHASES OF DEVELOPMENT

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 assigned tasks contained in this manual.

Lacrosse Community Coach – Development

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

PLAYER CENTRED COACHING

The mandate from Module 2 makes it clear: to satisfy the FairPlay and Coach's Codes and foster the Spirit of Lacrosse, coaches must be **centred on the interests and needs of their players**. i.e. **Player Centred Coaching**.

At the Community-Coach Development level, Coaches are player centred when they:

- Focus on the needs of the players rather than on their own.
 - *Coaches must be concerned about the well being of their players.*
 - *All players must be developed to their potential.*
 - *Lacrosse must be a positive experience for all players.*
- Coach to teach rather than coach to win e.g.
 - *Teach man-to-man defence instead of zone.*
 - *Teach players defensive positioning instead of chasing or pressing,*
 - *Teach breakout patterns instead of letting one player go for a shot.*
 - *Play all players at both ends of the floor instead of specializing as is done in field lacrosse and football.*
- Coach all players rather than just the elite few.
- Are more interested in achievement than outcomes i.e.
 - *teach skills rather than use the tricks and strategies of shortening the bench, bending the rules, physical and verbal abuse etc.*
- Share decision-making about how to practice by giving the players more self-directed playing time. i.e. minor games.

THE MOTION OFFENCE

Lacrosse, a team sport, is coached for the most part as an individual sport.

Over the years, players and coaches have been quite successful in passing on their knowledge to the next generation. Most of this information, however, has been related to the very highly developed individual skills of lacrosse. Community-Coach Development introduces coaches to a continuity offence that teaches the team concepts of lacrosse in such a way that all five runners are involved and the integrity of individual play is preserved.

The Motion Offence is an offence that was designed from the basic player movement patterns of lacrosse.

The advantages of using the Motion Offence as a practice tool are:

- the players feel they are playing lacrosse rather than practising drills,
- the players learn the concepts of the game while the coach teaches the individual and team fundamentals;
- the coaches learn how players learn and how to coach a team sport;
- the skills, concepts and strategies can be taught at all ages;
- the activity follows the principles of effective practices, particularly the principle of specificity.

The advantages of using the Motion Offence in games include:

- the development of team play without sacrificing the spontaneity and creativity of individual play,
- continuous player movement, with emphasis on movement off the ball,
- automatic floor balance,
- a high percentage of passing and good shooting opportunities,
- use of all players,
- the positive evolution of lacrosse,

DECISION MAKING

The fifth key for developing competency in coaching is to ensure that you understand how to make decisions that will result in positive outcomes.

TASK 2: Make a list of the kinds of decisions coaches have to make.

The Coaching Association of Canada (CAC) has identified five Core Competencies¹ that clearly identify the skills required for successful coaching. Effective decision making is the fundamental skill of the Core Competencies. These Core Competencies are life skills that coaches bring with them. The curriculum of the LCDP is designed so that coaches can identify and enhance their strengths and develop their weaknesses so that on completion of Community-Coach Development they will be able to:

- Project a positive **VALUE** system,
- **SOLVE PROBLEMS**,
- **INTERACT** effectively with their players,
- **REFLECT** on the consequence of their actions,
- Provide positive **LEADERSHIP**.

Valuing is: “the ability to choose an effective response to a specific coaching situation that is consistent with principles of ethical practice”. Coaches are expected to:

- follow the policies of the FairPlay Codes and the Coaching Code of Conduct under all circumstances
- ensure the athletes play within the boundaries of the Spirit of Sport.

If players are to develop a positive value system through sport, coaches must be the models.

Problem Solving is "The ability to bring about a positive outcome to meet a specific coaching challenge", and is the key to effective coaching. In many ways, the art of coaching is about finding ways to develop a player’s potential which is a continuous task of solving one problem after another, and of planning and organizing practices and games.

¹Core Competency Summary. http://www.coach.ca/cbet/gencom_e.htm (9 September 1999).

Interaction is “The ability to interact effectively with individuals, groups or teams in a specific context.” **Interaction** involves the effective communication and feedback and the building of a positive self-image that is covered in **The Role of the Coach** in Module 2.

Critical Thinking is “The ability to reflect upon and/or monitor the outcome of situations, experiences, decisions and/or actions...., and to assess their relevance and importance as a basis for future action.” The ability of coaches to analyze their teams in relation to the age of the players and to accurately evaluate the results of their own coaching will determine their success at solving coaching problems. In other words, if coaching is **Problem Solving**, then **Critical Thinking** is the key to success in coaching.

Leadership is "The ability to influence others to accept, willingly, the leader's purpose and goal to help bring about some better future outcome or result, and to work together, voluntarily, towards achieving that end." The traditional forms of leadership in coaching tend to be dictatorial. Coaches must learn to facilitate rather than dictate, and should encourage their players to become more self-direct rather than obedient. Community Development starts the process by:

- Focusing on the needs of the players rather than on the needs of the coach or the program. Once players feel that the game is for them, they will be more inclined to follow the direction of the coach.
- Emphasizing that leading by example is more influential than leading by command i.e. “Do as I say, not as I do”, does not work.
- Insisting that all coaches teach and coach the rules with no exceptions.
The inconsistency that all coaches complain about and the anger and frustration they feel are a direct result of not following the rules and the Codes of Ethics
When all coaches teach and coach the principles of FairPlay and the rules of the game, they collectively have the power to effect the culture and image of lacrosse. (e.g. the recognized difference in the attitude and image of the Field game vs. the Box game.)

COMMUNITY-COACH DEVELOPMENT

GOALS: To improve the quality of coaching by teaching coaches HOW to coach as well as what to coach including the Spirit of Lacrosse.

To teach the game and skills of lacrosse.

To Certify and Categorize coaches based on the achievement of specified coaching skills, behaviours, and competencies.

OBJECTIVES: To provide coaches provide coaches with the tools, knowledge and examples to:

- Understand what it means to be a positive coach;
- Mentally, physically and technically prepare players to play lacrosse;
- Design effective, safe, enjoyable and challenging practices.

Introduction

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

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

USING THE MANUAL

The manual is to be used as a tool for learning as well as a reference book. This manual is intended to support your efforts by providing you with:

- Information on how children learn so you can maintain the fun of playing and coaching lacrosse
- Information about sticks, equipment, and the rules of box lacrosse
- Ideas that will help you develop and improve your approach to coaching
- Guidelines for providing a harassment and abuse free environment
- Information about the players you are working with so that you can better meet their needs
- Guidelines for providing a safe environment for playing lacrosse and for managing injuries
- A technical section to show you how to execute individual fundamentals and basic team skills
- Information on teaching the mental aspects of lacrosse

- Information on training the body do that your players can play the game of lacrosse
- Information on how to help you organize your practices to match the learning level and maturity of your players

The Manual as a Tool for Learning.

This manual is based on a problem solving approach to learning, which is also known as TASK learning. Through the process of completing the tasks you will be sharing and learning with and from your peers as well as from the Facilitator. Space is provided for coaches to note their own thoughts as well as those of others. In fact, when the tasks are given to different groups, you will be expected to fill in the blanks when the other groups give their summaries. Not all tasks will be covered in the workshop, but coaches should look at them during the season to ensure that all ideas and concepts of the manual are explored. The evaluation that you will write when you want to apply for your certification will be based on these tasks, so make sure that you have the best answers available.

SETTING THE SCENE

TASK 3: Watch the Video *Children in Sport* (SaskSport, 22 min) and take note of the key messages.

TASK 4: 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 5: Group work: Record the conclusions of the following discussion topics on a flip chart and prepare to give a summary.

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

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

THE GAME**Module****1**

GOAL: To introduce lacrosse, its evolution, equipment, structure of play and rules.

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

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

INTRODUCTION

Lacrosse is truly a unique game with a strong tradition of players passing on their knowledge and style of play from one generation to the next. The survival and evolution of lacrosse has therefore depended on the skill, knowledge, leadership, integrity and availability of individuals. As a result, the development of lacrosse has been cyclical, geographically limited and inconsistent.

The purpose of Module 1, The Game, is to define lacrosse and its rules and to promote a universal understanding of the game.

A SHORT HISTORY OF LACROSSE IN CANADA

Lacrosse, which the Native People of North America knew under many different names such as Baggetaway or Tewaarathon, played a significant role in the community and religious life of tribes across the continent for untold years. 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 and 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 1840s 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. Lacrosse was named Canada's National Game by Parliament in 1859. 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 of 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 traveled 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 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 championship 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 30's the field game had been completely replaced by Box Lacrosse which became the official sport of the Canadian Lacrosse Association.

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 is uniquely a Canadian game and is best described as a game of speed and reaction. Men's Field Lacrosse is a game of patience and strategy which focuses on control of the ball. The Women's Field game has stayed truest to the original sport in its play. It is a game based on the skills of passing and ball control. Inter-Lacrosse is a non-contact version of the sport designed to be adaptable to the various age and skill levels of the participants.

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

Summary

- Origin** A religious and combative event called “Baggataway” or “Tewaarathon” which was used by the North American natives. Baggataway was converted by the natives into a recreational game with 60-100 players per side.
- 1840s** First European-settler participation.
- 1859** Parliament proclaimed lacrosse as the national game of the Dominion of Canada.
- 1867** Beer’s code of rules. First major lacrosse league. Greatest popularity as a spectator sport.
- 1904-16** Lacrosse was an Olympic sport.
- 1930** Beginning of decline of interest in lacrosse.
- 1931** Birth of Box Lacrosse
- 1932-50** Rule changes to reduce roughness
- 1960** Development of Minor Lacrosse
- 1967** First International Lacrosse Foundation (ILF)-sanctioned Field Lacrosse World Cup (Toronto) – Canada placed third.
- 1968** National Lacrosse Association formed. Teams included: Toronto, Montreal Peterborough, Detroit, Vancouver, New Westminster, Victoria, and Portland.
- 1969** First Pee Wee National tournament (Etobicoke).

- 1974** Second ILF-sanctioned World Cup (Melbourne, Australia) – Canada placed second tied with Australia and England.
National Lacrosse League formed. Teams included: 1974 – Toronto, Montreal, Syracuse, Rochester, Maryland, and Philadelphia. 1975 – Montreal, Maryland, Philadelphia, Boston, Long Island, and Quebec City.
- 1978** Box Lacrosse was a demonstration sport at the Commonwealth Games (Edmonton)
Third ILF-sanctioned World Cup (Manchester, England) – Canada finished first.
- 1979** Birth of Inter-cross
- 1980** First World Box Lacrosse Championships (Vancouver) – Canada West (Coquitlam Adanacs) finished first.
- 1982** Fourth ILF-sanctioned World Cup (Baltimore, USA) – Canada placed third.
First Senior Women’s World Cup (Nottingham, England) – Canada placed third.
- 1984** Field Lacrosse was a demonstration sport at the Olympics (Los Angeles, USA)
- 1986** Fifth ILF-sanctioned World Cup (Toronto) – Canada placed second.
Second Senior Women’s World Cup (Philadelphia, USA) – Canada placed fourth.
Major Indoor Lacrosse League is formed. Teams included: Philadelphia, New Jersey, Washington, and Baltimore.
- 1988** First Junior Men’s World Cup (Philadelphia, USA) – Canada placed second.
- 1989** Third Senior Women’s World Cup (Perth, Australia) – Canada placed fourth.
- 1990** Sixth ILF-sanctioned World Cup (Perth, Australia) – Canada placed second.
- 1992** Second Junior Men’s World Cup (New York, USA) – Canada placed third.
National Lacrosse League formed. Teams included: Guelph, Brantford, Whitby, and Buffalo.
- 1993** Fourth Senior Women’s World Cup (Edinburgh, Scotland) – Canada placed fourth.
- 1994** Bill C-212 made Lacrosse Canada’s official summer sport.
Seventh ILF-sanctioned World Cup (Manchester, England) – Canada placed third.
Field Lacrosse was a demonstration sport at Commonwealth Games (Victoria).
- 1995** Fifth Senior Women’s World Cup (Haverford, England) – Canada placed fourth.
- 1996** Third Junior Men’s World Cup (Tokyo, Japan) – Canada placed third.

- 1997** Sixth Senior Women’s World Cup (Tokyo, Japan) – Canada placed fifth.
- 1998** Eighth ILF-SANCTIONED World Cup (Baltimore, USA) – Canada placed second (one goal loss in double Overtime).
MILL changes its name to the National Lacrosse League, and the Ontario Raiders join the League as the first-Canadian based team.
- 1999** Fourth Junior Men’s World Cup (Perth, Australia) – Canada placed second.
Toronto Rock win their first NLL title.
First World Cup of inter-crosse (Belgium) Canada placed second.
- 2000** World Cup of inter-crosse (Czech Republic) Canada placed first
- 2001** Seventh Senior Women’s World Cup (High Wycombe, England) – Canada placed fourth.
World Cup of inter-crosse (Italy) Canada placed first
- 2002** Ninth ILF-sanctioned World Cup (Perth, Australia) – Canada placed second.
World Cup of inter-crosse (Hungary) Canada placed second
- 2003** Fifth Junior Men’s World Cup (Baltimore, USA) – Canada placed second.
First Junior Women’s World Cup (Baltimore, USA) – Canada placed First ILF-sanctioned World Indoor Lacrosse Championship (Toronto) – Canada finished first.
Minto Cup is altered to become a three province tournament (BC, Ontario, and Alberta)
- 2004** Calgary Roughnecks win NLL title,
Pee Wee Nationals are restarted (Whitby)

TASK ONE:

How was the game of lacrosse, its skills and knowledge passed down from one generation to the next? Did we always have formal coaching courses and player clinics? If not, what were the consequences for the development of lacrosse across Canada?

THE GAME AND ITS PLAYERS



Lacrosse is...

- ...a running game
- ...a fast game
- ...an exciting game

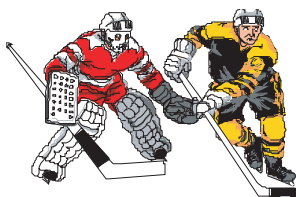
Lacrosse is played in arenas and outdoor boxes, on the field and in gymnasiums. It is played professionally, semi-professionally and internationally.

Lacrosse has...

- ...quick transitions
- ...ball control
- ...plenty of contact



Coaches utilize the unique qualities of players by teaching them how to take advantage of their strengths. Players are positioned on the floor according to their strengths, but once play starts, players are unrestricted in their movement.



Lacrosse...

- ...has a goalie
- ...divides players into units or lines
- ...has five runners for box and nine for field lacrosse

As players discover their uniqueness, they develop into role players and learn to find the positions on the floor where they are most effective. Goalies and Face-off specialists are the exception and become designated early in their careers.

Creating and using space is important in lacrosse

Although lacrosse is similar to other games, it remains unique and only those strategies that fit into the lacrosse perspective should be used. For example, in box lacrosse, tactics such as delegating players to fixed positions or “platooning” defensive and offensive lines not only hurt the game but limit player development.



When players get possession of the ball, they become quarterbacks.

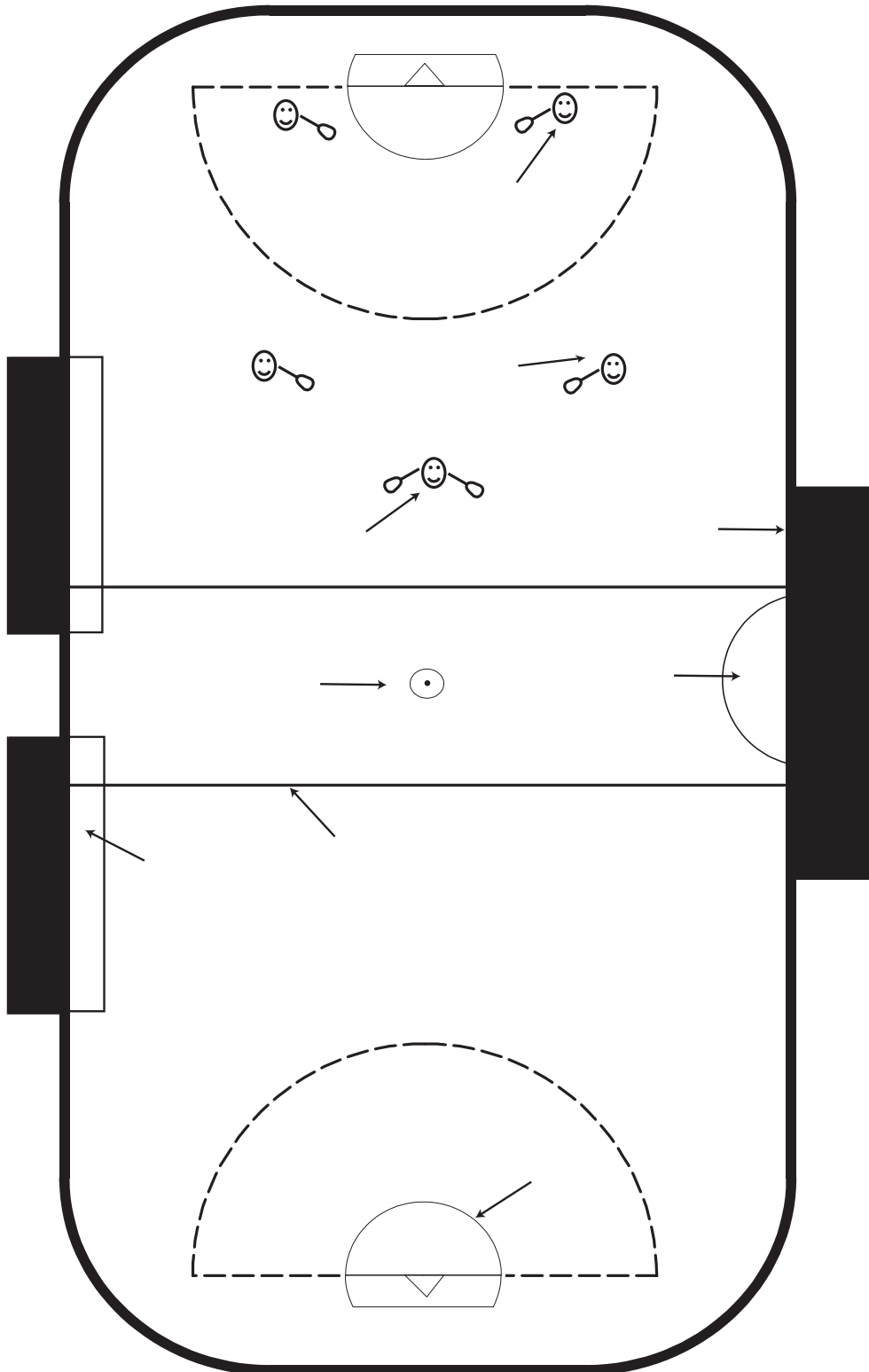
All players are taught all the skills and play all the positions. The exception is field lacrosse where 4 players are restricted to the defensive and 3 to the offensive halves of the field.



Catching is like in baseball.

THE FLOOR AND PLAYER POSITIONS

LABEL



THE LACROSSE STICK

TYPES OF STICKS

The Wood Frame Stick

The traditional wood stick comes with a gut wall and a choice of pockets of all leather, mesh or nylon lace with leather runners.

The Synthetic Stick

The synthetic sticks have manufactured molded heads; pockets with mesh, synthetic lace or synthetic lace with leather runners and wood or metal handles.

The Inter Lacrosse Stick

The Inter Lacrosse stick has a fully molded plastic head, including the pocket. It is used in box lacrosse for introducing young children to the game and in recreational and school programs (Inter Lacrosse)

CHOOSING A STICK

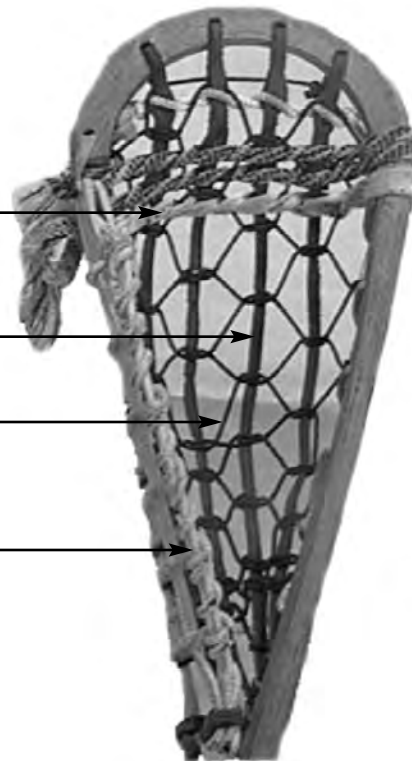
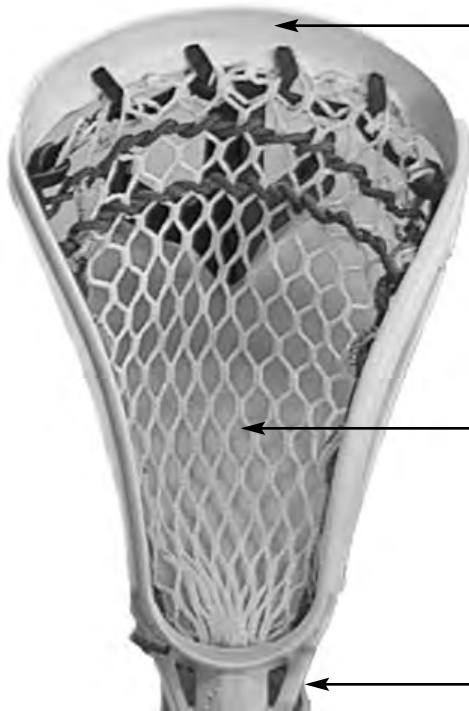
Beginners

New players should select a stick that is most suited to their age; smaller sticks are made for younger players. Entry level players will find synthetic sticks easier to use, maintain and break in. Each manufacturer has their own type of material, shape of head and type of handle that will affect the weight, balance and performance of the stick.

Experienced players

Players will choose sticks according to “feel” and performance relative to what they are currently using. Although there are relatively few “traditional” or wooden sticks being used in minor lacrosse, some players will be using them by choice or because the stick was handed down by a previous generation.

Parts of the stick head



PREPARATION AND CARE OF STICKS

The Traditional Wooden Stick

The wooden stick can be taped or fiber-glassed to reduce breaking and splintering. Quality sticks generally use wood that is light and strong and leather that is pliable and not bulky.

Be aware of:

- *Knots or thin sections;*
- *Handles that are warped or do not line up with the head;*
- *Thicker and heavier wood;*
- *Cheaper, thicker and weaker leather;*
- *Splices in critical areas.*

Handles can be shaved to fit the size of the player's hands, although making the handle thinner will weaken it. There is some leeway in the rules that will allow handles to be cut to length to match the size of the player.

Coaching Tip

If the handle is cut to length, the end of the handle should be resealed to prevent the handle from drying out or from picking up moisture which can result in warping. This is important for the traditional sticks because the handle can't be replaced. Leave handles ½ inch longer than minimum length. Total stick length should be between 40" and 46" with a minimum length for PeeWee and under of 34".

The Synthetic Heads

The shape of the head is not to be changed from the manufacturer's specifications nor is it to be cut or carved in any way.

The synthetic materials tend to dry out so the heads should be wrapped in a plastic bag and tied at the throat when stored. Store the sticks at game and practice temperatures.

The Pocket

The pockets of the synthetic sticks don't require as much preparation and care as the leather pockets. However, new pockets need to be adjusted and then checked on a regular basis as even synthetic materials will wear and stretch.

Adjustments can be made by:

- tightening or loosening the lacing that holds the pocket in place (synthetic pockets),
- adjusting the leather runners,
- adding a shooting string
- general use (will form a natural pocket).

Leather

New pockets that contain leather require some work to give shape to the pocket. The runners should pass through the walls of the stick from inside to the outside and be tied together. Leave the runners untied when first breaking in a stick to allow the pocket to develop a natural shape.

All Leather Pockets

New Pockets are too tight to catch and hold onto the ball. Make sure the runners pass through the frame of the stick from inside to the outside and then, without tying them, establish the basic pocket shape by forcing a ball into the bottom of the pocket. The most effective way to finish the shaping process is to use the stick in passing and catching activities. Once the pocket reaches the optimum depth the runners can be tied to prevent further movement.

Stretching

Unfortunately, the activity that created the pocket continues to wear and stretch the leather, altering the pocket's shape. Players will subconsciously adjust as the pocket gets deeper and will be unaware they are adjusting their throwing technique to accommodate the change. **Symptoms are a loss of accuracy and power and hooking the ball when attempting hard passes or shots.** Eventually the depth of the pocket, although excellent for holding on to the ball, begins to affect the throwing and shooting accuracy and the runners will have to be tightened.

Shooting Strings:

Shooting strings are skate laces that are woven across the mouth of the stick to prevent hooking and to allow for the smooth exit of the ball. The laces can also be woven into the pocket to prevent the ball from lodging in the throat of the stick and to keep the ball centred in the mesh type pockets.

Coaching Tip

The number and location of the strings are determined by the pocket depth and shape. Locate the last point the ball touches as it leaves the stick. This is where the first string should be strung. If the ball still does not roll smoothly from the stick, loosen the shooting string, then once again find the point that is catching on the ball and insert a second string. If the stick still hooks perhaps the pocket is too deep or has to be reshaped. (This is a common problem with leather pockets, particularly if the leather gets wet and stretches.)

INSTALLING SHOOTING STRINGS

Moulded head

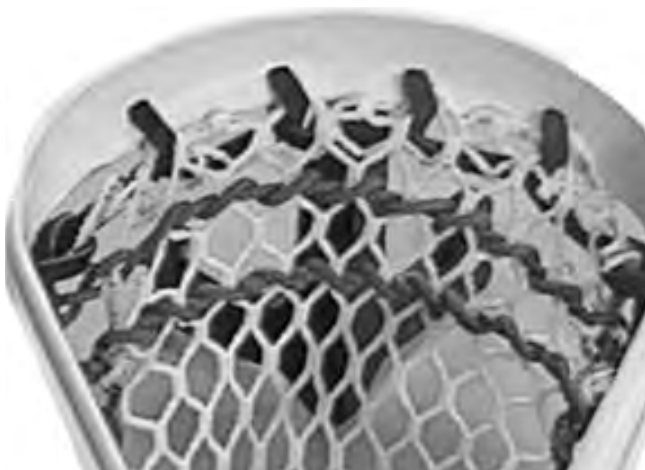


Traditional head



Method 1

To install a shooting string, thread the lace through the mesh or lacing at the wall of the stick to anchor it. With half the lace above the pocket and half below, weave and twist the two halves across the pocket.



Method 2

The top half of the lace is placed flat across the pocket. The lace beneath the pocket is woven up and around the top lace across the width of the stick.



Pocket Shape and Ball Control

Unlike leather, the mesh pockets will not change through use. Consequently, if players require a specific pocket shape or a specific path for the ball to follow, extra lacing can be woven into the pocket in the same fashion as the shooting strings.

If players require a pocket that is centred, then situate the lace so the bottom of the “V” is centred. Placing the “V” to either side of centre will move the centre of the pocket to the side the “V” is on. (See note below.)



To help keep the ball from lodging in the throat of the stick and to help keep the ball towards the centre of the pocket, a lace can be strung across the throat about 1” from the end.

Drill one hole half way up each side of the frame, string a lace through the holes and weave up from the bottom as with the shooting strings.

Note: Once players have developed the feel of the ball in the stick, the side strings may not be necessary. These strings could limit the player’s stick handling whenever it is necessary release the ball from different parts of the pocket.

The Wall

The gut wall

The gut wall of the traditional sticks can be maintained using small sticks woven across the height. It can be reshaped by soaking it in water and then letting it dry using the sticks to hold its shape.

The rawlon wall

The rawlon wall can be reshaped and lacquered to stiffen it.

The wall must be kept tight to keep the shape of the pocket. Because a tight wall exerts pressure on the frame of the stick the ties holding the wall should be released after use and definitely while being stored.

Molded heads

Molded heads have two solid sides rather than a “wall”. **Do not make the pocket narrower by pinching in the sides.**

Storage and Repair of the “Natural” Materials

- Because natural materials are subject to heat and moisture, store the Lacrosse sticks in a dry and cool place.
- Any leather parts will require an application of a leather treatment at the beginning of each season to protect the leather from water and at the end of the season to prevent the leather from drying out.
- Loosen all ties that put strain on the frame.
- Warped handles can be steamed or soaked to replace the water content and then blocked to prevent warping while drying.
- Gut can be wrapped in wet clothes and then shaped and blocked until dry.
- Breaks in leather can be spliced. (See Diagram)

EQUIPMENT

PROTECTION FROM ACCIDENTS

Running Shoes

Select shoes for grip, ankle support and protection and match with the player's age and weight and level of play. Examples would be a high cut for support and protection; a lacrosse, cross-trainer, or tennis shoe for wear and a softer soled basketball shoe for grip on smooth surfaces.

The shoes used for playing lacrosse should not be used as street shoes and box lacrosse shoes should not be used for playing field lacrosse or vice versa. Check older shoes to make sure they fit (two finger rule) and that they still have ample support and traction.

Knee Pads

Knee pads with a sponge type layer are necessary to protect the knee from falls and scrapes. The pads must be tight enough so that they stay up but not too tight or stiff to interfere with movement. Roller blade or skate board pads fall into this latter category and should not be used.

Groin Protection

Athletic Support and Cup and Jill Straps for all ages.

Elbow Pads

Often used because of the improved protection with arm pads when the arm pad does not give adequate protection and in non contact games to provide protection for the elbow joint.

Helmets and Masks

Helmets and masks must be CSA approved. (CSA will acknowledge other bodies such as NOCSAE, the National Organization Committee for Safety in Athletic Equipment, for field lacrosse helmets). Approved hockey and field lacrosse helmets and masks are acceptable. Face mask must not be altered by removing any of the bars. Helmets should always be checked to make sure of a good fit and that there are no loose screws, cracks and worn padding. Straps must be fastened at all times to securely hold the helmet and mask in place.

Mouth Guards

Mouth Guards are mandatory to reduce the effects of concussion and to protect the teeth. There are sanitary and safety advantages to the variety that attach to the helmet

PROTECTION FROM CONTACT

Rib/Kidney and Back Pads

Back and kidney pads are often sold as a combination jacket type protector. This pad is not required for the non-contact games and is a safety device for partial contact games of younger players. For older players it is a necessary piece of equipment because of the vulnerability of the back, kidneys and ribs.

Gloves

Lacrosse gloves are light and flexible and are specifically designed for the freedom required for stick handling. The cuffs must be tight enough to cover the wrist, but loose enough to allow for unrestricted movement. Used gloves can be used as long as they still conform to the hand when gripping the stick.

Hockey gloves can be used but it should be noted that due to the stiffness of the wrist and thumb they interfere with the handling of the stick. Some players cut out the palms and fingers to improve the feel for the stick.

Warning: Leave enough of the palm in to hold the glove together and to keep it on the hand. Leave the finger tips in so that the glove will bend with the hand as the fingers curl around the handle of the stick. Gloves that do not cover and protect the hands will be removed from play.

Arm and Shoulder Pads

Checking in lacrosse takes place on the arms and shoulders. The pads must have a cushioning affect to absorb the forces of contact and must be hard enough to withstand direct hits from the stick. Shoulder and arm pads are sold as one unit with the parts laced together so they can be adjusted to the size of the players.

Alternatives

Hockey shoulder pads can be used but must have the elbow and forearm sections added. Sometimes small children only require a hockey shoulder pad, elbow pads and gloves because their arms are so short all three pads overlap each other.

Coaching Tip

Pads and helmets that are too small or too large will interfere with movement or result in injuries. At the beginning of the season adjust all pads to match the size of the player and to ensure all vulnerable areas are covered. Then, throughout the season keep them repaired and adjusted for size as the player grows. Pads, like a new pair of jeans, will move and stretch thus exposing parts of the body – deal with these problems immediately. Also, hang pads up to dry after each use and wipe them down with soap and water before storing.

Some pads such as the arm pads may require additional parts laced or taped on as the player enters into more intense levels of play.

GOALTENDER EQUIPMENT

Everything that has been said about the player equipment, the fitting and the protection applies to goaltender equipment from the cup to the stick. However, there are some areas that are unique to goaltending equipment that coaches need to be aware of.

Fit

Because the goaltender equipment is often supplied by the team, more attention must be given to adapting it to the size of the player. Where a player is too much smaller or bigger than the average of the age group, coaches should apply to the Association to exchange parts or the set for a closer fit. Make sure the throat protector, top of the shin pads and toe flaps stay in place during play.

Protection

Make sure that the force absorbing materials in the arm and leg pads haven't broken down. Do not add additional pieces of padding to the outside of the regulation equipment because of rules and maneuverability. If extra protection is necessary, change the equipment or reinforce the problem areas with hi-density compressed foam applied to the inside of the pad or glove. Note: Players are permitted to wear extra padding in practice when and where necessary.

Dressing the Goalie

- | | |
|---------------|----------------------------|
| 1. Cup | 6. Chest and arm protector |
| 2. Knee Pads | 7. Jersey |
| 3. Shoes | 8. Helmet and mask |
| 4. Pants | 9. Gloves |
| 5. Leg guards | |

Coaching Tip

When goalies express a problem with their pads, coaches must make sure that :

- 1. The goalie is not turning away,**
- 2. The equipment is giving adequate protection.**

Players that are in their early stages of learning often expose unpadded areas to the flight of the ball. To prevent injury, either add pieces to the equipment or to the body. Examples: inner arm and inner thigh. For the inner thigh, roll foam into a cylinder and insert into the thigh pockets.

Box Lacrosse Equipment Guidelines

Lacrosse Stick

Stick length:
PeeWee and down: 34" - 46"
Bantam and up: 42" - 46"



Mouth Guard

Mandatory



Arm Pads - 2 types

Light weight, hard plastic that offers protection for the whole arm, while allowing full range of motion of the arm at the elbow.



Face Mask

The mask must be CSA approved for ice hockey or a NOCSAE approved Calcost mask.

Model #411Sr or #414 Jr. All masks **MUST** be approved for helmet model that it is mounted on.



Back & Kidney Pads

A one piece light weight plastic pad which offers protection for the back and kidney area.



Gloves

Field/Box lacrosse gloves offer excellent protection and flexibility. Short cuff hockey gloves can be used, but they don't offer the same grip or flexibility.

Helmet

All helmets **MUST** be CSA approved for ice hockey. The helmet must have a chin strap and cannot be altered from the manufactured form.



Shoulder Pads

One piece pad made of flexible, durable material when fit properly offers protection for upper body and shoulders.



Athletic Support & Cup (Jock or Jill)



Ryan Denholm
(905) 628-3344



Box Goaltender Equipment Guidelines

Helmet
All helmets MUST be CSA approved for ice hockey or NOCSAE approved. The helmet must have a chin strap and cannot be altered from the manufactured form. The Cascade Helmet is approved in British Columbia and Ontario (Goaltenders ONLY).

Face Mask
The mask must be CSA approved for ice hockey or a NOCSAE approved (Calcoat mask Model #411Sr or #414 Jr.) All masks MUST be approved for helmet model that it is mounted on.

Throat Guard
Made of hard plastic, attaches to goalie face shield, protects throat and neck.

Upper Body Goalie Protector
Floating shoulders for full range of motion, protection for shoulders, biceps, and forearms. Hard fibre arm guards for maximum protection.

Goalie Pants
Snug fitting with waist, and thigh protection

Goalie Leg Pads/Irons
Made of hard plastic, allows for full range of motion, straps to legs and covers the ankle and the top of the feet.

Athletic Support & Cup (Jock or Jill)

Gloves
Field/Box lacrosse gloves offer excellent protection and flexibility. Hockey gloves can be used, but they don't offer the same grip or flexibility

Mouth Guard
Mandatory in British Columbia and Ontario

Warrior

SLSWC

OFFICIAL SUPPLIER

british columbia lacrosse association

Titan Sports Ltd.
Ryan Denholm
(905) 628-3344

THE RULES

A game is defined as: “a contest with certain rules, which one side or person tries to win.” Oxford Concise Dictionary

THE INTENT OF RULES

TASK TWO:

The purpose and intent of the rules are to:

Define the responsibilities for enforcing rules:

Coaches: _____

Players: _____

Officials: _____

Administrators: _____

The history of lacrosse illustrates how not consistently following a set of rules has a negative influence on the game. For example, players that continually disregard the slashing or back checking rule influence officials to “let them play” or to “let the players decide the game”. This erodes the authority and confidence of the officials and sends a message to the players that it is okay to bend the rules. The result is inconsistency, the loss of fairness and eventually chaos in the sport. As players get more aggressive and angry, coaches and fans become more confused and abusive toward the officials, officials become more intolerant and administrators become more autocratic. To remedy the situation there is often a call for:

- an increase in the severity of penalties,
- mandatory certification,
- more emphasis on the FairPlay policies and Coaching Codes,
- workshops on how to market the sport and change the image.

The message or solution is to FOLLOW THE RULES.

TEACHING THE RULES

As a Community Level coach you have a responsibility to:

- *strictly enforce the rules as they are written,*
- *create the habit of following rules,*
- *teach the skills rather than abuse the rules to gain an advantage.*

Teach the skills required to play to the rules.

Example:

To keep players from cross checking their opponent in the back:

Drill players to get between their check and the goal before making contact.

To stop slashing:

Teach players to focus on position; to control using the push check and then clamping the stick when the opportunity presents itself.

Review the rules in practice as well as in games and involve the bench personnel.

Explain questions about rules as they occur in games and then review them in practice by having the players walk through the correct way to execute the rule.

Don't ignore infractions that are being missed by the officials. If the player commits an infraction due to ignorance, then work with the player on the bench. If the player is deliberately committing an infraction then the player should know the coach will be imposing the penalty.

Develop all players as leaders who are knowledgeable about the rules, who can transfer this knowledge to the team and who can communicate with the officials and coaches. At the younger ages, each player can be given a turn at being captain so that when they are older they will understand and will be able to carry out the captain's duties.

CLASSIFICATION OF RULES

The Structure of Play

The Playing area
The Equipment
The Teams
The Officials

Infractions

Loss of Possession
Penalty Shots
Timed Penalties
Minor
Major
Misconduct
Expulsion
Match

The Game

Starting and stopping play
How the game is played

PLAYING TO THE RULES

One of the appealing features of sport is that it provides a venue for athletic creativity. Sports evolve and rules are changed as a result of the skills and athletic genius of our players and coaches. Unfortunately, many situations arise where new techniques, particularly in checking, end up giving players unfair advantages and consequently violate the intent of the rules. Compounding this problem are players and coaches who deliberately and continually play the game on the edge of rule violation in the hope they will not get caught.

The results have led to violence, unnecessary injuries and suspension of coaches and players. To protect the future of the game and the health of the players, coaches must accept the responsibility for teaching correct defensive technique and for controlling the defensive play of their players. Failure to do so makes it very difficult for the officials to control the game.

Preventing Dangerous Play:

Players react on the floor out of habit and as many coaches know, habits are difficult to break. If the following infractions have become habitual and if coaches want players to develop good habits, they must enforce the rules.

Boarding / Checking from behind:

- To Prevent this infraction players must make every effort to get on the defensive side of their checks and exert force with a push check.

High Stick/Slash:

Make it so the players are not to contact the opponent with the head of the stick in any way by not allowing:

- Chopping on the arm or gloves.
- A two handed check down on top of the shoulder.
- A one handed uncontrolled or windmill type swing whether contact is made or not.
- Reaching out or around a player to dislodge the ball.

Cross-checking:

Control all hitting with the stick and all illegal cross-checking:

- All chopping or hitting with the stick.
- All cross-checking as players are changing lines.
- Cross-checking is illegal on the non ball carrier except when the non ball carrier is initiating the contact.
- All cross checking down on an opponent's body from the neck to shoulder.
- All cross checking below the waist or to the hip or leg.

Spearing/Butt ending:

*To prevent injury and to keep your team from receiving spearing penalties, **do not teach or permit methods of checking that involve pointing the stick at the opponent** or using the bottom hand to push.*

MODULE SUMMARY

TASK THREE:

How does lacrosse differ from other games?

Why is it as important to teach and play to the intent of the rules as it is to the “letter” of the rule?

Is it true that the masks and helmets are the reason for the increase in high sticking?

When using second hand equipment which piece must be thoroughly checked before use? Why?

WORKBOOK OBJECTIVES: Select and write your Module 1 ObjectiveGlossary

DEFENSIVE TERMS

A Box Defence	A zone defence usually used against a power play.
Back-Side Help	A team mate who is behind a defender & close enough to help out.
Chaser	A defensive player that pressures the ball carrier.
Checking	The act of contacting the offensive player or the players stick.
Clamping	The act of placing the head of the stick over the top of the offensive stick player's stick.
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.
Defence	The part of lacrosse that is played when the opponent has the ball and is associated with protecting the goal area.
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.
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)
Front-Side	The position of the offensive player in relation to the defence & the goal.
Man Short	A situation where one team has fewer players allowed on the floor than the opponent. (Also referred to as short handed or man down)
Defensive Mid-Pointing	Taking a position so both the ball carrier and the player being checked can be observed by the defender.
Ragging	The act of controlling the ball to run down the clock.

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 ones check to help a team-mate.
Stick Side	The defensive position taken to defend the offensive player's stick.
Switch	The act of exchanging checks with a team-mate.
Triangle	A defensive tactic when utilising three defenders.
10 Second Rule	The time allotted to move the ball into the offensive zone when short handed.
Wall	The act of placing players side-by-side to form a barrier.
Zone	A defensive strategy where each player has a designated area to defend.

OFFENSIVE TERMS

2 on 1	The offensive situation where an offensive player has beaten his/her check to create a man advantage going into the offensive zone. (3 on 2, 4 on 3, 5 on 4 are created in the same way).
Backhand	The act of shooting or passing from behind ones back.
Ball Cut	The act of an offensive player moving to the goal to receive a pass or shot.
Corner Man	The player that plays the corner or shooter positions on offence.
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 near the side face-off circles.
Cradling	The rocking motion of the stick used to gain feel for the ball & to keep control.

Crease	The area around the goal that cannot be entered by the opposition.
Crease Man	The offensive player who plays the crease position.
Crease Position	The position on the goal line extended and about one meter off the goal crease.
Dodge	A one-on-one move where a deliberate step is taken in one direction followed by an explosive step in the opposite direction.
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 .
Draw	The act of pulling and turning the stick during a face-off.
Engage	The offensive player moves in to make physical contact with a defender.
Face-off	One method of starting or restarting play. See "draw"
Fake	The act of performing a movement without completion to fool the opponent.
Fast Break	The rapid attack which occurs during the transition from offence to defence.
Flood	The strategy of moving a large number of players into one area of the floor
Give & Go	The act of passing then quickly going for a return pass.
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.

Left Handed	The player's dominant hand is the left hand and is located at the throat of the stick..
Loose Ball	The status of the ball when it is not in control of either team.
Man-up/Odd Man	See "Power Play".
Motion Offence	An offensive pattern that involves the five runners in a continuous and balanced cycle of player movement. All other offences can evolve from the motion offence.
Out of Bounds	The area of the arena, box, or field designated as a non-playing area.
Overhand	The act of shooting or passing by moving the stick down from above and just off the shoulder.
Overload	The strategy of moving one or two extra players into one area of the floor.
Passing Lane	The path the ball would be travelling 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.
Pick & Roll	The setting of a pick & then turning to receive a pass.
Pivot	The act of rotating or turning on one foot or leg.
Point Man	The player that plays the point position on offence.
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.
Quick Stick	The act of catching and then passing or shooting in one motion.
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 or check.

Backhand Shot	The act of following through on the shooting motion without releasing the ball and then shooting without switching hands. (Sometimes this movement is mistakenly referred to as a reverse backhand.)
Right Handed	The player's dominant hand is the right hand and is located at the throat of the stick.
Scoop	A method of picking up the ball by accelerating the head of the stick under the ball.
Shooter	See "Corner man"
Side Arm	The act of shooting or passing the ball by swinging the stick through the horizontal plane at the waist.
Strong Side	The side of the floor that has more players than the other.
Sub Shot	The shot that is taken with the stick moving in a plain below the waist.
Switch Shooter	A player who shoots and passes with either hand
Top Man	See "Point Man"
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 go around their opponent .
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.
Weak Side	The side of the floor with the least number of players.

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.

THE POSITIVE COACH

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.

STOP!

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?

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 Solution _____

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 Solution.: _____

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 Solution: _____

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

Notwithstanding National or Provincial directives, the following definitions and explanations will be used for the purposes 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 ones 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 Solution: _____

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 Sport 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

<p>Passive response – “doing nothing”</p> <p>NOT recommended</p>	<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>
<p>Aggressive response - “confronting”</p> <p>NOT recommended</p>	<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>
<p>Positive response - “seeking change”</p> <p>RECOMMENDED</p>	<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
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

The 11 most important reasons I stopped playing a sport are:

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

I would get reinvolved in a sport I dropped if:

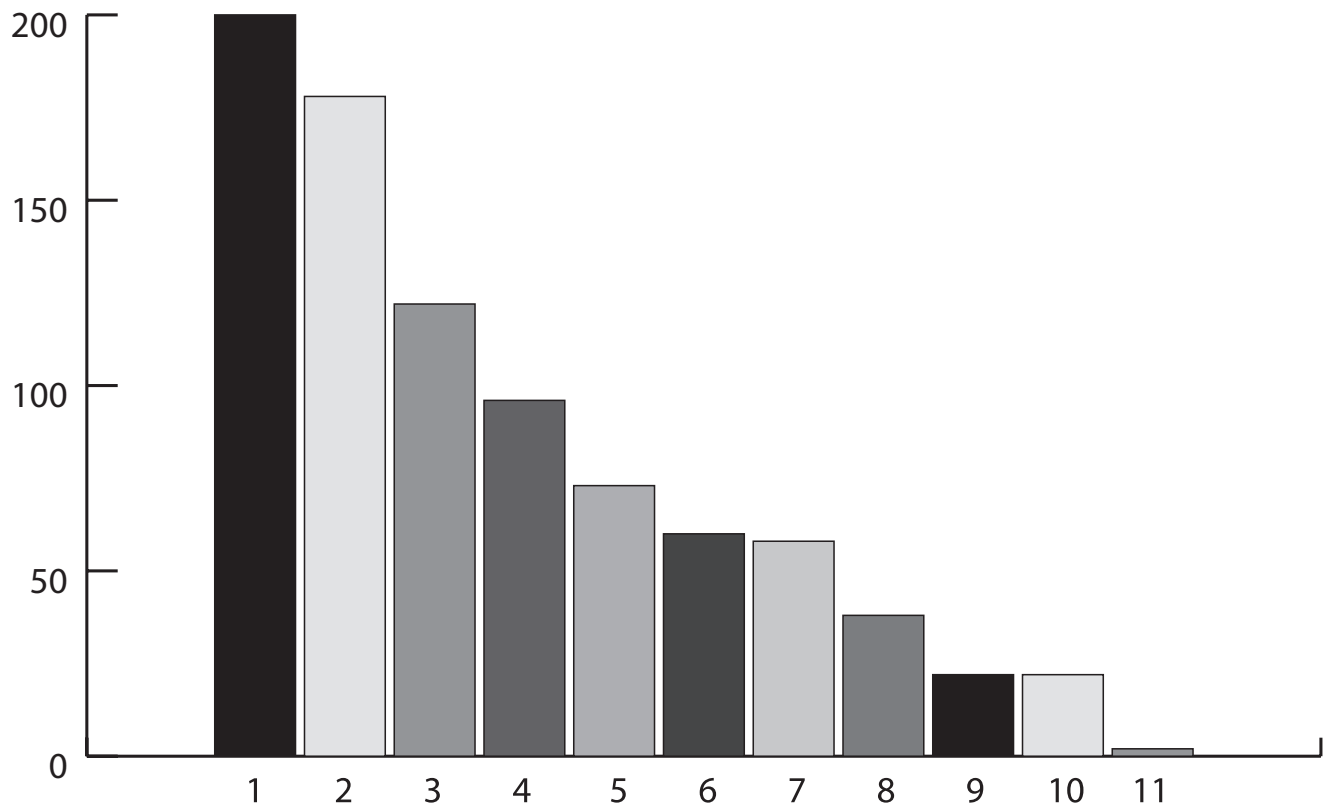
Boys

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 with 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 and constantly gives orders
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 playing field 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 field 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

Coaching Characteristics		
1	2	3
		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 5) 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

Step 1 Gather the information.

How do coaches discover how good their players are?

TASK 3 Circle how you gather information on player skill levels.

- Games
- Scrimmages
- Drills
- Self-directed play
- Skills tests

Step 2 Determine the skill level of the team

Use the **Age Relate Concepts Chart** (see Appendix A) to identify the specific stage of development of the team.

*The Age Related Concepts chart lists the skills and concepts of the game in the order they are learned and places them in age related categories. The **age categories are only a guide as early achievers, late developers and beginners of all ages** are often outside their stated age groups.*

TASK 4 From the **Age Related Concepts Charts** state the highest and lowest levels of understanding and achievement for:

Highest

Offensive Team Play _____

Defensive Team Play _____

Lowest

Offensive Team Play _____

Defensive Team Play _____

STEP 3 Determine the skill levels of each Player (see Appendices B & C)

Once the team goals have been established, create a list of the skills that will be required to achieve the goals. Players or coaches can then use the lists to check off each skill as they are performed in a game.

TASK 5 Chart the skills and concepts of each player ~ concepts relate to the level of understanding that players have about team plays, ie., give and go.

Highest rated players	Age Related Concepts Current Skills/Concepts	Next Skill or Concept to be achieved

Medium rated players	Age Related Concepts Current Skills/Concepts	Next Skill or Concept to be achieved

Lower rated players	Age Related Concepts Current Skills/Concepts	Next Skill or Concept to be achieved

Beginners	Age Related Concepts Current Skills/Concepts	Next Skill or Concept to be achieved

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 6 List examples of the issues that players bring to the team that are contrary to the **FairPlay Codes** and the **Spirit of Lacrosse**.

Issues	Solutions

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, i.e., 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 7 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 8 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?

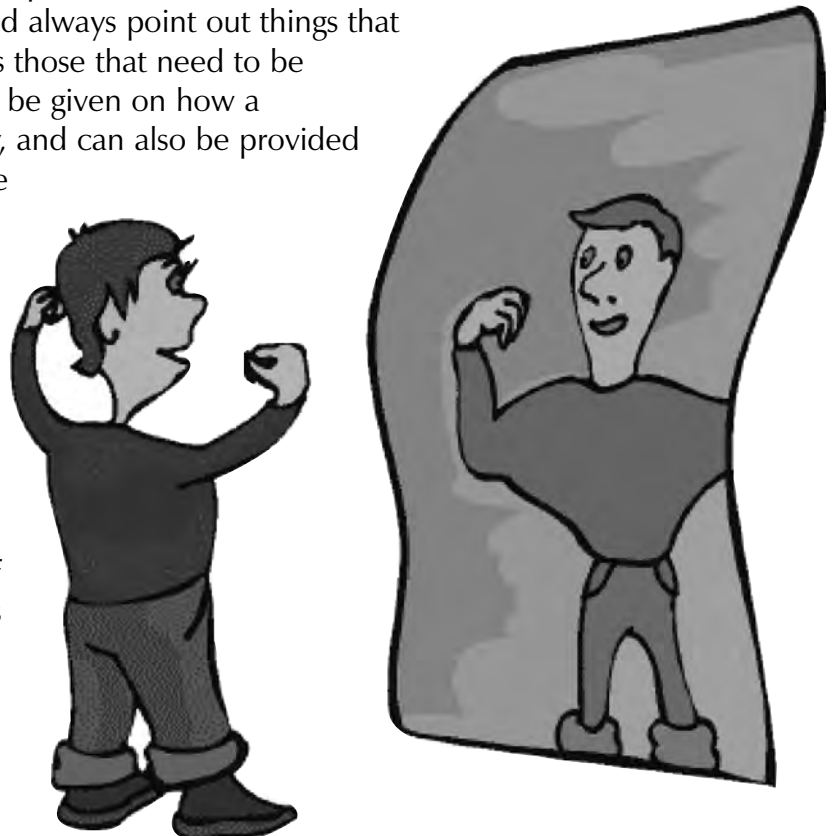
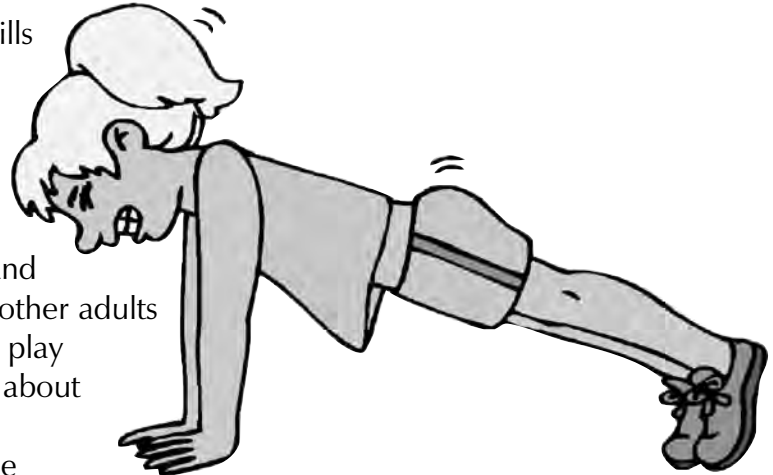
Self-esteem is an outcome of how positively an individual feels about himself/herself. A person's self-esteem can be directly affected by the positive and negative comments of others toward him/her, including those received during participation in sport.

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 eleven. 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 9

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 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 10

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 11

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	Prevention 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.
- 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.

Equipment

- 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.

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.

Human Factors

- 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 as all times.
- Divide the playing surface into sections and use Assistant Coaches to supervise each section.

Medical History Card

Name: _____ Birthdate: _____

Address: _____

_____ Phone: _____

Personal Health Number: _____

Parent/Guardian Name: _____

Address (If different from above): _____

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

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

Family Physician: _____ Phone: _____

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

Asthma Diabetes Heart Disease Seizures

Other: _____

(Specify) Other problems, previous injuries or surgery

Headaches Blackouts Chest Pain

Fractures # of Concussions _____

Other: _____

Are corrective lenses required No Yes

Immunization: Year of last tetanus shot: _____

List allergies and/or medications taken regularly:

Date card completed: _____

Signature of parent or guardian

Facility Safety Checklist

Facility: _____

Date: _____

Inspected by: _____

Item	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

Information to gather	Actions to take
<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

- Cellphone, battery well charged
- Training venues
- Home venues
- Away venues
- List of emergency phone numbers (home competitions)
- List of emergency numbers (away competitions)
- Change available to make phone calls from a pay phone

Directions to access the site

- Accurate directions to the site (practice)
- Accurate directions to the site (home competitions)
- Accurate directions to the site (away competitions)

Participant information

- Personal profile forms
- Emergency contacts
- Medical profiles

Personnel information

- The person in charge is identified
- The call person is identified
- 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 Playing Area: _____

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: ___/___/___
dd / mm / yyyy

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: _____

Form completed by:

Print name

Signature

INJURY MANAGEMENT AND THE COACH

Even though coaches may not have formal training in first-aid, they will be responsible for giving adequate care to injured athletes until medical help can be provided. It is extremely important that coaches, particularly those without first-aid training, understand and follow first-aid guidelines to protect the injured player from further injury and themselves from liability.

To give the best care possible, coaches will:

- **Give help that, in similar circumstances, they would hope to receive.**
- **Have the Emergency Action Plan in place for serious injuries.**
- **'Pass the Buck'.** When dealing with a situation which could become complicated, refer the responsibility to someone more qualified, preferably a physician or paramedic, but a trainer or sport therapist are good alternatives. (Remember, however, that a *player* should never be abandoned because the situation is getting complex. Abandonment is grounds for liability.
- **Inspect the activity area on a regular basis.** The safer the surrounding environment, the less chance that injury will occur. *Arenas, boxes and fields* are full of potential danger zones. Part of a coach's job is to prevent injuries. Failure to adequately perform this role can provide grounds for liability.
- **Communicate.** Ensure that the athlete knows *your level of first aid certification*, wants your assistance, and understands what you are going to do. By explaining what is happening, the athlete will be less apprehensive and can make a proper decision for accepting help. If the athlete does not want assistance, it is generally advisable to take a 'hands-off' approach and to get more experienced help.
- **Research.** Work hard at developing good athlete care, skills and knowledge. Keep the Medical History cards with the First-Aid box and know their contents. Know the symptoms, routines and aid of the diabetics and epileptics on the team.
- **Follow Routines.** When doing injury assessments or emergency care, get into the habit of always following the same routines. By following set procedures, important details will rarely be overlooked.
- **Maintain Control.** The Charge person is to be in control at all times, particularly in emergencies. It is unwise to allow coaches, referees, athletes or others without first-aid qualification to dictate athlete care decisions.



- **Know *their* Limitations.** Only do those practices in which you are trained and comfortable in doing. It is irresponsible to try to “look good” if the techniques employed increase the injury or level of discomfort. Often, simple basic techniques will be exactly what are needed. Sophisticated procedures may only complicate things, both practically and legally.
- **Document Injuries.** Whenever an injury occurs, it is important to prepare a report outlining the date and time of the injury, the nature and extent of the injury, a brief description what happened, first-aid procedures followed, and the nature of the follow-up recommended. *Have the report signed by a witness.*

SOURCE: Sport Medicine Council of British Columbia, *A Guide to Sport Injuries* (1994).
(Italics indicate wording that has been changed to make the passages applicable to the needs of lacrosse coaches.)

To reduce the risk of infection when dealing with injuries:

- Wear disposable gloves at all times.
The gloves will protect the coach and the player.
- Avoid touching contaminated objects or being splashed by body fluids.
A barrier can be placed between the injured player and the caregiver. For example: control bleeding by using the player’s hand to apply direct pressure or cover the wound with a dressing.
- Wash hands thoroughly with soap and water immediately after giving first-aid, even if gloves were worn.
*Avoid eating, drinking and touching your face while providing first-aid care.
 Avoid handling personal items such as pens and combs while providing first-aid care.*
- Stock the first aid kit with a supply of disposable gloves and antiseptic soap.



SOURCE: The Canadian Red Cross Society of Canada, *First Aid The Vital Link* (Mosby Lifeline: St. Louis, 1994), p. 6.

INJURIES DEFINED

The injuries lacrosse players sustain can be caused by:

- Interaction with other players, the playing surface or the boards;
- Stress on the body due to overuse, over exertion, twists and falls.

Minor or Mild Injuries

- The player has suffered a slight twist, a light blow or bump and the initial effects of the incident “wear off”, i.e. The player can feel the injury but all movements are unrestricted.

Major Injuries

- There is pain.
- The player cannot move because of the pain and/or the injury itself.

Emergency Situations (Life Threatening Injuries)

- The player has no pulse or is not breathing.
- The injured player isn’t moving or can’t move, is unconscious.
- The tests show the injury is very serious (e.g. signs of nerve damage from back or neck injury, a bad break, shock or bleeding) and can become life threatening.

Statistics show that 75% of sport injuries in children are soft tissue and of those 35% are bruises, scrapes and cuts. The implication is that coaches may become too nonchalant in their injury management technique because they never have a serious injury and at some point may move a player with a major injury. Coaches must take all injuries seriously and must have an E.A.P in place for major injuries and emergency situations.

WHEN A PLAYER COMPLAINS OF PAIN.....

Don't ignore it! Follow the First-Aid Protocols

An Injury Management Protocol is the method for:

- keeping the Trainer or the charge person from making injuries worse,
- identifying the seriousness of the injury,
- ensuring injured players are safely removed from the activity area,

MANAGEMENT OF INJURIES

Step 1 Control the environment so that no further harm occurs

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

Take note of how the injury occurred

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

Step 2 Assess for life threatening injuries

Assess for serious injuries

If the participant:

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

Then Activate the EMERGENCY ACTION PLAN.

Injured players must initiate movement on their own accord

While waiting for the Ambulance:

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

When in doubt, call for help!

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

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

STEP 3: Do a second assessment by Communicating with the player.**If the injury is not life threatening:**

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

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

Step 4: Evaluate the player's ability to move off of the playing surface**If the athlete can't initiate movement then a more serious injury must be suspected and the ambulance is to be called.**

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

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

Step 5: Assist the player off the floor

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

Step 6 Return to activity or go for medical assessment?

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

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

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

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

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

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

The player can go back into the play:

If there is no:

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

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

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

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

Cuts and scrapes

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

Step 8 Have injuries assessed by a doctor

- Advise parents when their children go down regardless of whether an injury has occurred or not.
- Fill in the accident report for serious injuries.
- Keep your own record of all injuries, treatment and recommendations; particularly those that don't require an accident report..
- Have a note from the medical practitioner to indicate that a player can return to activity following an injury.
- Do a function test when the player returns, even when the player has a note from the medical practitioner, and assess the strength and range of motion of the injured part.
- Expose the returnee to a progression of activities that go from less to more intense levels of play, i.e. attend a practice before a game is played.

COMMON LACROSSE INJURIES

BLISTERS AND CHAFING

Causes:

- Friction on the skin from poorly fitting shoes or equipment.
- Overuse e.g. blisters on the hand from the lacrosse stick.

Prevention:

- Proper fitting socks, shoes and equipment.
- Keep feet dry with foot powder and wear two pairs of socks.
- When signs of chafing appear, the skin starts to get red and the player experiences discomfort, use Tough Skin, Skin Lube or Vaseline, or tape/band aid.

CONTUSIONS (BRUISES)

Contusions are bruises caused by blows to the muscle. They range in seriousness from first degree to third degree.

First Degree: A slight discolouration and very little swelling due to small amounts of bleeding on the surface of the muscle. The bruise will be tender but will not limit movement and there will be no loss of strength. If the player passes the movement tests s/he can return to activity.

Second Degree: Swelling and discolouration with local pain and loss of some strength. Movement will be restricted due to a feeling of stiffness. The player should not return to activity.

Third Degree: There will be extensive swelling, discolouration and pain. Because of the severity of the blow the coach should suspect a fracture, immobilize the injury and get medical attention.

Treatment:

Do not massage. Apply Pier as quickly as possible to control the bleeding. The less blood that flows into the injury the quicker the injury will heal.

NOSEBLEEDS

Treatment:

Sit the player leaning slightly forward and apply direct pressure by pinching the bridge of the nose. Hold for 3 to 5 minutes and do not release. If the bleeding doesn't stop apply ice to the nose cartilage and then if after 10 minutes the bleeding still hasn't stopped, take the player for medical attention. The player should not sniff or blow the nose until the injury has had time to start healing.

MUSCLE SPASM and CRAMPS

A muscle spasm or cramp is an uncontrolled contraction of the muscle caused by:

- A blow to a muscle,
 - Over-stretching or applying too much force,
 - Sodium and potassium levels too low,
 - Dehydration.
- } Overuse

Prevention: Provide adequate recovery time from exercise and monitor hydration and food intake.

Treatment:

- Apply firm pressure to the muscle and gently stretch. Hold the stretch until the muscle goes out of spasm but do not over stretch.
- Ice for about 15 minutes.
- Replace fluids and electrolytes.
- **Do not massage the affected area.**

ATHLETE'S FOOT

Athlete's Foot is a fungus that affects the feet but can spread to other parts of the body. It can be spread in common changing and showering areas. It is recognized by a dry scale and cracks between the toes.

Prevention and Treatment:

Ensure that facilities are clean and disinfected and that the players shower and wear clean dry socks.
To treat, use foot treatments such as Tinactin cream or Athlete's foot powders.

SHIN SPLINTS – CHRONIC KNEE PAIN

There are many reasons for these injuries:

- Have the injury diagnosed by a physician and rehabilitated by a physiotherapist,
- Follow up to ensure the player has had medical attention and is following instructions,
- Make sure the player has proper footwear.

CHRONIC DISEASES

GRAND MAL EPILEPTIC SEIZURES

Pre-Convulsive Stage

- Seeing lights or colours
- Sensing various colours
 - **Assist the player to the ground.**

Convulsive Stage

- Loss of consciousness
- The body becomes rigid
- Breathing ceases
- Loss of bladder or bowel control
- Convulsions usually lasting 1-2 minutes.
- Lips may turn cyanotic (blue)
 - **Remove all objects from the area.**
 - **Ask bystanders to leave the area.**
 - **Do not physically hold the person down.**

Post Convulsive Stage

- Regain consciousness
- Confused
- Drowsy
- Headache
 - **Place the person in the 3/4 prone position to allow for comfortable breathing and proper drainage from the mouth.**

DIABETES

Insulin shock (hypoglycemia)

- Headache
- Pale, cool, and clammy skin
- Dizziness
- Belligerent behaviour
- Rapid pulse
- Hunger
 - **Provide sugar and seek help. If recovery is not immediate, start the EAP.**

HEAD INJURIES AND CONCUSSIONS:

Guidelines For Coaches

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

Introduction

Head injuries and concussions can occur in many sports, either in training or during competitions. Because of the potentially grave consequences of injuries to the head, coaches must take certain precautions and should enforce strict safety measures when dealing with them.

The information contained in this section is not designed to train coaches on how to implement a medical treatment or to offer medical advice in the event of a concussion. Rather its purpose is to provide some recommendations on how to manage situations involving head injuries in a responsible manner. It is important to note that there is presently a lack of consensus in the medical community regarding precise grading scales and return to training or competition criteria following concussions.

What is a concussion?

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

Some common causes of concussions

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

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

Symptoms

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

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

A person can suffer from a concussion without losing consciousness.

Managing a participant with concussion symptoms

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

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

Grade of concussion	Definition	Recovery time with no symptoms
Grade of concussion	Symptoms last up to 15 minutes	48 hours
Multiple grade one	Two or more grade 1 concussions	1 week
Grade two concussion	Symptoms last more than 15 minutes	1 week
Multiple grade two	Two or more grade 2 concussions	2 weeks
Grade three	Brief loss of consciousness (seconds)	1 week
Grade three concussion	Prolonged loss of consciousness (minutes)	2 weeks
Multiple grade three	Two or more grade 3 concussions	1 month or longer

Managing The Participant's Return After A Concussion

Although a participant may have been given the authorization to return to regular training and competition, this must be done gradually. The participant must be re-evaluated periodically during the weeks that follow his/her return, to ensure that there are no reoccurring symptoms.

Below are a series of steps to assist coaches in managing the return to training or to competition of a participant who has suffered a concussion. Each step should take at least one day, although proceeding through each step may take longer depending on individual circumstances (Step 5 applies predominantly to sports that involve body contact).

- Step 1:** No activity, complete rest; if no symptoms are observed for one full day, move to Step 2.
- Step 2:** Low-intensity continuous exercise, such as walking, jogging, or cycling on a stationary bicycle; if no symptoms are observed, move to Step 3.
- Step 3:** Low-intensity, sport-specific activity without contact; if no symptoms are observed, move to Step 4.
- Step 4:** Moderate-intensity sport-specific training activities without body contact; if no symptoms are observed, move to Step 5.
- Step 5:** Regular practice with body contact if it is required by the sport (no hard impact); if no symptoms are observed, move to Step 6.
- Step 6:** Return to regular training and to competition.

If symptoms do reoccur, the participant must immediately stop any form of activity and be examined by a medical doctor before resuming training or competition. It is extremely important for the participant, the coach, and the medical personnel to be open and frank when evaluating the participant's condition. If reoccurring symptoms are not disclosed, the participant may suffer permanent damage.

Repeated concussions

Some data suggest that after a first concussion, a person might be more at risk of suffering from concussive injuries in the future. If a participant has a history of repeated concussions, he/she should participate in sport activities only when full clearance to do so is obtained from a medical professional.

NB: This information is based on the summary and agreement statement of the first international symposium on concussion in sport held in Vienna in 2001, and on a brochure produced by Judo Canada, entitled "Safety First - What You Need To Know About Concussions." The Coaching Association of Canada is grateful to the Concussion in Sport Group and its chair, Dr. Karen M. Johnston, Division of Neurosurgery, McGill University Health Centre, and to Judo Canada's sport director, Andrzej Sadej, for permission to adapt this material. The Coaching Association of Canada also wishes to express its thanks to Dr. Johnston for reviewing this text.

WORKBOOK OBJECTIVES: Select and write your Module 3 Objective

Appendix A

Age Related Skills and Concepts & Certification

The following is a list of the Lacrosse skills in the order they should be presented and the certification required to teach them. However, it must be remembered that this is only a guide and that age, growth and development factors, years of experience and coaching all affect the rate of learning. Beginners, regardless of age, must go through some version of the following steps. However, a 12 yr. old may only take a year to learn the first stage, an eight year old two years and a six year old three years. (All skills should be demonstrated, taught and practiced using both hands)

Community Initiation for First year of play (Mini-Tykes)

	Sample Activities & Advanced Skills
1. Holding the stick Ball control Cradling	Start beginners with tossing the ball in the air and letting it bounce before catching; then toss in the air and catch. Cradling -- stationary with wrist flexion, handle down and head up. Cradle while walking, jogging and then running.
2. Pick-ups: scoop, trap & scoop;	Pick up a rolling ball from different angles.
3. Catching	Hand toss, roll or bounce the ball to the receiver if there is a problem with hand eye coordination.
4. Throwing	Players can throw to an assistant coach, at a goal or target and off the boards.
5. Give & Go	Throw to an assistant standing at the point position, look for a return bounce pass and then shoot.
6. Checking	Use follow the leader games, mirror games and keep out games to teach players to first stay with their checks and then to maintain proper position.
7. Three player motion offense (crease, corner & point)	Use an assistant coach on the weak side to receive and pass the ball. This activity is an advanced give and go game or drill that programs the use of the weak side.
8. Throwing and Catching with peers.	Start with letting the ball bounce and then progress to soft lob passes.
9. Changing the stick from one hand to the other while jogging with the ball.	

Community Initiation for Years 2 to 4 (Tykes)

See the Community-Coach Initiation Lacrosse Manual for minor games and practice plans on teaching the FUNdamentals.

Scrimmages and games are :

- directed when coaches use drills to teach the skills
- undirected when coaches use minor games that teach and when they give players time to experiment and use their creativity.

Do not use goaltenders until the goaltending skills have been taught.

1. Dodging	Teach using a weight shift to change direction.
2. Checking – one-on-one keep-out games or drills	Introduce the idea of using body position to keep players from going where they want to go.
3. Face-offs	Introduce as an activity where all players are playing the face-off game.
4. Introduce the concept of combining the pass and catch with the give and go.	Use two players to give and go from the 10 second line to the goal.
5. Defence – add two defenders to drill # 4.	Introduce the concept of two players maintaining a “keep-out” position while the offensive players are playing catch.
6. Goaltending – the players are working in pairs.	Teach using a weight shift to change direction.
7. Motion Offense – use three players only. (crease, corner and point positions)	This drill introduces the concept of one player getting ready for his/her turn to receive while the other two execute their give-and-go.
8. The break-out. Give and go down the floor.	The players only run when they don't have the ball and then stop to catch. The receiver cradles and protects the ball while waiting for the partner to get into position
9. Playing defense in a scrimmage Situation.	Add the defense to activities 7 and 8.
The Game – Coaches should be on the floor to this point.	For players to understand the concept of playing a regular game, they must be taught how to link the minor games of give and go, catch and shoot, keep-out etc.

Community Development for Years 3 to 6 (Novice to PeeWees)

Once again, the following stages are the approximate time the skills and concepts would be introduced to Novice to PeeWee players who started lacrosse at age 5. It is more important, however, to use player readiness as the guide rather than player age. **Older players starting the game will go through all the steps but at a faster rate; house league players and B level players may take more time but should eventually be taught all the skills.**

Introduce the Skills and Fundamentals of the previous sections **concurrently with the** Team Offensive **and** Team Defensive Concepts.

Offence

1. Introduce the concept of maintaining a balanced floor with the stick to the centre.
2. Introduce the give and go as a way to create offensive opportunities.
3. Introduce working the ball up the floor with short passes.
4. Introduce the Motion Offence to play keep-a-way when a man short.
5. Introduce loose ball situations and how the team is to react.
6. Introduce formal line changes.
7. Introduce goaltender initiated offence from a shot.
8. Introduce basic offensive terminology: creaseman, cornerman/shooter
9. Introduce the games within the game that can be played when players don't have the ball. engaging, picks, floor balance, creating space etc.

Defence

1. Start goalie training with all interested players.
2. Develop one-on-one positional play of defense and the appropriate use of the stick.
3. Introduce appropriate checking distances (sagging).
4. Introduce man-to-man defence as a game within a game i.e. a personal challenge to "play keep-out" to protect the goalkeeper.
5. Develop the habit of identifying ones check before each face-off.
6. Develop the habit of withdrawing to centre and finding the number of the person to be checked as soon as possession is lost.
7. Emphasize man to man defence with the stress on body and stick positioning.

Competitive Introduction for years 5 to 7 (PeeWee A & Bantam)

Offence

1. Develop the Motion Offence stressing floor balance, position and movement.
2. Introduce short pass breakout patterns.
3. Introduce 2 on 1 and 3 on 2, situations.
4. Introduce power play and man short offence.
5. Introduce the team concept of the triple threat position and engaging the defensive player.
6. Introduce the one-on-one to beat a man and draw a man.
7. Develop the break-out from loose ball situation and include the line changes.
8. Develop the team involvement in face-offs.
9. Develop the offensive opportunities from the give-and-go.
10. Develop the goaltender initiated fast break.
11. Introduce pick plays.
12. Introduce the concept of shooting away from the goalie rather than at the corners and passing away from the defense instead of to the stick.

Defence

1. Teach the concepts of the sagging man-to-man defence using the 3 on 2 situation.
2. Develop the full sagging man-to-man defense.
3. Develop overplaying the stick side
4. Develop the commitment for getting back quickly and calling out checks in preparation for applying pressure.
5. Introduce defending the give and go and increasing the level of concentration.
6. Develop the one-on-one checking skills for keeping players out of the prime scoring zone.
7. Develop the man short defensive skills, all players.
8. Introduce defending screens and picks

Competitive Introduction for Years 6 to 12 (Bantam to Midget ages)

Offence

1. Introduce the pick as a team concept.
2. Develop the full Motion Offence including all the pick plays.
3. Speed up the short pass breakout in order to create an odd man situation in the offensive zone.
4. Develop 2 on 1 & 3 on 2 situations as they occur in the Motion Offense.
5. Develop power play and man short offence.
6. Emphasize the triple threat position in developing one-on-one opportunities within the pattern of the motion offence.
7. Refine all aspects of team play to increase speed and intensity of play.

Defence

1. Develop defending the Motion Offence. As the offence becomes more sophisticated the defenders must become more alert and focussed.
2. Refine overplaying the stick side by emphasizing switching hands to match the stick being checked.
3. Develop goalie and player skills to defend against different shots, different styles of shooting and shots from different spots.
4. Introduce defending the 2 on 1, and 3 on 2 fast break situations.
5. Develop aggressive defending of picks and screens.
6. Develop the man short defensive specialists and strategies.
7. Develop team pressure defenses designed to disrupt offensive flow.
8. Develop strategies for defending the surprises when face-offs and loose balls are lost.

Competitive Development for Years 9 to 12 (Midget to Jr. ages)

Note: Only elite Midget players will be ready for Stage Four with many players not being ready until they are intermediate or Junior B. Coaches should therefore be constantly alert to the needs of the players: not all skills are learned at the same rate by all players and some skills could be taught earlier. Use the following Age Related Concepts as a suggestion for what is to be taught rather than the precise order.

Offence

Motion in the offense should now be made automatic and the concept of using the Motion Offence as a coaching tool can now be introduced.

1. Introduce the concept of using the Motion Offence to:
 - Complete the warm-up at the beginning of the game;
 - Develop team coordination;
 - Control the ball for preserving a win or for the last shot of the period;
 - Set up a specific shooter;
 - Disguise practised scoring plays;
 - Practise and drill all individual skills
2. Introduce the concept of exploiting team and player strengths and eliminating weaknesses and for following game plans.
3. Develop the concept of developing automatic reactions for the execution of:
 - fundamentally sound skills;
 - screens, picks and the pick and roll;
 - strategies for all aspects of the game i.e. fast break, face-off routines; man short etc.

Defence

The skills of getting and maintaining defensive position should now be made automatic and a first priority in all checking situations.

1. Develop defending the 4 on 3 and 5 on 4 in fast break situations.
2. Use team tactics to apply pressure to get the ball.
3. Refine defending all pick plays.
4. Design or adapt all defensive situations to take advantage of team strengths
 - The power play defence & getting possession.
 - The man short defence.
 - Face-offs and loose balls.
 - Fast break situations.
5. Develop the aggressive one-on-one coverage of every player at all times. i.e. Stop both the right handed and left handed moves.
6. Refine the sagging man-to-man defence into a trapping or double teaming defense.
7. Introduce a full floor press to force turn-overs and rushed shots

Appendix B

Testing Skills

As has been mentioned, Athlete Centred coaching is coaching that meets the needs of the players. One of the tools coaches can use to determine the team's technical needs is to use a Skills Test.

Before administering tests:

Thoroughly warm up the players,
Make sure players understand that the purpose is to measure achievement, not to compare,
Review the techniques for performing each skill and give time to practise. Make this session part of the warm-up.

When administering tests:

Emphasize personal achievement.
Give praise and encouragement to all players.
Promote positive self-talk and don't permit put downs or trash talk.
Encourage players to give praise and to share knowledge.

Tests can be use to:

Indicate strengths and weaknesses,
Draft or balance teams,
Motivate and set goals,
Add variety and fun to practices.

Tests will create awareness and understanding of:

The affects of fatigue and pressure,
Using or not using correct technique,
Individual differences.

Note: Be aware of Tests that involve more than one skill such as cradling and running. A player can be very fast and agile and get a high score but may still have poor cradling technique. When specific skills are to be evaluated coaches will have to make a subjective judgement based on the Five Stages of Learning.

Appendix C

The Skills Test

Standing Throw

- Novice players and below stand 5 m. from the target. Target size 1 m x 1 m.
- Peewee players and above stand 8 m. from the target. Target size .6 m x .6 m
 - Targets should be shoulder height to stress proper passing.
 - Throwing should be done in sets of 10.
 - Decrease the level of difficulty by reducing the distance.
 - Increase the level of difficulty by reducing the size of the target.

Moving Throw

- Same as above but players run at an angle to the release point

Catching

- or novice and below stand the players 5 m. from the passer.
- For peewee and above stand the players 8 m. from the passer.
 - 10 throws to each side.
 - Decrease the level of difficulty by throwing the balls by hand.
 - Increase the level of difficulty by throwing the ball harder.
 - Increase the level of difficulty by throwing the ball to different spots.

Pick-ups

- Use one of the side face-off circles.
- Roll the ball into the corner, the player chases, traps, picks the ball up and returns it.
- Count the number done in one minute.
 - Decrease the level of difficulty by scooping a stationary ball.
 - Increase the level of difficulty by chasing a loose ball and scooping it on the run.

Cradling

- Place cones two 20 feet apart.
- Count how many times the players run around the cones in one minute.
 - Stress proper cradling technique.
 - Increase the level of difficulty by having the players weave around five cones while switching hands.

Sit-ups

- Bent knee sit-up, with arms crossed on chest. Stress a slow steady pace.
- Count the total number of sit-ups that can be done. No time limit.

Push-ups

- Straight back and bent arms so that the chin touches the ground.
- Count the total number done. No time limit.

Evaluation Chart

Name: _____

Test	Date:		Date:		Date:	
	Score	Learning Level	Score	Learning Level	Score	Learning Level
Standing Throw						
Moving Throw						
Catching						
Pick-ups						
Cradling						
Sit-ups						
Push-ups						
Totals / Average						

Note: The Learning Level is subjectively evaluated by observing the technique and judging a level of learning using the Stages of Learning chart. Total the tests and Average the Learning Levels.

Appendix D

Risk Prevention

On-Floor/Field Safety (From the B.C. **Risk Management Manual**)

Following are some guidelines which will help you to identify and minimize or eliminate risks within the playing area:

Before and during all games and practices, check and monitor the playing area to ensure that:

- The floor/field is free from debris, bumps, ruts or bare spots.
- All floor gates are securely closed.
- There are no protrusions from the glass, boards, nets or floor /field surface.
- Proper lighting is in use at all times.
- Players are supervised at all times.

General Safety Checks

- Never allow players and coaches onto the floor/field before, after or between periods or quarters without helmets with face masks, mouth guards and gloves.
- Be aware of players' special needs or illnesses (check medical history cards) and monitor such players during games and practices.
- Ensure that all players wear all protective equipment at all times, including players returning from injuries who are on the floor /field getting back into playing form.
- Have sufficient amounts of water available for players at all games and practices; tired and dehydrated players are more susceptible to injury.
- Educate players, parents and volunteers about the dangers of checking from behind. Players should never bump, shove or push an opponent from behind, especially when they are in the 1-2 meters danger zone along the boards.
- Always be alert when sitting in the player's bench or penalty box: be prepared to react in order to avoid balls or other objects that may enter the bench area.
- It is strongly recommended that any players with long hair put it up underneath their helmets so that it is not exposed to becoming caught in equipment or other obstructions. Also players must remove jewelry before going on the floor/field.
- In all instances, eliminate or minimize the on floor/field risk as they are identified. For more serious risks, such as slippery spots on the floor, arena management should be notified and players should not be allowed on the floor until the risk is eliminated. Always follow up in writing when informing arena management of any safety risks, and send copies of your letter to appropriate municipal authorities.
- Trainers and coaching staff should encourage players to not chew gum during practices and games due to the potential for airway obstruction.

Appendix E

R.I.C.E.

R.I.C.E. is the **immediate** treatment for bone, muscle and joint injuries the coach will apply to prevent further complications and swelling.

Restrict movement (**R**est) in order to:

- prevent further injury,
- reduce pain,
- reduce bleeding
- prevent further damage from fractures

Restrict movement by:

- keeping the injured part stationary
- supporting with padding
- leaving equipment in place

Ice decreases blood flow and reduces pain and spasm.

- Use ice packs, ice cones, chemical cold packs, frozen peas and jell packs.
- Make sure the cold packs retain their cold long enough to penetrate the larger muscles and joints.

When an injury occurs:

- Apply cold treatment as soon as possible.
- Apply the cold treatment for 10 to 15 minutes every hour while the injury is in its acute stages.
- Keep a wet towel or a wet wrap of the tensor between the skin and the ice.
- Watch for frostbite particularly from the chemical packs

Compression helps stabilize the injured area and reduces swelling.

- The more the swelling is held in check the quicker the injury can start healing.
- A tensor bandage can be used to not only apply pressure to the injured area but to hold the cold pack in place. Use a compression bandage as long as there is swelling.

When applying pressure with a compression bandage:

Do not wrap the injury so tight that it cuts off circulation. Discolouration and/or increased pain may be signs of a wrap that is too tight.

- Remove the wrap periodically to check for circulation and temperature.

Elevating the injured area above the level of the heart will also help minimize swelling and facilitate removal of waste from the injured area.

- Make sure the injury is well supported with pillow, bags, chair etc.

THE APPLICATION OF R.I.C.E.

1. Do an initial assessment of the injury.
2. Apply a single layer of a cold, wet tensor bandage over the area.
3. Apply crushed ice directly over the injured site.
4. Wrap the remaining tensor to hold ice in place.
5. The injured body part should be elevated above the level of the heart.
6. Leave ice in place for 10 - 15 minutes. (Prevent frostbite by prewrapping).
7. After removing the ice, re-wrap the area with a dry tensor to apply even compression.
(Be sure to check for impairment of circulation.)
8. Repeat the procedure every hour while swelling is present
9. Use compression at all times, except when sleeping.

R.I.C.E. OR P.I.E.R.

The acronyms of **R.I.C.E.** and **P.I.E.R.** stand for the same procedures of:

- **R**est (**R**emoval from activity)
- **I**ce or **C**old
- **C**ompression or **P**ressure
- **E**levation

Different injuries require a different order in the treatment procedures and thus the different acronyms.

For soft tissue injuries of contusions, sprains and strains use:

Rest, Ice, Compression & Elevation

For bleeding use:

Pressure, Ice, Elevation & Rest

For fractures use:

Rest, Immobility, Cold & Elevation

Appendix F

The A.B.C. Protocol for Emergency Treatment

The **A.B.C.** Protocol is the checklist trained **First-Aiders** follow in their **Primary Survey** of a person who is unconscious or is not responding to attempts to communicate. The procedures require professional training and are the reason the **Charge Person** should be a trained **First Aider**.

When the coach finds that a player's life is in danger, the coach must immediately:

- **Activate the Emergency Action Plan**
- **Seek and refer treatment to anyone with higher qualifications.**
- **Maintain life support or the status quo of the player.**

Warning:

The first priority in an emergency situation is to make sure the player is breathing and has a heart beat. If the player is unconscious or there is a suspected spinal injury, the player must not be moved. See Appendix G on Spinal injuries.

Airway:

The airway is the pathway from the mouth to the lungs that must be open. If the player is talking or crying, the airway is open. If the player is not breathing or the breathing is restricted look for:

- A foreign object in the back of the throat.
- The tongue lodged in the back of the throat.
- Swelling from a blow to the throat area.
- An allergic reaction

- Use the fingers to clear the mouth of foreign objects.
- Tilt the head back and lift the chin to clear the tongue and open the airway. If the tongue is lodged in the back of the throat, pull it back to its normal position. (CPR training required)
- For swelling, apply ice to the throat and sit the player up.

Breathing: To check breathing, **Look – Feel – Listen.** Watch for the chest rising and falling; place your cheek close to the players face so the breathing can be heard or the air can be felt. Wait up to 5 seconds for a response. If the player is not breathing, quickly call for someone who has **CPR** training.

It is for this reason the “Charge Person” must have CPR

Emergency Rescue Breathing (Certification required)

- Gently tilt the head back and lift the chin to clear the airway (if there was a possibility of a neck injury just pull the chin forward to open the airway and open the mouth.)
- Pinch the nose.
- Give two slow breathes to fill the lungs (for children give half breaths).
- Give 12 breaths, 1 every 5 sec. for adults.
The duration of each breath is about 1 _ seconds.
- Give 20 breaths, 1 every 3 sec for children.
The duration of each breath is about 1 second for children.
- Check the pulse and repeat

Circulation: The coach checks for:

1. **pulse**
2. **severe external bleeding**
3. **internal bleeding**

The pulse is taken at the carotid artery:

Locate the Adams apple and slide the finger over 1 inch to the groove at the side of the neck. Wait 5 to 10 seconds before concluding there is no pulse and administering CPR.

External Bleeding **is controlled by applying pressure with sterile bandages, application of cold and elevation.**

Internal Bleeding **is indicated by signs of shock, internal pain or tenderness around the injured area, discoloration or swelling.**

- **Keep the player still, elevate the injured area if possible.**
- **Keep the player warm.**

Appendix G

Recognizing Major Injuries

CONCUSSION

When trauma to the head has occurred then trauma to the spine must also be suspected and tested for.

Symptoms: The athlete complains of headaches, dizziness, seeing stars or colours, ringing in the ears, nausea/vomiting, impaired vision, sensitivity to light.

Observable Signs.

Semi Conscious or dazed	Slips in and out of a conscious state.
Blood in the ears or nose	Life Threatening situation
Confused and unable to focus attention	Easily distracted and unable to follow directions or carry out normal activities.
Disoriented	Is unaware of time, date and place.
Slurred or incoherent speech	Makes disjointed or incomprehensible statements.
Grossly uncoordinated	Stumbles and unable to walk in a straight line.
Emotional for no reason	Distraught, laughing or crying for no apparent reason.
Memory deficits	Repeatedly asks the same question.

Testing for Signs

Orientation	Ask: day, place, person, team. Reply must be quick without hesitation
Pupils Practise ahead of time	Cover the eye and then expose the eye to light. The pupil should get smaller quite quickly. Both pupils should be dilated by the same amount. Be aware that some people have one pupil bigger than the other.
Co-ordination	Touch finger to nose, stand on one foot, walk along a line.
Memory	Recall of recent events.

The symptoms of concussion are caused by pressure on the brain from internal bruising or bleeding. If the internal bleeding is slow, the symptoms may be slow in appearing. When the bleeding doesn't stop, the symptoms will escalate to the next stage and become life threatening. If a player returns to activity before a concussion has healed, the chances of a second concussion increases by 4 to 6 times. The effects of a concussion are cumulative.

Therefore: For all suspected concussion injuries, remove the player from activity and take the player for medical attention and diagnoses immediately.

Watch for decreasing functions of thought, wakefulness, memory and coordination.

NECK AND BACK INJURIES

Warning

All Trauma to the spine must be considered serious until proven otherwise.

When trauma to the spine has occurred, then concussion must be suspected and must also be tested for.

Symptoms of Spinal Injury

- Numbness along the spine or in the limbs.
- Pain and muscle spasm surrounding the injured spinal area.
- Stiffness anywhere along the spine.
- Limited movement of the head and neck.
- Muscle weakness or loss of muscle power of the limbs.
- Referred pain in the arms or legs.
- Loss or alterations of sensation e.g. "pins and needles" (sensation) in any of the limbs.

The "**Cardinal Rule**" states that:

If the participant cannot initiate a movement voluntarily, do not move the body part for him or her.

In the case of trauma to the spine, support the body so movement can't occur.

The only time the athlete is moved is if s/he is in a life threatening position and then it must be done so the head does not change position in relation to the spine and the spine must be supported to prevent further injury.

FRACTURES and DISLOCATIONS

Fractures range from:

- **green stick fractures** caused by bending of the soft bones of children
to
- **a break-down** of the bone because of over use
to
- **cracks** in the bone or bone chips that ache or cause pain only when in certain positions or under pressure from specific directions
to
- **bones that are cracked**
to
- **broken bones** where the deformity is very obvious or there is a wound that is open. Serious breaks must be treated as Life Threatening

Signs and Symptoms

- Pain
- Swelling
- Tenderness
- Loss of function
- Deformity
- Shock

Stress fractures, cracks and green stick fractures are the most difficult to diagnose because the pain isn't constant and the usual signs and symptoms are not present. Have any reoccurring pain checked by a physician.

Apply R.I.C.E.

Immobilize the fractured bone or dislocation by supporting it with towels, jackets or blankets etc..

Immobilization will:

Reduce pain

Prevent further damage

Reduce the risk of further bleeding

Never straighten broken bones or replace dislocations.

Treat for shock

Activate the E.A.P. for fractures that can't be supported by the player.

SHOCK

Signs and Symptoms of shock are sometimes delayed so coaches should always be alert to their appearance. Signs of shock signal a more serious injury than first diagnosed and

IMMEDIATE MEDICAL ATTENTION MUST BE SOUGHT

Signs and Symptoms:

- **Weakness**
- **Anxiety or restlessness**
- **Confusion, light headedness**
- **Pale, cold, clammy skin**
- **Weak, rapid pulse**
- **Drowsiness or unconsciousness**

Lay the player down in a comfortable position, elevate any injury that is bleeding, calm and reassure the player, maintain normal body temperature and monitor the vital signs.

HYPERTHERMIA

Hyperthermia is the overheating of the body and occurs in three stages:

Heat Cramps – Heat Exhaustion – Heat Stroke

Symptoms:

- Leg or abdominal cramps that are not relieved by stretching
- Exhaustion and dizziness
- Nausea and vomiting
- Headache

Prevention:

- Hydrate
- Wear loose clothing
- Reduce exposure time
- Apply cold towels to the surface of the skin

Treatment: As with prevention + remove to a cooler environment – seek medical attention if symptoms do not subside or if symptoms escalate to:

On and off sweating – cool clammy skin – shallow breathing – rapid and weak pulse – chills and shivering.

Appendix H

The First Aid Kit

Adhesive Tape
 Sterile Gauze pads, big & small
 Band-aids of assorted sizes
 Tensor Bandages - approximately 6 cm and 10 cm. widths
 Gauze Roller Bandage
 Triangular Bandages
 Steri-strips
 Telfa Pads or Second Skin
 Tuf-skin
 Skin lube (vaseline)
 Antiseptic wipes (such as Benzylchloride swabs) and soap
 Antibiotic cream or spray
 Saline solution
 Gloves vinyl or polyethelene as some people are allergic to latex (Keep sterile)
 Coaching Tip: Always have a pair in your pocket
 Cotton tipped applicators
 Scissors
 Tweezers
 Safety Pins
 Ice Bag
 Chemical ice pack
 Clean towel
 Thermometer
 Plastic bags
 Sugar
 CPR barrier (A mask with an air passage)
 Quarters and emergency phone numbers
 Copies of the player Medical Information Forms
 Pencil and Injury Log Book

Trainer's Waist Pack

Many trainers wear a Waist Pack to hold the first-aid supplies and equipment that are needed for first contact with injured players.

face Mask
 oral screw
 latex gloves
 adhesive tape
 pen and notepad

band-aids (assorted)
 tongue depressor/ tongue forceps
 sterile gauze
 utility scissors
 quarters

FIRST-AID KIT CONTENTS – DEFINED.

Cotton Tipped Applicators These can be used to eliminate debris from abrasions and cuts, and to apply ointment and cleansing solutions in and about open wounds.

Elastic Tape (7.5cm) Elastic adhesive tape is effective for applying light pressure to an injured area and for providing some support to the affected part. The advantage of this type of tape is that it is flexible and, therefore, does not completely constrict blood flow to areas distal to the injury. This is particularly important when taping over dynamic tissues such as muscle. Furthermore, it accommodates a certain degree of functional movement.

Gauze Pads (7.5cm x 7.5cm) These are used to control bleeding and to clean wounds. It is not advised to cover an exposed wound with a gauze pad as it will stick to the wound upon removal, and often lead to further damage.

Gloves It is essential that the SportsAider wear vinyl or polyethylene gloves whenever there is a chance of contact with body fluids (i.e. blood, saliva or vomit, sweat) to reduce the risk of infectious disease transmission. ***Note: Some people are allergic to latex**

Plastic Bags for Ice Packs Reusable plastic bags or disposable 'produce' bags offer the most effective and economical method of containing crushed ice or snow. An ice bag applied in conjunction with a tenseser bandage, is effective for applying pressure and cold to an acute injury.

2Quarters Two quarters should be fixed to the inside of the first-aid kit along with the list of emergency telephone numbers and a third carried in the waist pack. In areas where toll-free emergency numbers are not yet in effect, they can be used in a public pay phone to call for assistance.

Saline Solution One litre of water with one gram of salt, boiled and stored in a sterile container, can serve as sterile saline solution to cleanse wounds. It is also useful to safely store a knocked out tooth for transportation to a dentist. Commercial dental kits are also available for this purpose.

Scissors Bandage scissors are best, especially since they will be used for cutting tape away from the skin's surface. With these types of scissors, the risk of puncturing the skin during removal of tape is virtually eliminated. Utility scissors are able to cut through almost anything and are, therefore, useful to have in addition to bandage scissors.

Skin Lube Skin lube is a greasy lubricant, similar to, but longer lasting than, Vaseline. It can be applied liberally to all friction areas that may lead to skin irritation (ie. blisters or rashes).

Steri-strips These strips, or paper sutures, are used to close minor cuts before the athlete is sent to a medical facility for sutures.

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
- 5 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. 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.

TECHNICAL PREPARATION**Module****4**

GOAL: To prepare coaches to teach both the individual and team fundamentals of lacrosse and to ensure coaches can demonstrate a teaching progression for each of the basic skills of the game.

OBJECTIVES: The competent Community Coach will be able to:

- Break each of the fundamentals of lacrosse, including the fundamentals of defence, into their five phases.
- Demonstrate each lacrosse skill in a fundamentally correct way.
- Plan and demonstrate a teaching progression of simple to complex.
- To use the movement patterns of the Motion Offence to teach passing and catching.
- Teach the concepts of defending rather than attacking when on defence.
- Teach the transition parts of the game: getting back on defense and bringing the ball out of the offensive zone

INTRODUCTION

Module 4 is designed for use by all coaches. Therefore, new coaches should not be intimidated by the amount of information or the complexity of it, but rather should start at the introductory levels. Then, when they and their players are ready, read the module again for the next step in their development. It will take two to three years for new players and coaches to learn all the skills of Community Development.

Coaches with lacrosse experience will be expected to examine the details of the module to confirm that their knowledge of the game is fundamentally correct and then design practices that will concurrently teach the individual and team fundamentals.

ANALYZING SKILLS

THE FIVE PHASES OF SKILL EXECUTION

Phase Analysis of Skills is the process of breaking a skill into five separate steps from the initial movements to the follow-through. Analyzing skills by breaking them into their phases will help coaches develop effective teaching progressions; to pinpoint problem areas and to separate the cause of problems from their symptoms. The phases are:

Preliminary Movements.

The Preliminary Movements are movements required to set the body and its parts in the correct or “ready” position before initiating the skill. There is also a mental aspect of the preliminary movement as the player decides what action to take. Example:

- Purpose of the skill
- Feet position
- Body orientation
- Knee flex
- Stick position

Preparation Movements.

The Preparation Movements are in the opposite direction to the movements that produce or absorb force. They are usually the wind-up of the body and its parts and sometimes the recovery movements of the follow-through from the previous skill.

- Body rotation
- Arm extension
- Weight shift

The Force-producing Movements.

The Force Producing Movements are initiated by the unwinding of the large muscle groups as in the:

- weight shift forward
- hip, trunk and shoulder rotation
- leg and arm extension

The Critical Instant.

The Critical Instant is the point of release or contact.

The Follow-through.

The Follow-through is what the player uses to dissipate the forces that are built up. Errors made in the follow-through are usually a result of errors in one of the earlier phases.

THE OBSERVATION PLAN

The Observation Plan is an informal way of writing down and learning the teaching progressions of skills. Writing Observation plans will help players and ex players teach techniques they often take for granted and will guide new coaches through the steps to learn and teach lacrosse.

Name Of Skill: _____ Purpose of the Skill: _____

Phase	Description	Key Elements
Preliminary Movement		
Preparation Movement		
Force- Producing Movement		
The Critical Instant		
The follow-through		

THE OFFENSIVE FUNDAMENTALS

HOLDING THE STICK



Thumbs and Fingers

The handle rests in the pads of the fingers and the thumbs are along the shaft. Holding the stick this way helps keep the hands soft and the wrists flexible.



The Ready Position

The bottom hand is at the butt of the stick and the top or strong hand is placed anywhere from the butt to the throat, depending on how the stick is being used. i.e. Hand position will be different for catching, cradling, throwing, reaching and checking.

In the ready position the head of the stick is held about shoulder height with the top hand near the throat and the bottom hand at the butt of the stick.



Common Faults

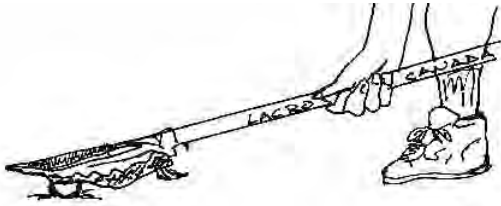
The natural way to hold the stick is to let the arms hang. If this position becomes a habit, players find it very difficult maintaining the ready position while on the floor and end up missing many opportunities to maintain or gain possession of the ball.

Gripping the Stick

New players tend to grip the stick with too much pressure, with their thumbs wrapped tightly around the handle in a “punching” grip and with their top hand stuck to one spot on the handle.

PICKING UP THE BALL

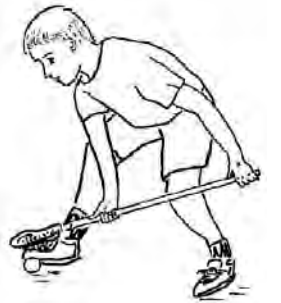
Trapping



Trapping is a method of stopping a rolling or bouncing ball by trapping the ball between the head of the stick and the floor or field.

*Keep the handle low.
Bend the knees.*

Scooping



Preliminary Movements

Trap to control the ball then:
right handers place the right foot beside the ball and left handers the left foot.

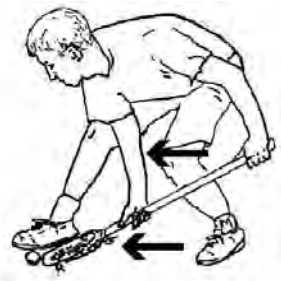
Control and ball position



Preparation

Bend the knees to lower the handle
Keep the head up.
Put the weight on the back foot.

The butt of the handle is kept as low as possible.



Force Producing Movements

The movement starts with the thrust of the back foot followed by the acceleration of the arms and stick.

Acceleration of the stick through the ball.



Follow-through

The head of the stick is brought up

Keep the wrists and arms soft.



Critical Instant

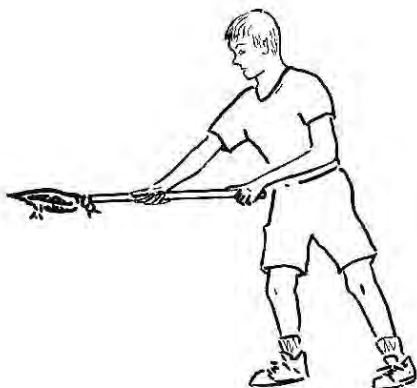
The stick slides under the ball as to the chest. a downward force is exerted by the bottom hand.

COMMON FAULTS OF SCOOPING



Not bending the knees or lowering the handle makes the ball difficult to scoop.

Also it forces the head down leaving the player in a vulnerable and weak position.



Using the arms instead of the body to generate the motion to scoop often sends the follow through away from the body.

Back-spin and Scoop



Place the end of the stick or pocket on the ball and roll the ball back.



When the ball gets to the player's foot, scoop as before. i.e. Push with the back foot and accelerate the scooping action by moving the shoulders and arms.

CARRYING THE BALL

Cradling

- Cradling is the rocking action that keeps the ball in the stick when the player is running.
- The wrist must be "soft" and flexible.
- The top hand creates the cradling motion
- The bottom hand protects the stick and supports the cradling motion by allowing the handle to rotate or by flexing the bottom wrist.
- When running, the movement of the wrist must coincide with the motion of the arm.

Learning to Cradle

Beginners have difficulty learning to cradle because of the tension in the shoulders arms and wrists. Relax and "soften" the wrists by using the relaxation techniques from Module 5, Mental Preparation, and by using the body to create the movement.

Coaches can speed up the development of the "feel" of the stick by planning practices to include stick handling activities (switching hands etc.) and by encouraging daily practice routines.

The Teaching Progressions for Cradling



Hold the stick near the throat with the handle vertical. Develop the wrist action by flexing and extending the wrist.



Teaching point: *Cradling is the action of the wrist that uses the pocket of the stick to absorb the centrifugal force created as the arm moves back and forth when a player is running. In effect, the pocket of the stick is turned to catch the ball at the end of each arm swing.*



Swing the arm from side to side in front of the body. Flex the wrist as the arm moves in front of the chest and extend it as the arm moves back.



Add the bottom hand, remembering that the bottom hand does not grip the stick or supply any of the cradling. Practise until the two hands feel coordinate.



The final step is to cradle the ball while slowly moving the stick to the normal carrying position often called the double threat position. The stick can be carried with one or two hands, however beginners and younger players should develop the habit of carrying the ball with two hands first.

The Double and Triple Threat Position

Players should always carry the stick so that the body shields the stick from the defensive player. The “**double threat**” term is used so that players will hold the stick in a protected position while they try to go around the defence and yet still have the stick ready to make a pass by simply moving the arms back. (The top hand slides to a throwing position on the handle. The double threat position becomes a **triple threat** when the player is close enough to the goal to take a shot.

Switching Hands



It is important that players can play with the stick in either the right or left hand. This skill can prevent undue defensive pressure and increase scoring and passing opportunities.

For best results teach players to use both hands when they first learn to use the stick.

To initiate the switch, bring the bottom hand up underneath the top hand.

Players should always be conscious of using the body to shield the stick during the switch.

To complete the switch, the top hand now moves down to the butt of the handle.

Coaching Tip:

When coaching beginners, all activities and drills should be organized so that all players practise their skills **left and right handed**.

THROWING

Passing



Preliminary Movements

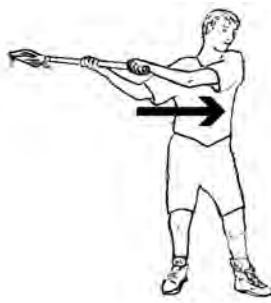
The shoulder is facing the target.

The feet are shoulder width apart.

The arms are extended back slightly.

The passer mid-points the defender and the receiver.

The shoulder faces the target.



Preparation

Lift the arms to shoulder height.
The weight is on the back foot.
Extend the arms straight back.
Point the elbow at the target

*Don't rest the stick on the shoulder and point the elbow.
Place the thumbs along the handle*



Force Producing Movements

Shift the weight forward.
Rotate the hips shoulders.
Drive the arms forward.
Snap the elbow down.

Using the weight shift and body rotation to generate the force.



Critical Instant

The two hands move together with the top hand acting as a moving fulcrum.
The wrists add the snap as the ball is released.



Follow-through

Let the stick follow through in the direction of the target.
Bring the back foot forward as in taking a step.

The stick follows through in the direction of the target

SHOOTING

Preliminary Movements

The same as passing except the shooter is watching the goalie while focusing mentally on the target.

Preparation

The same as passing except special emphasis must be placed on pointing the lead foot in the direction of the target.

Force Producing Movements

The same as passing except a slide step can be taken to start the shot.

The force must come from the legs, the hips and the shoulders. Any force generated by the arms often causes the stick to hook and creates tension that will effect the accuracy and speed of the shot.

Critical Instant

Keep the hands soft so the ball can be directed and not pulled.

Follow-through

If the follow through was not in the direction of the target then check head and foot position or whether too much force was produced by the arms.

Common Faults When Passing or Shooting



When the stick rests on the shoulder, the use of the body to supply force is blocked and encourages the use of the arms only.

There is no wind-up as the chest is facing the target and will result in a loss of power



The top hand is too close to the throat – there is no leverage and encourages a pushing rather than a throwing action.

The elbow and handle are pointing to the ground – the ball will hook toward the ground.



The stick has gone behind the head – the ball will leave the stick early and be difficult to control.



The head of the stick is pointing to the ground – the ball may roll out the back and the hand position promotes pushing with the top hand.

The chest is facing the target. The player should turn so that the left shoulder is facing the target.

CATCHING



Preliminary Movements

The top hand grips the stick near the throat.
Thumbs are along the shaft and the wrists are soft.

Present the stick as a target.



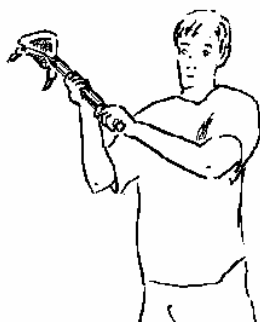
Preparation

Reach up to the ball.

Watch the ball into the stick.

**Critical Instant**

The ball enters the pocket

**Force Absorbing Movements**

Cushion the pass by letting the head of the stick fall back as the ball enters the pocket.

Keep the wrists and arms soft.

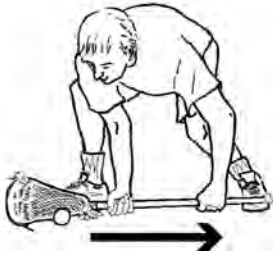
**Follow-through**

In catching the follow-through is the recovery movement to absorb the force of the pass and becomes the preliminary movement for a pass or shot.

Common catching faults

- Swinging or batting at the ball.
- Not watching the ball into the stick.
- Having too much tension in the arms and wrists.
- Holding the stick half way down the handle or more.
- Not having the stick held up as a target for the passer.

FACE-OFFS

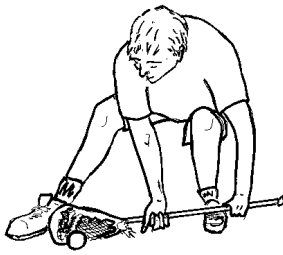


Preliminary Movement

Line up on the defensive side of the circle
Hold the stick with the top hand at the throat of the stick. (See “soft hands” in Mental Preparation.)

Preparation (Forward Press)

Weight on the front foot. Relax the shoulders and arms. (Use the breathing relaxation techniques from Mental Preparation.)



Force Producing Movement

In one motion, push off the front foot, rotate the hips and shoulders and pull with the arms.

Critical Instant:

The moment when the ball is pulled.

Follow-through

The follow-through is a product of the momentum from drawing the ball. Players should use it to complete the turn to face and follow the ball. Then, depending on which team gains possession, quickly move to an offensive or defensive position.

Line-up for the Face-off

Coaches should have two defensive players lined up in the most strategic position to defend and to pick up a loose ball. The other players try to establish the best position to retrieve a loose ball.

The Loose Ball

Once the ball is drawn, the responsibility of securing the loose ball is that of the players around the face-off circle.

Drills: Once the players can trap and scoop they can work in pairs: one player draws the ball to the partner who traps it for control, scoops it and then passes it back to the partner. This drill teaches the face-off person the idea of quickly getting into the play.

2-on-2 and 3-on-3 games would be the next steps in the progression.

GOALTENDING

THE FUNDAMENTALS

HOLDING THE STICK



Gripping the Stick.

Grip the stick so the fingers and thumb wrap around the handle.

Hold the stick handle so that it extends freely between the body and the arm.

Do Not hold the stick like a hockey goal stick as this places the hand in the wrong position for catching shots and making the subsequent passes.



Do Not place the thumb in the crotch of the stick as there is danger of the thumb being jammed.



Hand Placement.

Have the goalie assume a balanced stance, and then grip the stick so the head of the stick just touches the ground.

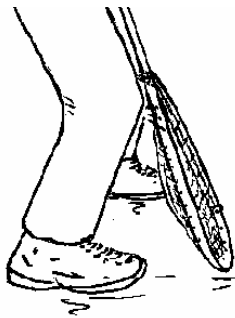


Holding the stick too high on the handle will cause the goalie to stand too tall or the stick to rest on the floor. Both situations will impede the goalies ability to move quickly.



Holding the stick too low will cause the stick to lift off the floor thus opening up the “five hole”. Also, taller players who hold the stick this way have to crouch too much to get the stick to the floor, thus putting the players weight too far forward.

THE STANCE



The Feet: *The feet are shoulder width apart and pointing slightly outward.*

For a right-handed goaltender, the left foot will generally be an inch or so ahead of the right for balance and vice versa for lefthanders.

The Stick Hand: *The stick hand is positioned inside the right knee for a right-hander.*

This will vary with the degree of crouch and size of the goaltender.

The Stick: *The stick just touches the floor.*

The stick should be centred between the feet and touching the floor about 6 inches in front of the feet. The pocket of the stick is kept square to the shooter with the handle fitting under the arm.

The Knees: *The knees are flexed so they cover the toes.* Goalies will have to experiment to find a comfortable position. Quadriceps strength is a key factor

The Weight: *The weight is evenly distributed and the player is balanced on the balls of the feet.*

If the weight is too far forward the weight will be shifted to the toes which will cause a loss of balance and encourage resting the stick on the floor; too far back puts the weight on the heels. Both positions make it difficult for the goalie to react. **Stay balanced and don't rest on the stick. Resting promotes mental laziness.**

The Upper Body: The back is straight with a slight forward bend which is good for deflecting shots down and promotes quick reactions.

The Free Hand: The free hand is held lightly on the hip. Program the movement of the free hand so that it is always turned to keep the pads square to the incoming ball.

POSITION

The Basic Position: The basic position is one step out from the goal line and lined up in front of the ball. Goalies can maintain their position relative to the goal frame by touching their hand or stick to the posts or by jamming a foot against one of the post when covering shots from the side.



Movement:

From the basic position, the goalie must be constantly moving to stay with the ball as it is passed from player to player and to stop shots to the open areas of the goal.

The best way to initiate movement is for the goalie to simultaneously extend the lead foot in the direction of movement while pushing off the opposite foot. By moving in this manner the goalie can keep the body behind the goalie stick and in front of the shot.



Shots from the side:

Once the ball is in the area of the goal line extended the foot and the leg guard is pressed tight to the goal post.

Angles: *The term used to reflect the amount of open goal the stick sees.*

The further the shooters are away from the goal, the more the goalie can move out to reduce the available space to shoot at. The closer the ball moves to the goal, the more the goalies must move back to their **basic positions**.

Vision and concentration:

Seeing is as much a function of concentration and experience as it is of physiology. Goalies must not only watch the ball carrier at all times but must develop the ability to focus all their attention on the ball itself.

TRAINING THE GOALTENDER

See the Goaltending Manual put out by the CLA, or the Goaltending Video from the Series “**Fun with Fundamentals**”

The fundamentals of and techniques for developing stance, position and angles are explained and illustrated and are available from member Associations, The CLA or the Ontario Lacrosse Association.

TRAINING THE FUNDAMENTALS

- Stance, the Positions and Angles.
- Mental Skills of relaxation and concentration
- Stopping shots
- Anticipation.



Give ample time for quality practice.

It is important that all players practise their skills until they are automatic but none as important as the goalie. The more skills that are automatic the greater the confidence and the greater the concentration. As the reactions become automatic, complexity and fine tuning can be added to all skills.

Pay attention to detail and make sure no short-cuts are taken when movement patterns are being programmed.

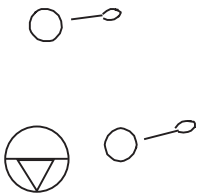
e.g. Make sure the goalie returns to the basic position and stance after each shot.

Make sure the goalies are involved in the practice.

When working with the goalie, use one to three players or assistants to perform the player responsibility in the goalie drills.

Goalies can also be involved in the player drills by being in goal and reacting to the ball whether shots are being taken or not.

STANCE



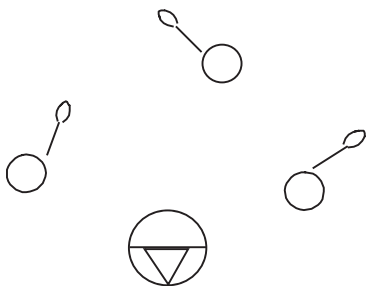
The Drill

Two players pass and catch. Each time they catch the ball they fake a shot.

The Task

The goalie must be in position and proper stance before the players make their fake shot.

POSITION



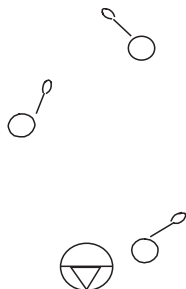
The Drill

Three players pass the ball back and fourth in front of the goal. They are to fake a shot each time they receive and if the goalie is late getting into position, they can shoot.

The Task

The goalie is to follow the ball and be in position in front of and square to the ball by the time the players make their fake.

ANGLES



The Drill

The players are at three different distances from the crease. They fake a shot on reception. Increase the difficulty by using fakes and passing to receivers at random.

The Task

The goalie is to move with the ball to be in the optimum position for cutting off the angle.

RELAXATION & CONCENTRATION

For relaxation techniques see Mental Preparation in Module 5

ANTICIPATION

Once goalies can maintain a concentrated and focused state they can then start broadening their focus by including an awareness for other players on the floor.

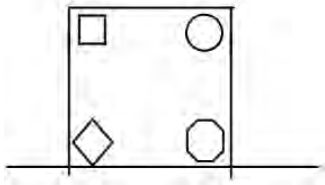
The Drill

Once goalies can feel the relaxed but alert state of concentration they will be ready to practice maintaining concentration while the players are scrimmaging or working on drills.

The Task

When the ball goes down the floor, the goalies stand up and look around: as the ball comes back into their zone they focus on the ball and get into their stance.

STOPPING SHOTS



1. All shooters shoot at the same designated spot.
Goalies start from a neutral position, move to block the shot and then return to their neutral position.
2. Choose one spot per practice. Players should shoot at the designated sport in all succeeding drills and scrimmages
3. Increase the complexity by having the players fake to one of the other spots before shooting.

Increase the Complexity

Once goalies demonstrate an understanding of a skill, the drills can be made more complex.

- Increase the speed of the shot.
- Change the positions and angles.
- Vary the shooting spots.
- Give the shooters a choice between two spots to shoot at.
- Allow the shooters to use a fake.
- Add bounce shots.
- Give the shooters a choice of three spots to shoot at.
- Random shooting.

Purpose of the Drill

To teach the goalie how to move to stop the various types of shots.

To teach the goalie how to recognize the difference between shots to different parts of the goal and how to move to make the stops.

The Drill

Players begin by passing to designated corners of the goal. All types of shots are drilled.

The shooters develop their accuracy and are learning to watch the goalie and feel the target (i.e. the corner they are shooting at).

The goalie learns the body language of the players as they shoot at the specific corners from different spots on the floor as well as the coordination to slide to block the shots.

Practicing the Fundamentals

Whenever the players use the motion offence to practise their skills, the goalie should be in goal practising the positions and angles discussed earlier. In other words, as the ball moves, so does the goalie. When the player drills do not involve shots on goal, the goalie develops the patience for hard work with no action..

As the season progresses, the coach can determine strengths and weaknesses of runners and goalies and then design the shooting drills to correct specific problems.

THE PHILOSOPHY OF DEFENCE

To Defend: “Protect, keep safe, to ward off ...”
(The Concise Oxford Dictionary.)

Defence: any thing, act, or word that defends, guards or protects.
(The World Book Dictionary)

Lacrosse in the 20th century allowed the definition of defence to include the concept of attacking and hitting the opponent with the stick. To check a player generally meant to hit a player with some version of a cross check or a slash in such a way that penalties would not be called. Needless to say, this interpretation caused all sorts of problems for players and indeed in the game itself. By the end of the century many top teams in Canada had to use special defensive lines when going back on defence (as in football) because most of the players on the team hadn't developed good defensive fundamentals.

In lacrosse, as in all sport, the basic fundamental of defence is position. Football uses the idea of keeping the hips square to the direction of movement of the offensive player. Coaches of young basketball players work very hard at keeping their players from “reaching in” after the ball. Both these concepts are powerful tools lacrosse coaches can use to teach their players proper guarding techniques.

Good defensive position will keep the offensive players from:

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

and will cause:

Bad passes,
Weak shots,
Frustration.

because going after the ball or player to:

Give the extra push or hit,
Go after the stick,

gives up strong defensive position and makes the defender vulnerable.

One of the best examples of weak defensive position occurs when the team has a player advantage and is trying to get the ball back from the penalized team. It requires very good defensive fundamentals and teamwork to force a turn-over.

DEFENDING A PLAYER

The execution of skills eventually becomes automatic, i.e. a habit, and nowhere in all of lacrosse is it more important to have sound habits than when on **defence**. The first concept to establish is that “defence” is not synonymous with “**checking**”. **Checking** is the physical contact with a player’s body or stick and is the result of proper defensive positioning. **Defence** is the guarding or protecting of one’s position or zone.

TEACHING DEFENCE

Defence is taught before Checking.

Teach the Mental Skills of:

- Being patient
- “Letting the opponent come to you”,
- Initiating good offence with good defence.

Teaching the Technical Skills of:

- Getting back,
- Establishing position,
- Maintaining a defensive position,
- Pressuring the stick.

The Guarding of a Player can be:

- **Passive** as when sagging when the opponents are not in threatening positions but **always** being in position to prevent **all** penetration into the scoring area.
- **Intense** as in keeping all opponents out of the scoring areas and preventing all opponents from receiving passes.
- **Aggressive** as in forcing the ball carrier and all receivers away from the scoring area, preventing the reception of all passes and blocking the ball carrier’s stick to prevent all passes and shots.

CHECKING

Players are entitled to defend both their position and the scoring area in front of the net. To keep players from lunging and giving up their defensive position prepare them:

Mentally to maintain defensive position and force the offensive player to make the first move;

Technically to force the opponent to initiate the contact by continually moving to block his/her path and then **pushing** by using the whole body to exert the force.

(The only time the arms are extended is in the follow through, even when the defensive player has to initiate contact.)

WHY USE A PUSHING RATHER THAN A HITTING ACTION WHEN THE CROSS-CHECK IS INITIATED?

The Push Check is the teaching tool for developing sound defensive skills.

The Push Check forces the defensive player to wait for the offence to make contact.

The Push Check teaches the defensive player how to force the offensive player to make the contact.

The Push Check forces the defensive player to use the whole body to exert force.

The Push Check doesn't cause the player to go off balance, even when exerting full power.



At the beginner level there is often very little contact or checking because the offensive players tend to avoid contact by going around or backing off. Teaching the concept that players don't have to "check" in order to guard their territory will keep them from committing first, attacking and taking bad penalties.

Then, when at the competitive levels where the contact and the push take place at the same time (i.e. a hard hit), players will have the footwork, balance and technique to effectively pressure the ball.

*Good defence does not have to strip the ball.
Keep the pressure on and the offence will turn the ball over on a bad shot or pass.*

PHASE ANALYSIS OF THE CROSS-CHECK

The following sequence for the **cross-check** not only defines the five phases of the cross-check but explores and/or develops the teaching sequence for each of the phases as they occur in several common game situation. **It is hoped that even though coaches may not use the drills as written, they will be stimulated to effectively teach all aspects of the defensive fundamentals.**

THE OBSERVATION PLAN

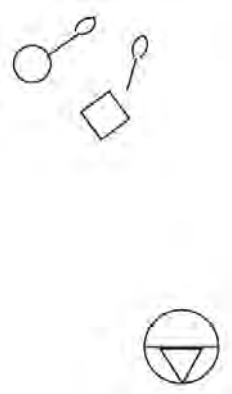
SKILL: THE CROSS-CHECK

PURPOSE OF SKILL:

- To prevent free access to the prime scoring areas
- To prevent good shots
- To Apply pressure (Applying pressure is an advance skill and will be presented at Competitive-Introduction]

Phase	Description	Key Elements
Preliminary Movement	Establish a defensive position between the opponent and the goal. Hold the stick in preparation to block passes.	<ul style="list-style-type: none"> • One step to the strong side • One step back • Concentration
Preparation Movements	Flex the knees. Move the feet to maintain position. Flex the arms for strength and position.	<ul style="list-style-type: none"> • Flexed knees • Stick in the ready position • Continual movement of the feet
Force Producing Movement	Push with the legs and body.	<ul style="list-style-type: none"> • Keep the centre of gravity between the feet.
The Critical Instant	When the offensive player makes contact.	<ul style="list-style-type: none"> • Place and Push • Push with the legs.
The Follow-through	arm The follow through is recovery from the forces exerted on and by the body. The defensive player works to maintain a defensive position and control of the offensive player.	Move the feet to maintain balance, defensive position and control of the defensive player.

THE PRELIMINARY MOVEMENT



After losing possession of the ball, players must get back to establish defensive position on their checks.

1. Establish defensive side position on the opponent,
2. Line up one half step to the stick side of the opponent and one to two steps back.

Common Faults

The most difficult part of the first phase is staying focused on the offensive player and maintaining good defensive position

THE PREPARATION MOVEMENTS



Once the defensive players gain position, they prepare to force the offensive players to make contact and to defend the prime scoring area.

- The knees are flexed,
- The feet continually move to maintain position,
- The arms are flexed for strength and position.

Incorrect



Some coaches use the concept of place and push to initiate the check. This technique will become a problem if the players reach out to place the stick on the attacker before they push.

The placing of the stick must be done by moving the body and not by extending the arms.

Common Faults

The difficult parts of this phase are:

- Staying prepared when the offensive player isn't moving.
The quadriceps muscles become fatigued and the players stand up out of their "ready" position or they just become bored and lose their concentration.
- Keeping the feet moving.

The Force Producing Movement and the Critical Instant



Once contact is made, the force of the check comes from the legs and transfers up through the arms in a lifting push. Players who generate the force with the arms end up hitting instead of pushing.

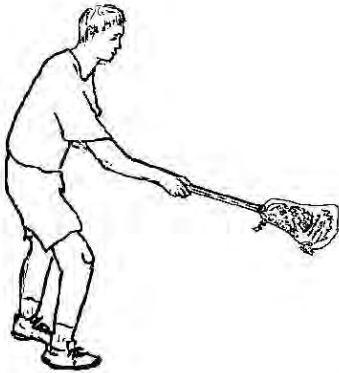
The Critical Instant occurs when contact is made, the legs are straightened and the arms transfer the force in a pushing, lifting motion.

Players who check by hitting are often beaten by opponents who are braced for the hit and end up rolling off.

Common Faults

A common fault are players:

- Becoming impatient,
- Reaching to give an extra push or a hit,
- Reaching to check the stick.



Reaching for any reason causes the center of gravity to move outside of the base of support. As a result, the defensive player, will lose balance, will give up defensive position and will often lose control of the offensive player.

The Follow-through

The Follow-through is the recovery from the check by moving the feet and ending up being in the Preliminary Movement position for the next check..



DRILLS FOR TEACHING THE FIVE PHASES OF THE PUSH CHECK

THE PRELIMINARY MOVEMENTS

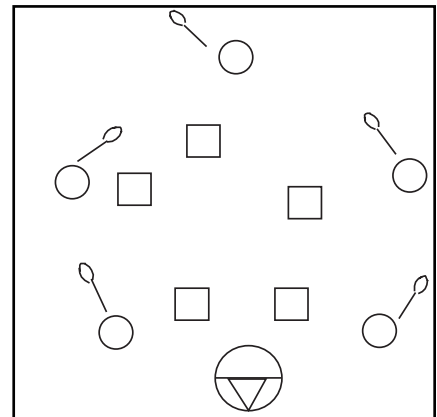
1. Drill the stick-side position

Configuration: 5-on-5 half court;

Use both ends of the floor and the centre if necessary.

The Drill: Five offensive players pass the ball from player to player with no cross floor passes and no movement.
On receiving a pass the offensive player waits until the defensive player gets stick side position and then passes the ball to the next player.

The Task: The Defensive players line up opposite their opponents stick and one step back. They then move to within one step of their checks as their checks receive a pass and then move back one step when the offensive player passes the ball.



○ Offence

□ Defence

Develop strength, endurance and anticipation by:

- Speeding up the passes.
- Using the above drill, using a 4-on-4 or a 3-on-3 format.
- Making sure the defensive players stay in their defensive stances.
- Define the activity so the defensive players are in position as the ball lands in the receiver’s stick.

This drill is an aerobic training activity when the offensive and defensive intervals are equal. How should the drill be changed to make it an anaerobic exercise?

2. Motion offence position drill.

Configuration: 5-on-5 or 4-on-4.

The Drill: The offensive players run the Motion Offence.

The Task: The defensive players must maintain position as in Drill # 1.

The purpose of the above drill is to develop footwork skills, fitness, concentration and good habits.

3. Defensive position and the break-out.

Configuration: The players line up in pairs down one side of the floor. One partner is offence and the other defence.

The Drill: The offensive players start by jogging across the floor with a ball.

The Task: The defensive players overtake the offensive players on the stick side, swing around in front and then force the offensive players to their weak side.

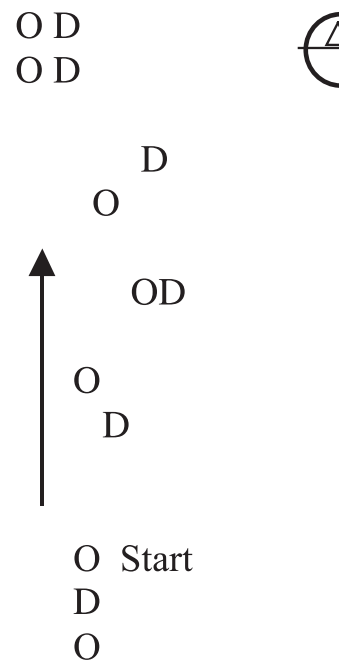
4. Defensive position and the Fast-break.

Configuration: The players line up at one end of the floor, left handers on the right side and right handers on the left. The odd numbered players have a ball.

The Drill: The first person in line runs down the floor toward the goal.

The Task: The next player in line is the defensive player who is to overtake the offensive player on the inside and as in # 3, force the ball carrier to the boards.

O – Offence **D** – Defence



(What is the difference between teaching players how to do the drill and how to use the drill to teach concepts?)

COACHING TIPS ON HOW TO PLAN DRILLS THAT TEACH



Drills must be developed in a progression from what players understand to what is unknown. Learning how to coach is learning how to break a skill down in order to teach the concepts and not just how to do the drill. Coaches should review this section from time to time to ensure they are communicating effectively with their players.

Example:

- Have the offensive players run slowly at first; then as the defensive players develop their skills the offensive players can work up to sprint speed.
- Restrict the players to their own sides of the floor and space the players so they are not interfering with each other.
- Keep the drill active by not letting the players engage in a one-on-one confrontation in front of the net.
 - The offensive players will shoot if they beat the defensive player.
 - Both pairs will stay in the corner if the defensive player forces the ball carrier out of the prime scoring area.
- Keep the players moving and once all the players have run the drill, line them up and run the drill back down the floor. By monitoring the intensity and recovery time, this drill can be an anaerobic lactic or an intense aerobic training activity.

The Key Elements:

- Don't let the defensive players go after the ball carrier's stick.
 - *Not only does this slow the defensive player down but the technique is ineffective against better players.*
- Focus on overtaking on the inside shoulder.
- Be in the best defensive position possible when it is time for the ball carrier to take a shot.
 - If the defence can force the opponent to the side of the floor it is even better.

THE PREPARATION MOVEMENTS THE FORCE PRODUCING MOVEMENT THE CRITICAL INSTANT THE FOLLOW-THROUGH

1. The one-on-one drill

Configuration: Pair the players with one person on the defensive and the other on the offensive side of any of the lines on the floor or in front of a goal. The defensive player will overplay to the stick side of the offensive and will match the offensive player's stick.

The Drill: The offensive player tries to get past the defensive player.

The Task: The offensive player tries to get around the check by dodging, rolling and faking. Both players switch hands as the offensive player changes direction. The defensive players slide to maintain stick side position and push the offensive player off each time contact is made.

2. 5-on-5 Checking Drill (Advanced Community Development: Have the offensive players engage their checks when they receive the ball.)

Configuration: Five-on-five half floor.

The Drill: The ball is passed from player to player who maintain their positions, i.e. no ball cuts. On receiving a pass the offensive players are to engage their checks in a single one-on-one dodge and roll before passing the ball.

The Task: The defensive players will slide to stay in front of the stick on both the dodge and the roll. The remaining players will open their stance and mid-point so they can see both their check and the player with the ball.

The drill is done at progressive levels and the contact is equivalent to what is accepted by the age group.

- the offensive players walk through the movements, letting the defence make the stop and then jog;
- the offensive players go hard trying to beat their check.

3. Defence against the Motion Offence.

Configuration: 4-on-4 or 5-on-5 half floor then full floor.

The Drill: The offensive players run the pattern of the motion offence playing keep-a-way until someone gets open for a clear shot. Each time a player gets the ball they engage their check before passing.

The Task: The defensive players must now execute all 5 phases of the checking skill as they work to keep the offence from getting a shot.

Players will develop their stamina, concentration and patience if coaches insist that all players maintain strong defensive position at all times. Once players have mastered the half court scrimmage they can then progress to the full court. The test is to see how long the players can go before they forget the objectives of the drill.

PLAYING DEFENCE

MAKE THE FUNDAMENTALS AUTOMATIC

SUMMARY OF THE DEFENSIVE FUNDAMENTALS for Community Development

We play the way we practice so make sure players:

- Stay with their checks, particularly off the ball,
- Maintain the one step in: one step back position and keep their sticks up,
- Mid-point,
- Place and push,
- Stay alert and don't take short cuts,
- Don't commit; stay balanced i.e. don't hit out or get suckered into going for the stick.

Practices:

Don't let players take "play around", intimidate each other with slashes or cross-checks. This is often done in fun but leads to bad habits and perhaps even harassment. It is often a sign that the practices are not active enough and are getting boring.

Steering – Clamping – Blocking Passes

Once the defensive player can maintain good defensive position, the stick can be used to control and psychologically intimidate the ball carrier.

Every time the ball carrier:

Moves for a shot Looks to pass Leaves the stick open

the defence must **be in position** to:

BLOCK the shot or pass IMPEDE PROGRESS and CLAMP

Striking at the person or the stick is what ball carriers wait for so they can get an open path to the goal or for a pass.

Defensive Situations

Trapping the Player in the Corner:

If the opponent picks the ball up in the corner, use a stalking type strategy to keep him/her there. Block all attempts to come out with push checks and block all passing attempts with the stick. Use the boards as a second checker and don't commit first by going after the player. Be aware of the 30 sec. clock.

Stopping the fast break:

Get a position between the attacking players and the goal and employ the man short defence until help arrives. When chasing the ball carrier down the floor DO NOT reduce speed in order to maintain a position directly behind the ball carrier in anticipation of checking the ball out of the stick when the shot is taken.

Summary of the Defensive Fundamentals

- Stance
- Position
- Stopping/defending
- Blocking passes
- Steering/directing
- Clamping

THE TEAM FUNDAMENTALS

TEAM FUNDAMENTALS FOR PASSING AND CATCHING

Passing **Mid-point the receiver and his/her check** i.e. Focus on a point so that both players can be seen. [Not only does mid-pointing help beginners prevent interceptions but it begins their training for full floor awareness.]

Follow the pass by taking one step toward the receiver before moving for the return pass [i.e. Before making a **Ball Cut**]

Ball Cut after every pass to create space for a teammate to use. (i.e. the basic movement of the motion offence)

Catching **Move to meet the pass**. Set up the reception by making a **V-Cut** before moving to receive the ball.

Present the stick as a target for the passer.

Cushion the ball into the stick to gain control before passing.

THE LACROSSE MOTION OFFENCE

What is it?

The Lacrosse Motion Offence is a continuous movement pattern that mirrors the way lacrosse is played.

Where is it used?

The Motion Offence is used as a venue for teaching the individual fundamentals; for teaching the fundamentals and concepts of team play and as the basic offensive pattern for playing games.

Why is it used?

As a teaching tool

Players that follow the movement patterns of the motion offence while they are learning their fundamentals end up not only knowing how to pass and catch but also **where and when to move when** playing games.

As a team offence

The Motion Offence teaches players the concepts of the game:

Give and Go – Floor Balance – Creating Space – Teamwork – Movement away from the ball – Timing.

How is it used?

The team skills must be taught concurrently with the individual skills.

The question is:

HOW?

**ORGANIZE THE PRACTISING OF THE FUNDAMENTALS
IN THE WAY THEY WILL BE USED IN THE GAME.**

Step 1 illustrates passing and catching using:

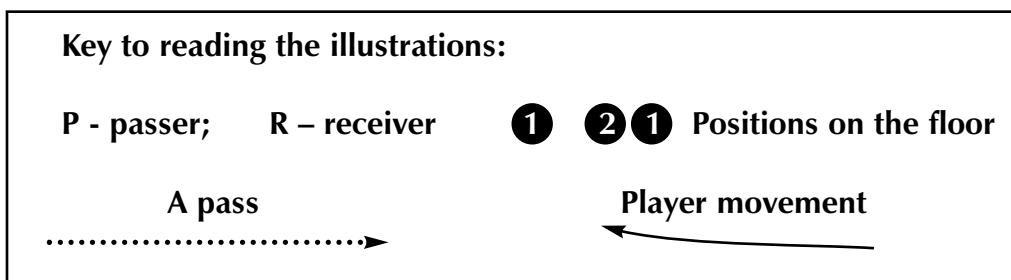
- a Two corner positions
- b Left corner and right crease positions
- c Right corner and point positions.

Coaches can use their creativity to teach players how to pass and catch the ball in every situation that can be predicted e.g.:

- 1. Point to crease
- 2. Goalie to the outlet position
- 3. The outlet position to the second receiver on the break-out pattern etc.

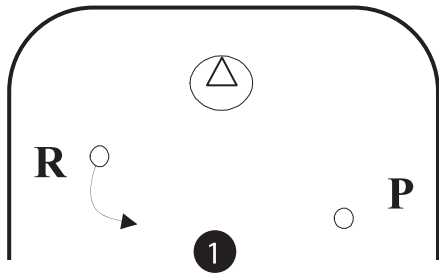
Step 2 adds the Give and Go to Passing and Catching

The following progression for teaching a “motion offence” illustrates how players can learn complex team concepts while being taught their passing and catching skills. The examples start with two players and end with 5-on-5 scrimmages.



STEP 1. PASSING AND CATCHING

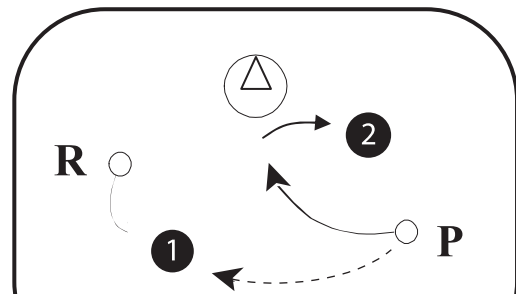
1 (a) Pass from corner player to corner player.



R moves to position **1** and presents the stick as a target.

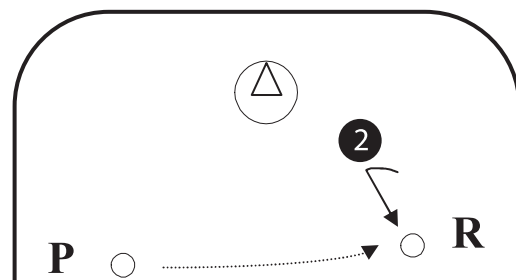
1(b)

P throws to the stick, follows with one step and then moves to position **2**. If the pass is missed, **P** helps retrieve the ball.



1(c)

The players reverse roles and reposition themselves. (The player in position **2** becomes the receiver but must make a V-cut toward the net before moving out and then toward the passer to receive.)



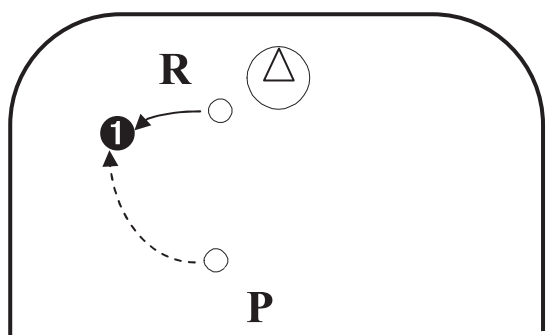
REFINEMENT: - In step (a), **R** jab steps in towards his/her check (a **V-cut**) and **P** fakes a pass before **R** moves out to receive.

STEP 2. DEVELOPING THE GIVE & GO

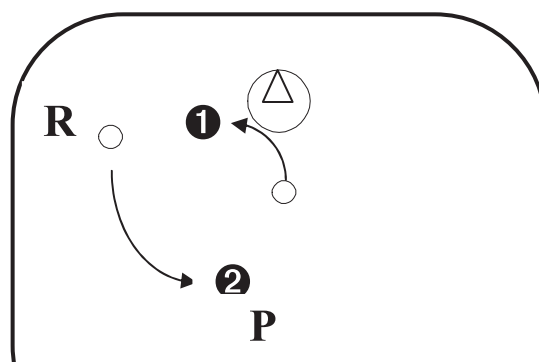
2-1 Pass from left corner player to left crease player.

Set this drill up so that two different groups are doing the drill on both sides of the floor at once. Coordinate the passing of the two groups so that passes on the right side alternate with passes on the left. (Same as Step 1 but with motion.)

Give and go down the middle continuity drill



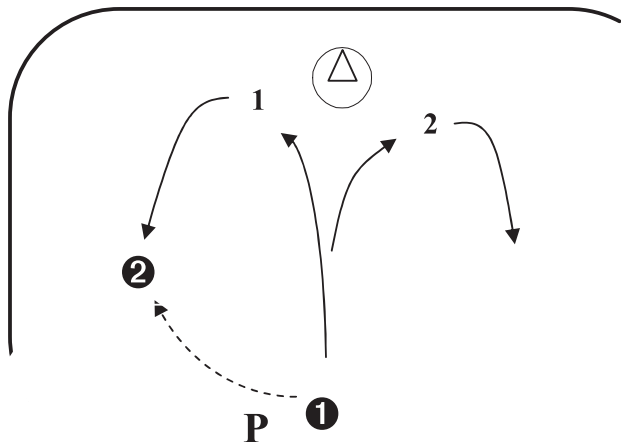
R V-cuts and receives a pass from **P**.



The **Receiver** carries the ball to position **2** and the **Passer** cuts to the goal and then out to crease position **1**. Repeat.

2-2 Pass from the Point to the Corner Players.

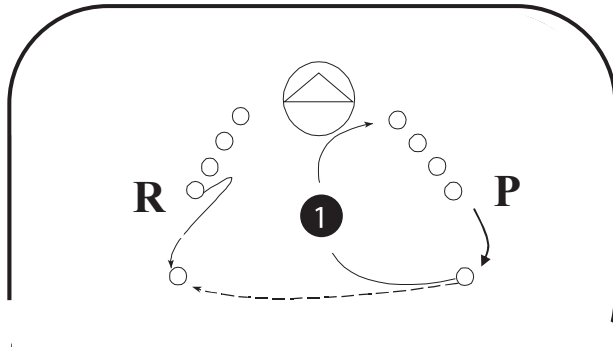
This drill involves three active players. More players can be involved by stacking or lining the extra players up behind positions.



The Drill – 3 man weave

Players start in positions **1**, **2** and **3**. The player in position **1** passes to **2**, breaks to the goal and then slides to the left crease position. The weaving starts as the players receive the ball and then move to position **1** while looking to pass to the opposite corner. They then break to the crease positions before moving to their respective corner spots, **2** & **3**, and prepare to receive the next pass. Add the defence so players can develop all the passing and picking situations by adjusting the timing of the rotation.

2-3 Two Line passing Drill.

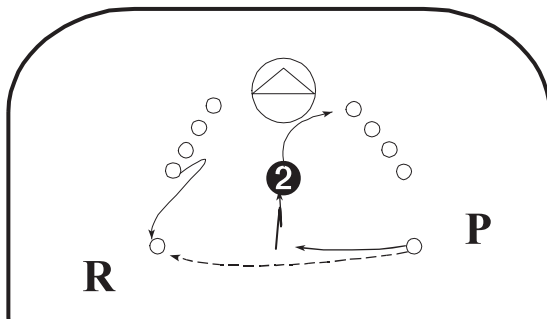


The Drill:

P passes the ball and then follows the pass to position ① before cutting to the goal.

P then returns to the end of the line.

R now becomes the passer and the drill repeats.

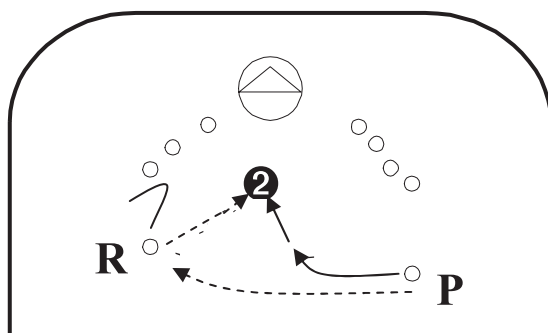


The Task

The purpose of the drill is to review the team fundamentals.

The Fundamentals

- Executing an effective **V-cut**
- Taking a step to receive the pass
- Passing to the receiver's stick
- Making a square cut at ①.



Give & Go and Shoot

The Progressions

Have the players stop at ② and look at the passer; then move to the crease before going to the end of the line.

The player with the ball returns the pass to the player in position ② who then turns, moves to a designated shooting spot and shoots. Each player in one of the lines has a ball.

STEP 3 BUILDING THE DRILLS INTO AN OFFENCE

The Offence The challenge for the players is to follow the pattern of the motion offence while executing their fundamentals of pass and catch.

The Defence The defence is added to the drill but initially does not challenge the passes but instead concentrates on:

Stance – Keep feet about shoulder width apart and use a slide step to maintain position.

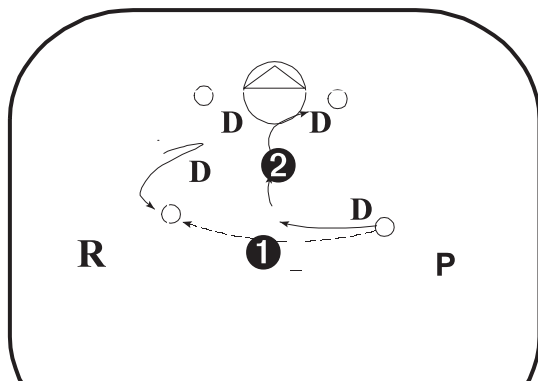
Position on the ball carrier – One step back, one step toward the centre of the floor

Position on the non-ball carrier – Two steps back, two steps toward the centre.

Stick – The stick is used to control the player by directing and steering.

Mid-pointing – The players focus on a point so that the ball and the check can be seen. The player's back is always to the goal.

3-1 4 on 4 With Game Related Refinements

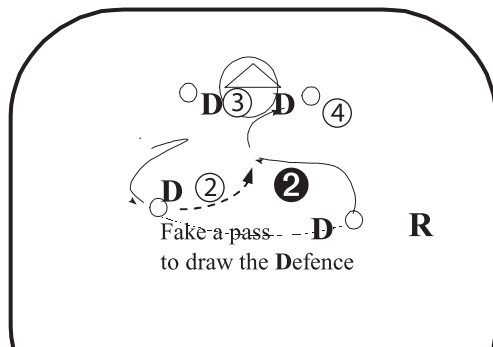


[Advanced drill: Use the passing and movement patterns developed in Step #1.]

The Drill

- All offensive players move in to engage the defence. The ball carrier, **P**, assumes the triple threat position. **R** V- cuts and comes out for the pass.
- P** passes, steps toward **R** then moves to position **1**, where s/he pauses as if to receive a pass.
- R** fakes a return pass as **P** and fakes again when **R** reaches **2**. **R** now becomes the passer and looks for the next receiver.
- From position **2** the players can either return to their own side or cross over to the opposite side for opposite hand practise.

3-2 The Back-Door Move, 4 on 4

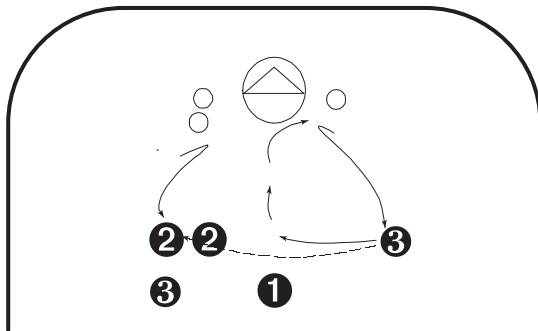


Advanced: The offensive players continually “give and go”, the defensive player deliberately lunges for the interception.

The Drill

- Defensive player on **R** deliberately lunges out of position to intercept the fake pass.
- R** immediately cuts to position **2** where s/he receives the pass for a shot.
- When the receiver is checked so close that s/he cannot receive a pass s/he runs a route to the goal and returns to the crease as if s/he had handled the ball. This is an important skill to develop for it is the key to training the players to move without the ball.

3-3 Building The Motion Offensive Pattern



- Stack two players on either side of the crease. Starting low gives players the advantage when they move out to positions **2** and **3** to receive the ball.
- Position **1**, the point, is filled as the receiver moves to beat his check, take a shot, or make a pass.
- The final step is to add the fifth player to complete the double stack (2 players on each side of the floor). The player in the point position can make a ball cut at any time or wait until after he/she has made a pass. The point player can go to either the crease position depending on the instructions from the coach.

SUMMARY

This ends the section on using the motion offence as a teaching tool. In review, the purpose for using the motion offence as a teaching tool was to:

- Create a natural reaction for players to move after they pass the ball,
- Create an understanding of movement away from ball,
- Show coaches how to practise skills in game specific activities.

For further drills and ideas see Module 7, Planning.

PASSING AND CATCHING AND THE TRANSITION GAME

Step 1. Set up the Pass and Catch Stations for Advancing the Ball

It has already been demonstrated how to set players up in game related floor or field positions when they are practicing passing and catching, in the offensive zone p. 4-35. The task is to now organize players into the positions they would be standing when advancing the ball into the offensive end. The players are partnered as indicated by the arrows.

Set up the floor

The floor positions can be changed to correspond to where the coach wants the players to stand when they gain possession of the ball.

The number of stations will vary depending on the number of players.

Add Variety

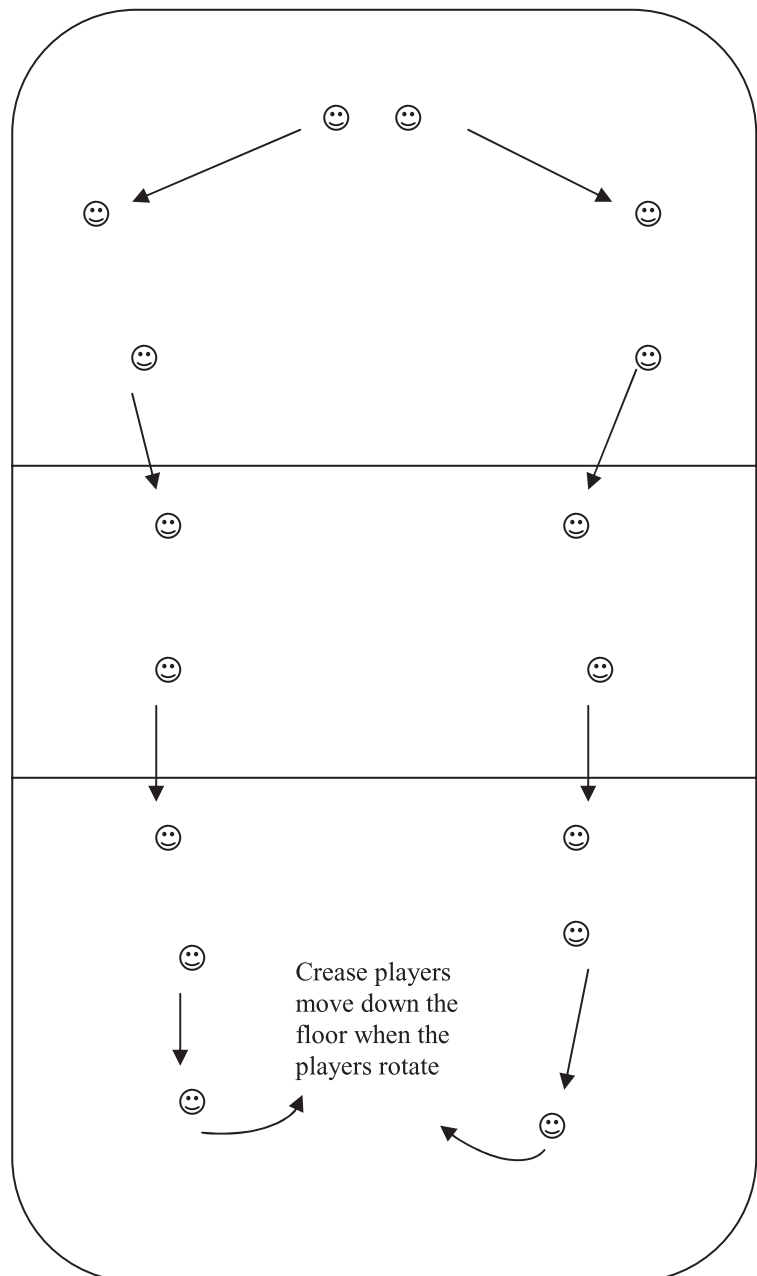
Move the players down the floor, one position at a time (follow the arrows)

Add Challenge

Ask the players to find ways to increase their accuracy.
Ask the players to invent games to add focus and fun.

Final Game

See which line can pass the ball down to the end without a miss: the most times in 5 min. etc.



Step 2. Convert the Drills into Games

The next step is for the players to learn to pass and catch under game conditions. The two-on-one games are an ideal progression to get players accustomed to playing when being guarded.

Introductory 2-on-1 games

The Game	The players set up as in one of the stations of step one. The defender guards the player on the defensive side of the floor who starts with the ball. In this first game, the defender takes a position between the two offensive players and one to two steps away from the player being checked.
The Objective	The defensive player does not move, thus forcing the player being checked to move into an opening to create a clear passing lane. After passing the ball the offensive player then returns to the starting position and then moves into the clear to receive the ball. Rotate the players
What is being learned	Watch the players and take note of what is being learned. What is being learned when the defensive player guards the player on the defensive side of the floor?

Advanced 2-on-1 games

The Game	The players set up as before but this time the defender is permitted to move to keep the offensive player guarded. The defender must guard by position and not cross or stick check. The offensive player must not make contact but must use fakes and rolls to get into the clear. The offensive player has only one third of the floor or one quarter of a field to work in. (The final game is to play pig in the middle in the restricted area. This will add the element of speed and conditioning.)
The Objectives	Offensively, the objective is for the players to learn to fake and use dodges to get into the open and then to make a pass while they are un-checked. So many players can get away from their checks, but then instead of passing they run until stopped by the next defender and then try to pass. Defensively, the objective is for the players to learn how to stay with their checks by moving the feet and to resist the temptation to reach for the stick or to hit the opponent.

Step 3. Transition and Minor Games

Once the players can pass and catch in the interactive games their next challenges will come from a 3-on-3 minor game. How the players choose to achieve the objectives will indicate how much the players have learned. Coaches should take note of the offensive players who choose to find a way to run out of the zone instead of passing and of the defensive players who fail to get or stay between their checks and the goal, or who tend to give up a strong defensive position to go after the stick.

The 3-on-3 Transition Game

The Game	Divide the team into competitive groups of six, three offence and three defence. Each group will take turns trying to get the ball to the centre of the floor or field
The Objectives	The objective is for the players to learn a variety of ways of getting into the open and for the defence to develop the leg strength, speed and concentration required to stop them.
The advanced 3-on-3	In the advanced version, the players take the ball to the opposite end of the floor or into the attacking zone of the field. The coach must challenge the players to be ahead of the ball and in a good position by the time the ball carrier is ready to pass. When the defensive players are beaten they must sprint back to regain defensive position. The objective is to see if the defence can still be between their checks and the goal by the time the ball gets down to the other end.

Advanced Drills

The traditional 3 man weave is a good drill to teach movement patterns for twelve year olds and older.

For continuity drills that teach passing and catching and use of the whole floor, see pages 7-5 and Appendix 7 (i) in **Module 7, Planning**

DEVELOPING THE FUNDAMENTALS OF THE ADVANCED PLAYER

Building an Offence with Motion

The effectiveness of a team offence is dependent upon the skills, understanding and habits of the players.

The Point Player

The point player can stay at the top and relay the ball from side to side as in the power play. The point is responsible for running the offence, backing up weaker players and acting as a safety. This player should be one of the better players who would go one-on-one whenever the opportunity occurs.

Another way to use the point position is for the player to become part of the rotation. Each player that receives the ball has the option of moving to the point position to set up the next pass or to beat their check. After passing the ball, each player drives to the goal and then moves to either side of the floor. Moving to the side of the floor that was passed to supports the philosophy that every player should learn every position and be able to play on both sides of the floor.

Team Fundamentals

The keys to making a team offence work are the fundamentals of team play.

- Make a V-cut or jab step toward the goal before moving to receive a pass.
- Upon receiving a pass assume the triple threat position to engage the defence.
- See the defence when looking to pass.
- Players that don't receive a pass immediately make a V-cut when on the crease and a ball cut when in the corner or shooter position. Why?

Passing

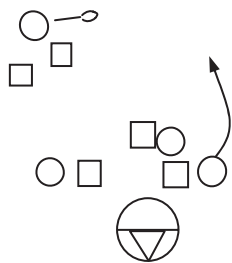
Passing is what will make the offence effective. Players are invited to use their creativity and teamwork to keep the defence off balance and to create scoring opportunities. Upon receiving a pass the receivers immediately try to beat their check (unless there is a player open and in a more advantageous position). If there is no opening then the pass is made to the **first open player**. Learning to do this while maintaining floor balance and continuous movement is what the motion offence is designed to achieve.

Players should not retain possession for longer than 5 seconds for younger players and less for older players.

Always mid-point the defensive and offensive players to take advantage of defensive mistakes. ***(Failure to teach this skill often results in passes being intercepted and open players being missed by the passer.)***

The Motion Offence and the Special Teams

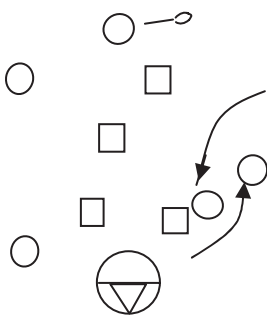
The Man Short



The motion offence is the offence that most teams use when shorthanded. (See one of the 4-on-4 drills.)

- Players at the crease use V-cuts to stay open and to set their opponent up for a pick.
- Passes are thrown the instant receivers break into the clear.
- All players must move aggressively when going for a pass or setting a pick.

The Odd Man



The Motion Offence works very well as a power play and against all zones.

- When the corner player ball cuts, the zone is momentarily compressed, then when the crease player rotates into the vacated spot an overload is created.
- Keeping the ball going to the open player will create a scoring opportunity because it makes the defence move.

The advantages of using the motion offence as a teaching tool are:

- Players learn by playing lacrosse rather than by doing drills.
- Players learn team concepts while their coaches teach them their fundamentals.
- Player movement is coordinated .
- All aspects of team play can be taught to everyone.
- Everyone, even beginners, can contribute on every shift.
- Players learn how to control the ball and to create openings for good shots.
- Players learn how to make decisions on how and what to practice while playing.

The Fundamentals and Learning

One of the principles of learning is that players must have time to play and experiment on their own without the interference of the coach. To achieve this positive learning environment coaches can:

- Limit drills in length and number to teaching what to do.
- Convert drills to contests and mini challenges where players can play lacrosse and find ways to improve their performance.
- Keep the groups as small as possible to increase the opportunity for rehearsal.
- Play minor games for up to 80% of the practice.

The following skills can be best developed in a “play” situation by playing 1-on-1, 2-on-2 and 3-on-3 games. Develop games by using the examples starting on page 4-35 and 4-40 as models. Coaches can encourage, ask questions and prompt players to find better or additional ways to solve a problems to change rules, but can not tell.

OFFENSIVE

- Holding the stick
- Carrying
- Pick-ups
- Passing
- Catching
- Shooting
- Face-offs

DEFENSIVE

- Holding the stick
- Stance
- Position
- Getting back

WORKBOOK: Choose one aspect of Technical Preparation that you would like to achieve by the end of your next season of coaching.

MENTAL PREPARATION**Module****5**

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.

INTRODUCTION

The mental preparation of athletes involves five skills players can use to prepare themselves for activity and competition – relaxation, self-talk, imagery, emotional control and attentional control. Like the technical skills, mental skills have to be learned and the more they are practiced, the stronger they become.

At the Community Level, the coach can introduce mental skill training as a natural part of their practices by:

- *Planning how to introduce mental skills as they do technical skills.*
- *Planning the progressive steps of how the mental skills will be practiced.*
- *Showing the players how they can practise and use mental skills on their own.*
- *Practising how to use mental skills in games.*

RELAXATION

Relaxation Defined

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.

Application

- Relaxation techniques can be used prior to stretching, when giving instruction, during cool-down, and when players are nervous or injured.
- A very quick way to develop a relaxed state is to let the arms hang at the sides as if very heavy objects are pulling them. Another method is to visualize the arms hanging limp like wet noodles. Then flop them around using the movement of the body.
- Teach using the diaphragm for breathing. i.e. the stomach and ribs are moving in and out rather than the shoulders moving up and down.
- Use a five count to breath in, hold, then breath out to a count of five.
- To relax very tight muscles have the athletes tense body parts while inhaling and let go while exhaling to develop the feeling of relaxation.

Skill Development

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 help their elite players maintain their “feel” in critical situations as well as teach this state of relaxation to the rest of their players 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.
- 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.

To do this drill the players have to “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.

- 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.
- A second way to get rid of the tension is to relax the arms and use the rotation of the trunk and shoulders to fling the hands and arms around like soft noodles. Keeping the feeling of softness, pick up the stick and repeat the drill. Progress to passing and catching using the same body movements.

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.

- The third step is to use the same progressions to create a habit of softness during practices and games.

IMAGERY

Imagery Defined

Imagery is a natural phenomenon that is part of the thought processes. By changing the language of instruction, the coach can focus attention on visualizing the instructions and therefore promote understanding. With practise, these images can become strong enough to give players the feeling of how to perform a skill or a play before they do it.

Application

- Use during demonstrations. Use phrases such as “See yourself doing” when giving instruction instead of just the commands of what to do or where to go.
- Introduce imagery by demonstrating with skills the players already have a feel for.
- Review what is going to happen and what did happen during warm-ups and cool-downs.

Skill Development

- First calm and focus the players using one of the relaxation techniques.
- Demonstrate the skill in slow motion
- Repeat and have the players mirror the action
- Demonstrate and then have the players close their eyes and repeat the movement. i.e. Give time to visualize
- Demonstrate and then have the players see or feel (mental rehearsal) the movement without moving the body.

To achieve the fourth step, the players may have to repeat the first three steps several times.

- Describe what the skills feel like as well as how to do them
- Once the players can achieve step four, they should then be encouraged to create the feel or images 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. e.g. The players get a feeling or image of how and where to shoot just before they are to take a shot on goal.

POSITIVE SELF-TALK

Positive Self-talk Defined

Self-talk is the conscious statement of what one believes about self and is related to a player's self image and confidence. Coaches can help players become more positive by first developing their technical skills and then by highlighting their achievements. Coaches can help players develop their confidence by using positive self-talk to keep them on task and focussed on their strengths. The nature of self-talk is that it becomes a habit and influences everything we do. When it is negative, it reinforces ones belief that success is impossible and that failure is imminent which results in the lack of commitment at both the conscious and subconscious levels.

Application

One of the best ways to break the habit of negative self-talk is for the coach to model the desired self-talk when communicating with the players and to encourage the players to do the same. Also:

- **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.
- Help the athlete develop positive, goal-oriented statements – avoid negative words.
- Teach that mistakes are part of learning and that failures are only temporary setbacks.
- Use positive, affirmative statements in order to prompt the athlete to also use them.
- Compare performance with past performances and personal goals and not other athletes or the goals of significant adults.
- Structure the environment to create positive, successful experiences.
- Focus on the process, task, skill or technique and not on outcomes.

ATTENTIONAL CONTROL (CONCENTRATION)

Attentional (Concentration) Control Defined

Attentional Control is the ability to focus or centre oneself. Personal goals, motivation and the need to achieve are key factors in developing increased levels of concentration as is the case when some players perform better in games then in practices.

- Players are concentrating when:
- They are “in the zone”,
 - They are unaware of what is going on in the stands.
 - The team has “momentum” or control of the play.

Application

By using the “soft hands” relaxation technique, concentration is improved because the players must subconsciously centre themselves first.

- Assign players specific directions to be followed or skills, such as mid-pointing to be developed.
- Keep players active and involved.
- Keep records and charts to focus attention on specific aspects of the game.
- Use game plans to give players something specific to focus on.
- At the community level, Attentional Control is about getting the players to think about what they are going to do.

TASK 1: List the reasons why players can’t or don’t concentrate.

EMOTIONAL CONTROL

Emotional Control Defined

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

Application

The routine for controlling emotions must be talked about and practiced when players have a degree of control i.e. before the emotions are involved.

- Focus on the task or technique rather than on outcomes or an incident.
- Aid relaxation by picturing a calm scene or a good performance.
- Recognize the symptoms and activate a management routine.

For control of 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 their games.
- 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 the players on task by having them think about, which is visualizing, the game plan and the execution of their skills.

For control of 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 plan. Use players to talk an upset player down and thereby establishing a positive pattern of thought to replace the negative self-talk.
- Teach all the skills required to execute game plans so players can with-stand increased level of emotion by having confidence in their ability.

TASK 2: Using the resources below, describe where or how you would use or develop each of the Mental skills to help players learn their Technical skills.

Concentration: _____

Relaxation: _____

Visualization: _____

Positive Self-talk: _____

Emotional Control: _____

WORKBOOK OBJECTIVES: Choose one of the mental skills that you will develop during the season.

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.

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.

FOUR PART WARM-UP

CIRCULATION

The warm-up starts with increasing the circulation and getting the heart rate up.

- Progress from a slow jog to a slow run for 5-8 minutes.
- For a more complete warm-up involve as many body parts as possible such as cradling a ball and switching hands while doing the warm-up laps.

BALL AND SOCKET JOINTS (The hip & shoulder joints)

Slow movement exercises to get the fluid to these joints.

- Shoulder and arm rotation. (Start with small arm rotations and progress to the large circles of the whole arm. Do eight of each variation in both directions.)
- High knee walking (30 seconds.)

MUSCLES & TENDONS

Stretch the large muscles groups. (Hold stretches for 5 sec.)

- Hip flexor and groin stretches.
- Quadriceps and hamstring muscles
- Trunk

Stretch the smaller muscle groups in the way they are used in the game

- Neck, shoulders, arms and lower legs.

BODY & MIND

(Bring the body up to game speed and the mind up to game levels of concentration).

- Simulate game movement pattern
- Run continuity drills and games involving passing skills.



In addition to the planned warm-up think in terms of planning the activities of the first part of the practice to be vigorous, to involve many changes of direction and full range of motion of the limbs. (Coaches of older teams may even use this strategy at the start of a game by deliberately planning a progression of slower to more rapid player and ball movement.

SAMPLE WARM-UP ROUTINE

It is recommended that coaches learn how to do the exercises in the proper way before teaching them to their players.

How to do Stretching for Warm-up:

- Combined the stretches into groups of 2 or 3.
- Hold stretches for 5 seconds.
- Repeat each group 2 or 3 times before moving on to the next group.

First set: Exert force until resistance to the stretching is felt.

Second set: Exert force until the stretching of the muscle can be felt.

Third set: Stretch to the limit of the range of motion.

By using this routine, the muscles will be warmed up as well as stretched. As the players become more skilled, they will begin to feel how to relax the muscles in order to facilitate stretching through to the full range of motion.

- Integrate the Lacrosse Skills into the Warm-up to mentally prepare the players for activity.

The players will get a chance to develop a “feel” for the skills or movements before they have to use them in the practices or games.

CIRCULATION

1. Pass and catch the ball with a partner or throw the ball against the boards.

- Use the large muscle groups of the body to throw
- Focus on accuracy
- Concentrate on keeping the hands “soft”
- Step to meet the pass
- Watch the ball into the stick
- Follow the throw with a step

2. Slow jog: 2 laps.

- Carry the stick on the weak side.
- Use two hands to cradle the ball.

Ball and Socket

3. Shoulder circles – small arm circles – big arm circles

- Six rotations in each direction

4. High knee walking with the knees coming up to waist level.

- Walk halfway down the floor and then jog to the end.

5. Fast jog: 1 _ laps.

Muscle and Tendons

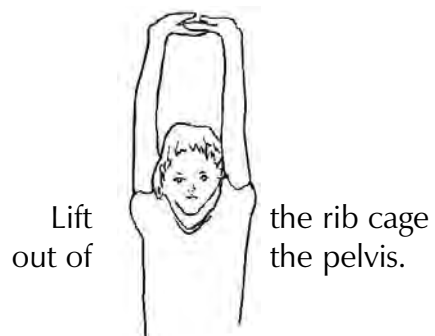
6. Arm and shoulder stretching.

Front



Thrust the chest forward

Overhead



Lift out of the rib cage the pelvis.

Behind the back.



Place the hands back to back

Glut



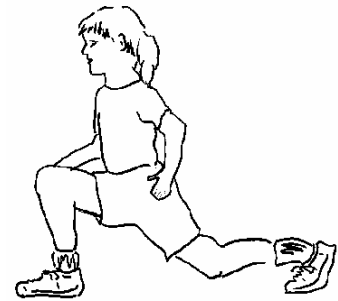
Relax the leg and pull with the hand.

Quad



Pull the leg back without pressuring the knee.

Hamstring and Calf



Keep the head up and the front knee at 90 degrees. Push the back heel to the ground to increase the stretch.

8. Jog 2 laps in the opposite direction.

 Jab step and switch the stick from one hand to the other while running.

9. Dynamic leg stretch.

Hamstring and Glut



Bring the knee to the chest.

Groin and Hip



Alternate pointing the feet to the front and to the side.

Calf and Achilles Tendon



Keep the back heel on the ground as the hips are pressed forward.

10. Run 2 laps: high knees – backwards – slide stepping – cross stepping

11. Upper body stretching

Triceps stretch



Neck stretch



Side stretch



12. Lower body strengthening.

Hop across the floor on the left leg – back on their right leg – across with a two footed jumping – back with a jog.

Mind and Body

13. Game simulation

5-on-5 or 4-on-4 basic pattern of the Motion Offence.

- Defensive players play position while following their checks (no sticks.)
- Offensive players will run the pattern of the motion offence while reviewing all fundamentals and plays.

Note: The above sequences can be adapted to the time allotted to warm-up and the needs of the players.

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 visualization skills by reviewing the practice or game.
- Prepare the players for the next game or practice, ie., 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

- 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

Groin Stretch



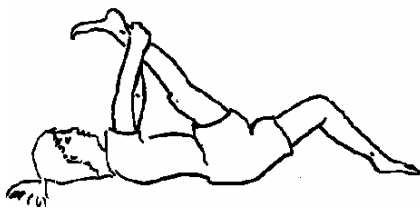
Glut



Quad



Hamstring



Calf & Achilles tendon



Trunk and Neck



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 To train the aerobic or endurance energy system, young players must be continuously active for five to ten. 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.

Strength Develop strength by using the player's own weight.

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

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

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

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

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

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)	F							☺	☺	☺	☺	☺	☺			
(short efforts	M									☺	☺	☺	☺	☺	☺	
Aerobic stamina	F	☹	☹	☹	☹	☹	☹					☺	☺	☺		
(prolonged ef- forts)	M	☹	☹	☹	☹	☹	☹	☹							☺	
Speed-endurance	F	☹	☹	☹	☹	☹										
	M	☹	☹	☹	☹	☹										
Strength-	F	☹	☹	☹							☺	☺	☺	☺		
endurance	M	☹	☹	☹	☹	☹	☹	☹	☹		☺	☺	☺	☺	☺	
Maximum	F	☹	☹	☹	☹	☹	☹	☹	☹	☹			☺	☺	☺	
strength	M	☹	☹	☹	☹	☹	☹	☹	☹	☹			☺	☺	☺	
Speed-strength	F	☹	☹	☹	☹	☹	☹	☹	☹			☺	☺	☺		
(power)	M	☹	☹	☹	☹	☹	☹	☹	☹	☹			☺	☺	☺	
Flexibility	F							☺	☺	☺	☺	☺	☺			
	M							☺	☺	☺	☺	☺	☺	☺	☺	
Coordination/ Agility/Balance	F	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺					
	M	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺					
Basic	F			☺	☺	☺	☺	☺	☺							
techniques	M			☺	☺	☺	☺	☺	☺	☺						
More advanced	F									☺	☺	☺	☺			
techniques	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.

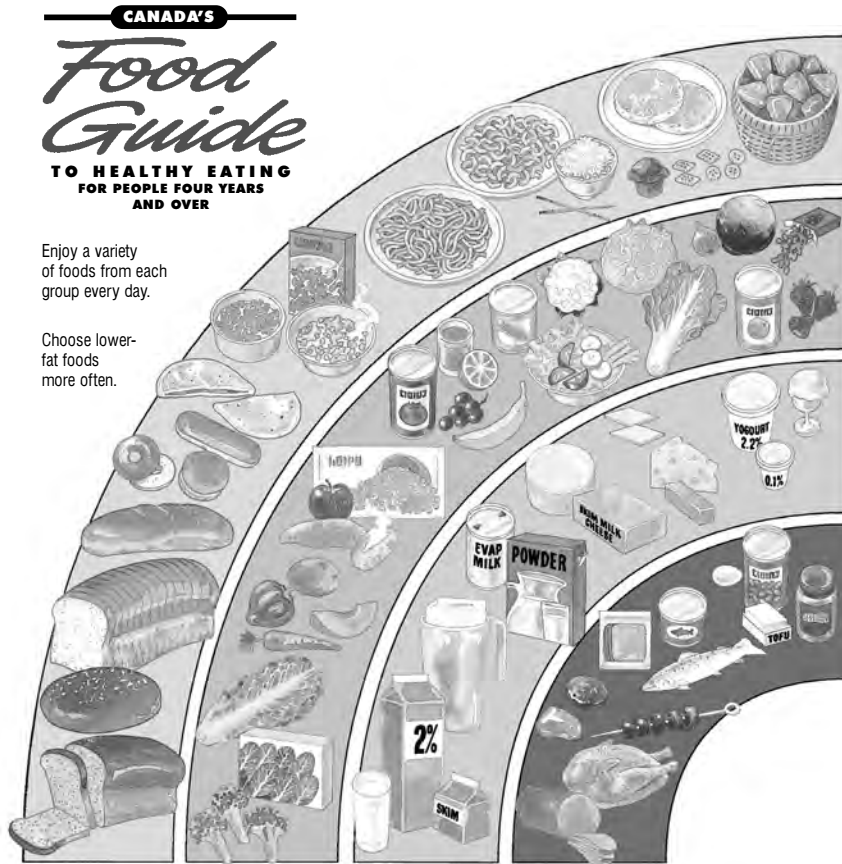
Proteins take 4 hours to digest

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.**



Enjoy a variety of foods from each group every day.

Choose lower-fat foods more often.

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

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

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

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

Grain Products
Choose whole grain and enriched products more often.

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

Milk Products
Choose lower-fat milk products more often.

Meat and Alternatives
Choose leaner meats, poultry and fish, as well as dried peas, beans and lentils more often.

Grain Products 5-12 SERVINGS PER DAY	1 Serving Cold Cereal 30 g Hot Cereal 175 mL 3/4 cup	2 Servings Pasta or Rice 250 mL 1 cup 1 Bagel, Pita or Bun
	1 Slice	
Vegetables and Fruit 5-10 SERVINGS PER DAY	1 Serving Fresh, Frozen or Canned Vegetables or Fruit 125 mL 1/2 cup	Salad 250 mL 1 cup Juice 125 mL 1/2 cup
	1 Medium Size Vegetable or Fruit	
Milk Products SERVINGS PER DAY Children 4-9 years: 2-3 Youth 10-16 years: 3-4 Adults: 2-4 Pregnant and Breast-feeding Women 3-4	1 Serving Milk 250 mL 1 cup Cheese 3"x1"x1" 50 g 2 Slices 50 g	Yogurt 175 g 3/4 cup
	Meat and Alternatives 2-3 SERVINGS PER DAY	
1 Serving Meat, Poultry or Fish 50-100 g 1/3-2/3 Can 50-100 g 1-2 Eggs Beans 125-250 mL 100 g 1/3 cup Peanut Butter 30 mL 2 tbsp		Other Foods Taste and enjoyment can also come from other foods and beverages that are not part of the 4 food groups. Some of these foods are higher in fat or calories, so use these foods in moderation.

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



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 10:00am 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	
Glucose	100
Gatorade	91
Baked Potato,	85
Corn flakes	84
Rice cakes.	82
Potato micro waved	82
Jelly beans	80
Cheerios.	74
Cream of Wheat.	74
Graham crackers.	74
Honey	73
Watermelon	72
Bagel	72
White Bread.	70
MODERATE	
Whole wheat bread	69
Shredded wheat	69
Soft drink	68
Mars Bar.	68
Grape-Nuts.	67
Table sugar	65
Raisins	64
Oatmeal	61
Ice cream	61
Bran Muffin	60
Orange juice.	57
Potato, boiled	56
Rice, white long grain	56
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
LOW	
Apple	36
Pear	36
Power Bar.	30-35
Chocolate milk	34
Fruit yogurt, low fat.	33
Milk	32
Apricots, dried	31
Green beans.	30
Lentils.	29
Kidney beans	27
Milk, whole	27
Grapefruit.	25
Fructose	23

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

PHYSICAL PREPARATION

Module

7

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

INTRODUCTION

*The top two reasons coaches give for being involved in lacrosse is to provide an enjoyable experience for their players and to pass on knowledge or give something back to the sport. Learning how to do this effectively is the process of learning how to coach. Now that all the information has been **gathered**, the next step in the learning process is learning how to **plan and organize** the material into meaningful progressions of activity that can be **practiced**.*

*Module 7, **Planning**, outlines and gives examples of how some of the information can be organized and presented to make learning efficient, effective and fun. By following the examples, planning how to use their knowledge and then **evaluating** their season, coaches will learn how to make their teaching more efficient and effective.*

ADMINISTRATION

In **Module 2, The Coach**, coaches learned about their responsibilities. To assist coaches in their duties many Associations put together packages of information. When these packages are not handed out, coaches should ask for:

- Emergency and player medical information,
- A Manager's handbook,
- Lists of local, league and Provincial contacts,
- Practice and game schedules,
- Registration Forms,
- Rule Book,
- Bench official schedules and handbooks.

Common Tasks of Community Coaches

Which of these are you expected to do?

Planning

- Planning practices
- Scheduling practices
- Planning the competitive calendar
- Planning and preparing for a parent meeting –beginning of season
- Planning and preparing for a parent meeting –mid-season
- Planning and preparing for a parent meeting – end of season
- Planning an end of season social

Coaching

- Setting up equipment
- Completing a facility inspection
- Running practices
- Evaluating practices
- Running parent meetings
- Running the end of season social

Team and equipment management

- Registering individual participants and the team
- Gathering medical and contact information
- Booking facilities for practices and competitions
- Ordering and purchasing equipment
- Ordering and purchasing uniforms
- Establishing codes of conduct for the team and for parents

- Recruiting assistants
- Arranging for transportation when required
- Compiling first aid kit
- Designing an EAP
- Designing/obtaining a facility safety checklist

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

Head Coach	Assistant Coach	Manager	Committees

The head coach is ultimately responsible for all team activities. Your job will be easier and more enjoyable if others are recruited to help out. Friends, acquaintances, and parents of the participants can be called upon to serve as assistant coaches and managers. Here are suggested roles and responsibilities for these positions:

Assistant Coach

- Review the practice plans with the head coach before each practice.
- Assist the head coach in practices and games.
- Stand in for the head coach if required at practices and games.

Manager

- Look after team jerseys and equipment.
- Distribute practice and game schedules.
- Make any necessary telephone calls to participants and parents.
- Be responsible for team funds.
- Ask the league director or local association president for information on league regulations and activities.
- Assist in the care and maintenance of participants' equipment.

Tips for finding volunteers

- Ask your league director or local association president for names of people who might want to assist.
- Spread the word to neighbours and friends. Can they help? Can they suggest others who enjoy sport and have experience working with children?
- Call your local high school and speak to physical education teachers. Explain your needs, and ask if they can give you names of student-athletes who might be interested in helping out.
- Talk to the parents of all your participants and invite them to get involved.

Tips for keeping volunteers:

Once you have the help of volunteers, it's important to keep them motivated and involved. Here are some ways you can do this:

- Involve them in planning wherever possible and have them share in the decision-making.
- Have them do things they will find enjoyable and satisfying.
- Acknowledge them for their contributions.

PLANNING FOR TEACHING

Sound teaching skills are the basis for success in coaching at all levels. The first step in developing these skills is to be able to:

- Plan how a skill will be taught and practiced,
- Set up and use drills effectively,
- Teach players how to pass and catch within the context of the drill.

The second step in developing teaching skills is to apply the Five Links of Effective Teaching. It is recommended that coaches who don't have a coaching, teaching or instructing background, use the **Five Links** concurrently with this Module on Planning. When players demonstrate a lack of understanding or are confused or bored, **coaches must review their teaching skills** and their **practice routines**.

*Learning to coach is learning how to teach.
Learning how to teach is learning about learning.*

FIVE LINKS OF EFFECTIVE TEACHING

Link 1 **Choose the Skill you are going to Teach**

Link 2 **Plan the Explanation and Demonstration**

1. Write down why the skill is important.
2. Choose two to five teaching points with key words.
3. Decide what teaching aids will be required.
4. Decide what views to show and how to line up the players so all can see and hear.
5. Decide who will demonstrate the skill.
6. Asking the players to repeat the key points is better than asking for questions.

Link 3 Plan how Participants will Practise the Skill

- Take stock of the practice environment.
- Maximize activity æ use small groups for practising.
- Plan to move the players into activity quickly.
- Use clear, precise instructions.
- Check the pattern of activity, then the technique æ make sure the players understand the objective of the drill before moving to their practise groups.
- Increase the complexity in progressive steps. i.e.
 - Walk through a drill before moving up to game speed.
 - Run the drill without a defence æ add the defence with no checkingæscrimmage.
 - Start scrimmages in small groupsæmove the drill to the half flooræfull floor.

Link 4 Provide Constructive Feedback During Practice**Link 5 Use Voice and Body for Good Effect.****Planning for a Low Risk Practice**

- Ensure that the activities are appropriate for the age, fitness, and ability level of the participants.
- Ensure that the practice starts with a warm-up, and that the activities include a reasonable progression and challenge for the participants.
- Adjust activities for participants who cannot perform them as planned for the larger group.
- Designing an Emergency Action Plan (see Module 3)
- Guidelines for designing an Emergency Action Plan appear in this document.

Inspecting equipment and facilities

- Ensure that you are fully aware of the specific safety standards related to the equipment used in your sport.
- Take an inventory of collective and individual equipment.
- Take an inventory of available first aid equipment. Carry a first aid kit at all times.
- Assess the safety of the facility itself (e.g. walls, playing area, lighting) by completing a facility safety checklist.
- Identify environmental, equipment and facilities and human risk factors.
- Ensure that the participants wear their protective equipment and that it is properly adjusted and in good condition.

Informing participants and parents

- Inform the parents and the participants of the risks inherent to the sport.
- Properly explain the safety procedures and risks related to all activities, including competition.

Examples: If participants are required to cross paths, ask them to keep their heads up and to be alert to where others are as they are moving around; if it has just rained and your team is practicing on wet grass, remind your participants that the field is slippery.

Supervising activities

- Ensure that the number of participants involved is not so high as to compromise adequate supervision and safety.
- Look for signs of fatigue and aggression in participants and, if necessary, stop the activity.
- Keep in mind that participants need to be constantly supervised. Stop the practice if you have to leave the site for any reason, or delegate responsibility for the group to a competent person.

PLANNING PRACTICES FOR OLDER BEGINNERS

When planning practices for older beginners coaches can use the more advanced levels of game playing because of the age and maturity of the players.

Also, older players will progress more rapidly because of their ability to assimilate information.

This does not mean that any of the steps can be left out. It simply means that they can move on once they understand the concepts or can execute the skill.

Therefore, always go through all of the steps of the Practice Planners, but keep progressing as the players show a need for a greater challenge.

PLANNING THE PRACTICE

OBJECTIVES – WARM-UP – SKILL DEVELOPMENT – SKILL PRACTISE FITNESS – NEXT PRACTICE – COOLDOWN

OBJECTIVES

Set a specific objective for what is to be achieved

- Objectives are based on information from previous practices or games.
- Share the objectives with the players (post the practice planner).
- Explain the objective of the practice and invite input from the players.
- **MAKE PRACTICES FUN!!**

WARM-UP: (Refer to the Warm-up section of Physical Preparation)

Relate the warm-up to the objective of the practice

Example: If the objective of the practice is to work on the one-on-one then:

- Work on the “jab step” in the warm-up.
- Incorporate lunges for strength and flexibility
- Use defensive footwork drills.

SKILL DEVELOPMENT: (Follow the principles of practice and specificity of the five links to effective teaching)

Plan how to teach the skill

- Plan the minor games and drills that will teach the skill.
- Modify the activities for the different skill levels.
- Organize enough groups so that everyone is involved.

SKILL PRACTICE: This is the part of the practice where the objective of the practice is introduced into the scrimmage.

The Teaching Progressions

- Demonstrate the player movement first, then add the ball movement.
- Start with small groups of 1-on-1 or 2-on-2.
- Progress to 4-on-4 or 5-on-5 in a half floor scrimmage.
- Finish with full 5-on-5 full floor game simulation.
- Plan the lines the players will play on.
- Make sure the players execute the skill or patterns as instructed by stopping and correcting the play when the players forget.
- Give players with difficulties the opportunity to walk through the execution stage during the stoppage of play.



The Next Challenge:

When time permits, plan to introduce (dry run) the learning activity for the next practice. This will give players notice of what is to come and give coaches feedback for any necessary improvements.

OR

Practise the critical parts of what is planned for the next game.

FITNESS:

- Plan minor games and competitions to satisfy the parameters of the energy system being trained.
- Pick activities the players enjoy or allow the players to pick their own activities to stimulate maximum effort.
- For a training effect to take place, players must go as hard as possible for the required length of time.

COOL-DOWN:

- Lead the players through a self-evaluation of the game or practice.
- Stretch the main muscle groups.
- Evaluate the practice and take note of any improvements that could have been made for future references.

Key Parts of a Complete Practice in Community Sport

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

Structure and organization

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

Choice of the activities

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

Success and challenge

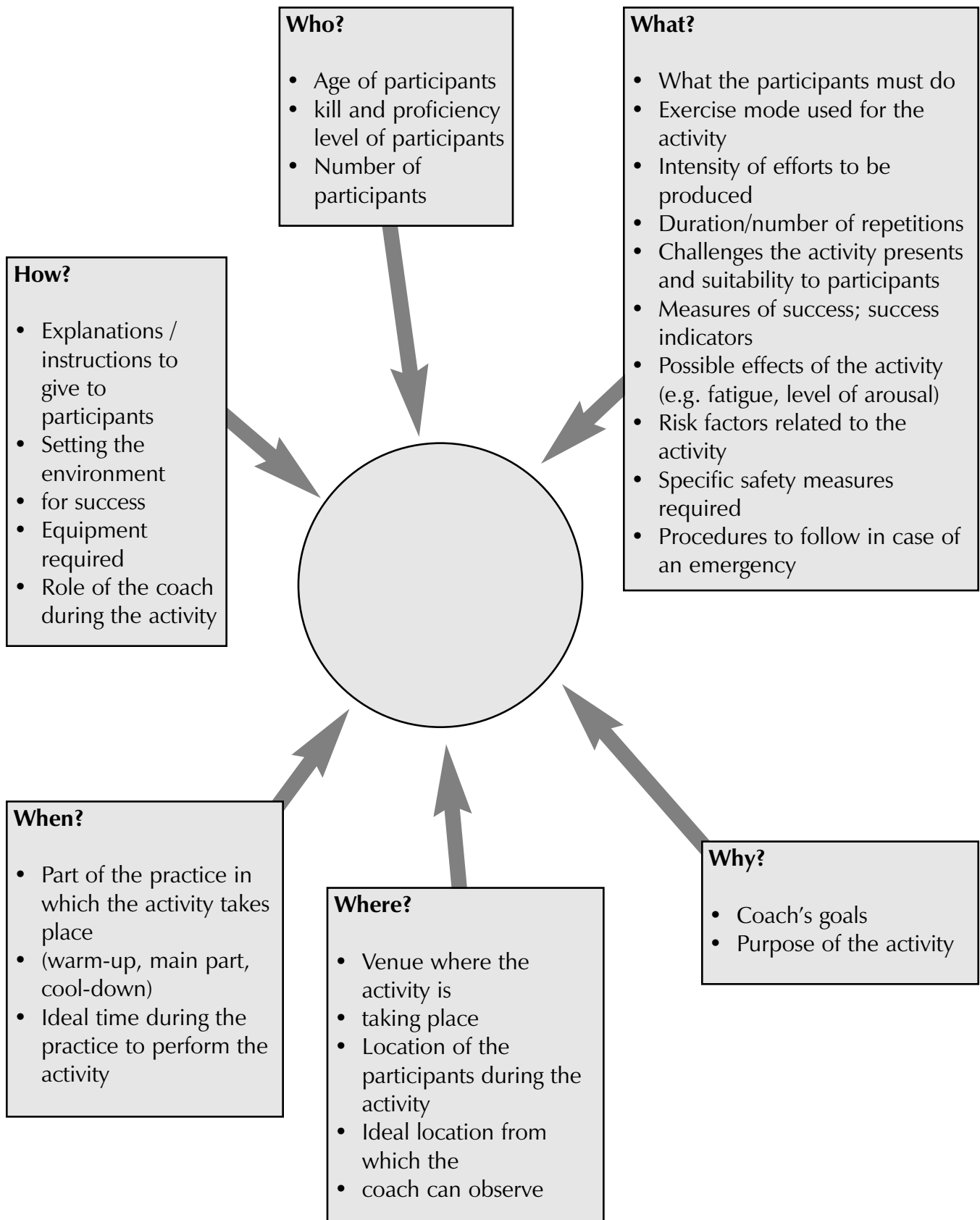
- The activities present reasonable challenges to the participants.
- The activities are chosen or designed so that the success rate by the participants when performing the task is no less than 70%.

Safety

- Potential environmental, equipment and facilities, and human risk factors have been
- considered, and the activities are designed accordingly.

An Emergency Action Plan is available.

Practice Planning Checklist



SUMMARY OF PRACTICE PLANNING

The purpose of practising is to learn, therefore, players:

- Must spend minimal time in meaningful drills,
- Must spend maximum time playing in drills that have been converted to minor games

and coaches must plan tasks that:

- Are of appropriate difficulty,
- Have opportunity to repeat or practice the skill being learned in varying conditions,
- Have game like qualities that provides opportunities for a variety of solutions.

Keep the Practices Positive

- Don't permit players to put each other down or to harass each other with their sticks.
- Avoid boredom by changing the activity and keeping the activities challenging. (See the **Coach's Drill Manual**)
- Balance activity and instruction time.
- Use minor games to practise skills instead of drills.
- Allow players to contribute to the content of the practice.
- Make practices specific to the needs of the game and relative to the age of the player.
- Keep the players active. Many children aren't as active as they should be and depend on lacrosse to give them the exercise required for healthy growth and development.

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

Date: _____ Time: _____ to _____ Location: _____		
Objectives		Equipment and Reminders
Time Min.	Activity or Drill	Key Elements
	Warm-up	
	Introductory Activity	
	Learning Activities	
	Players' choice (Fitness)	
	Cool-down	
Evaluation		Things to work on

PLANNING DRILLS

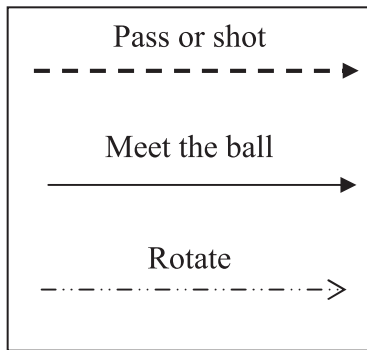
MAXIMIZE THE USE OF FLOOR SPACE & PRACTICE TIME

One situation that depends on the completion of passes is the transition part of the game. Unfortunately most break-out drills don't give players enough time to perfect their passing and catching skills.

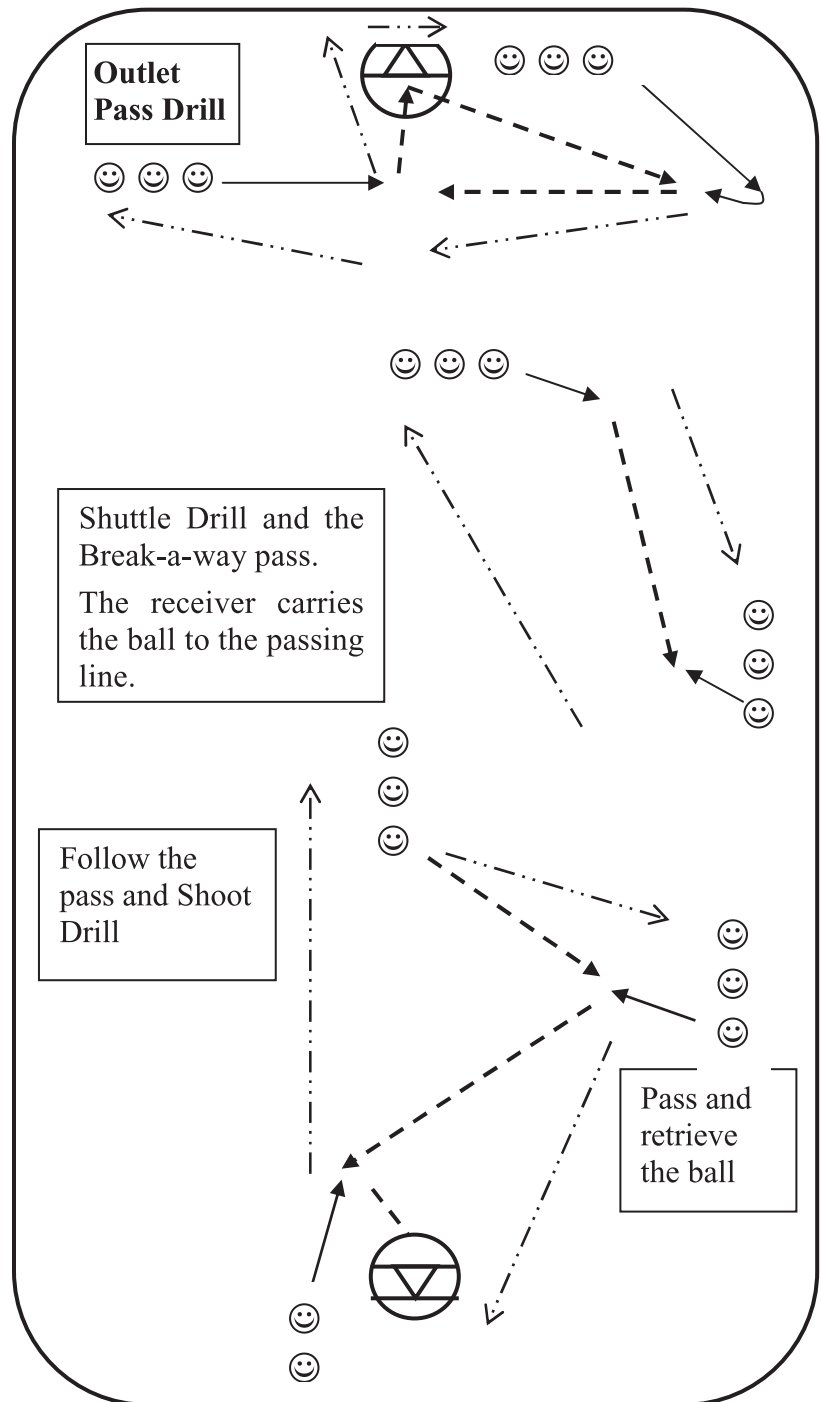
The floor layout illustrates how players can practise how to throw and catch passes in each situation while teaching them the concepts of the transition game.

The drills can be run concurrently or the same drill can be set up at three or four different spots on the floor.

Initially, players can be put in the drills or stations according to their game assignments. Eventually all players will have an opportunity to practise at each station.



Once the players can successfully complete their passes, the drills can be combined.



Teaching the Passes of the Full Floor Break-Out Drill (Advanced Community-Development)

Combine the passing drills on the previous page by adjusting the positions of the lines.

The players pass the ball and follow the pass to the line they passed to.

Change the passes to teach the options. For example:

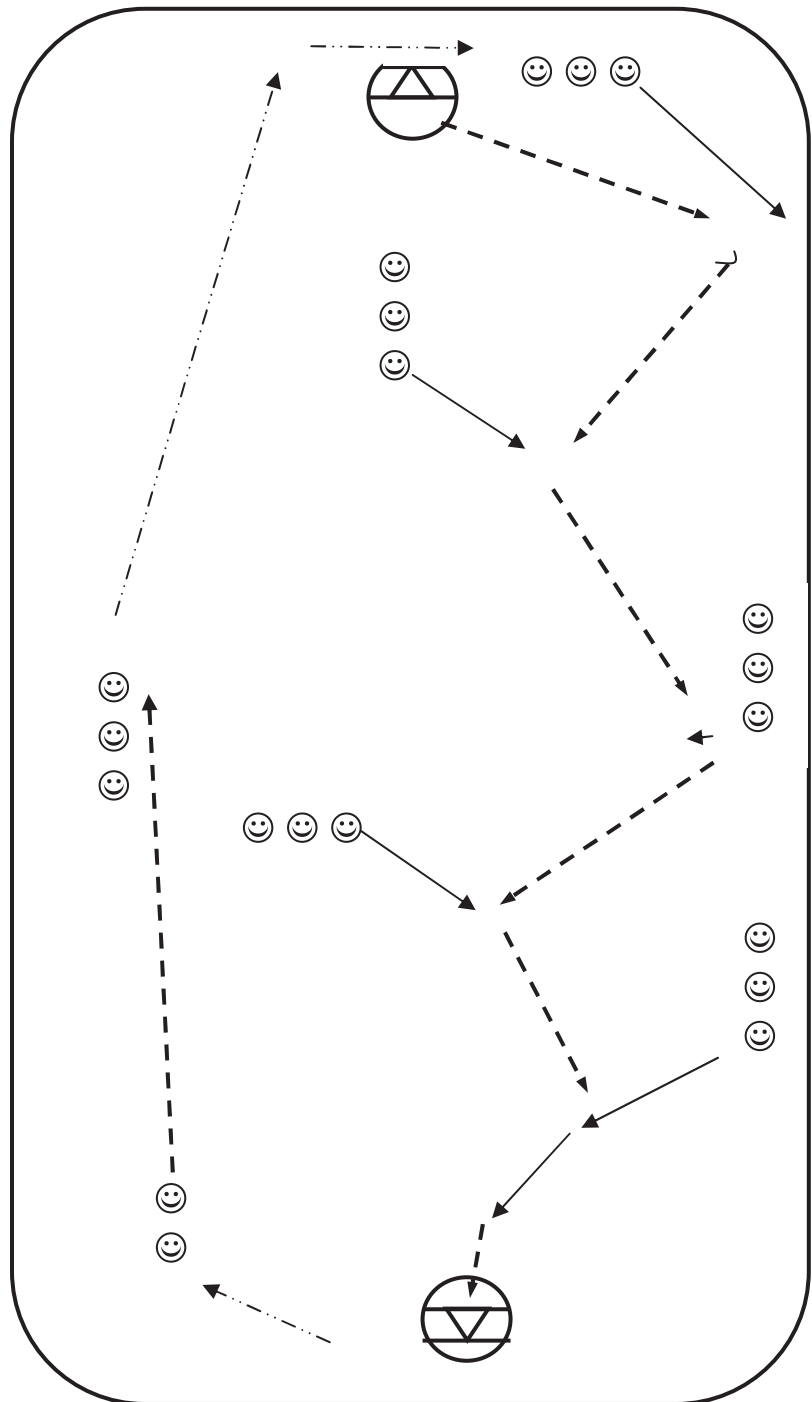
The pass from the goalie can go to the second receiver breaking to the boards.

The second pass can go up the boards.

The third pass can go up the centre.

The fifth passer can take the ball to the net and shoot or pass to the cutter on the crease.

The last pass coming back down the floor is an over-the-shoulder catch. The ball is then taken to the goalie.



Specificity of Practice

*Players will play and react in a game directly relative to **what and how** they have been practising.*

All skills, including mental skills, must be practised exactly the way they are to be used in a game. The exception is the short period of time when the players are being taught what to do, but after that, the activities should progressively become more game like.

The more closely game conditions are simulated in practices, the better the performance will be.

Don't allow players to "fool around" once the practice has started. If there is a need to "let off steam" give time for an organized game of the players' choice along with a reminder of the players' responsibility for self-discipline.

ADAPT THE DRILLS TO ADD SPECIFICITY

Practising the Pass and Catch while running a goaltender's drill.

When the events of a drill are set up as they occur in the game, the drill will teach the concepts while the coach teaches the skills.

Step 1: Find a drill that will solve a current coaching problem.

The following drill is set up as a typical lacrosse shooting drill.

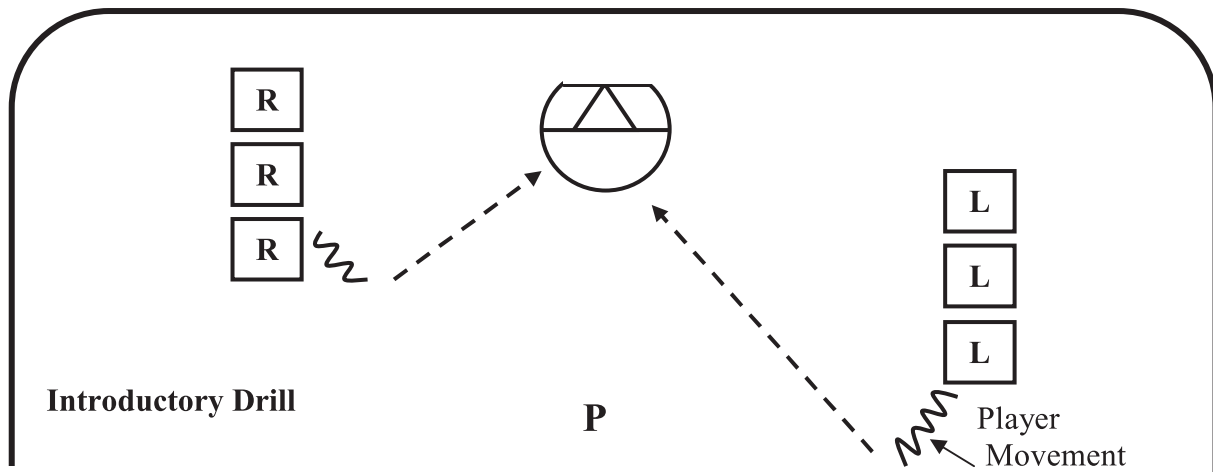
Question: How many times do you see players in a game lined up as they are in this type of drill?

Question: How can specificity be added to the drill?

The Purpose the Drill is to develop the ability of the goal tender to move from side to side while covering the angle. The shots alternate between the left crease and the right corner positions.

The goalie will concentrate on:

- footwork and balance,
- quickness,
- position and alignment with the shooter's stick.



Goal Tender Drills page 5, from the COACH'S DRILL MANUAL:

Step 2. Modify the drill to set up the shots the way they will occur in a game.

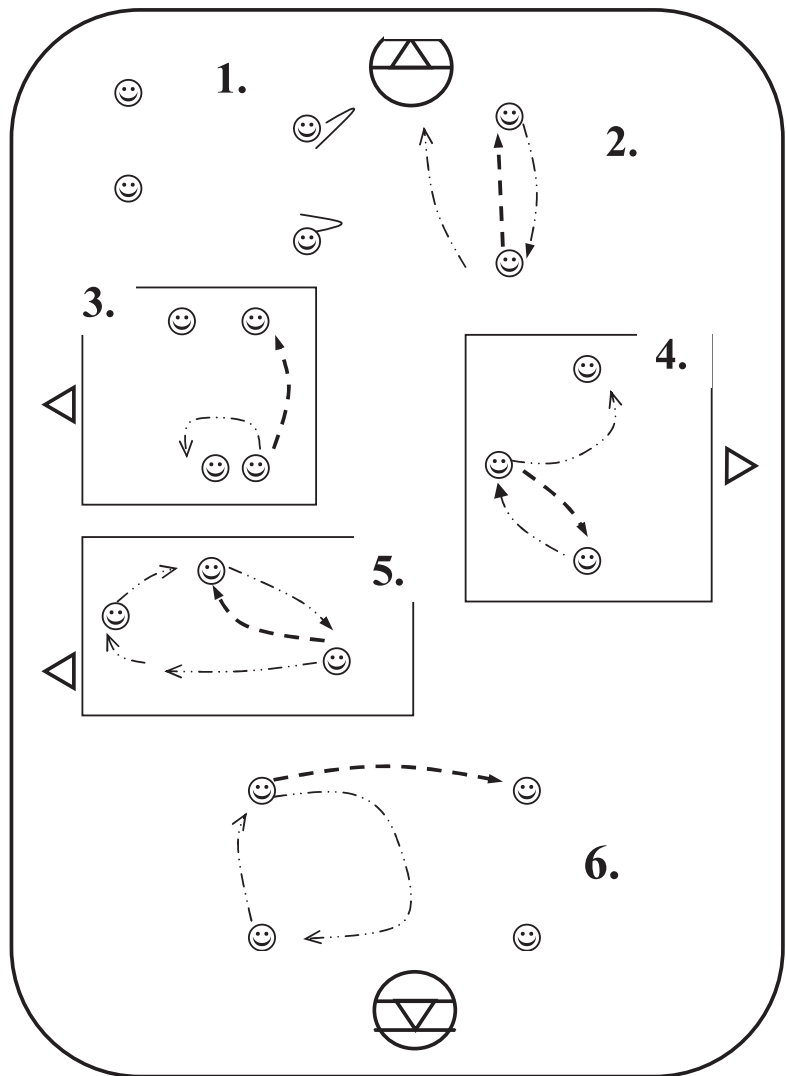
The Teaching Progressions (Make the following changes one step at a time.)

1. Add a player at the point position to make the passes to the shooters.
2. Give the point player the option to use fakes and to pass to whichever line s/he chooses.
The point player gives the goalie a minor distraction that s/he must learn to adjust to. Once this has been achieved, the next level of difficulty can be added.
3. Give the point player the option to shoot.
4. Decrease the time between shots.
5. Give the players options to randomly select their target.

Teaching the Passes of the Full Floor Break-Out Drill (Advanced Community-Development)

The GAME SPECIFIC drills for developing the passes of the Motion Offence. The skill level of many teams ranges from that of the new player to the elite. The following floor layout shows how drills can be organized so that everyone on the team can practise their passing and catching in an environment that matches their skill level. Note that the drills must be taught in a progressive manner and with discipline in order for a full floor activity to be constructive.

1. **New players** – pass & catch and then add V-cuts.
2. **Give & go** The crease player carries the ball to the corner position while faking passes to the cutter.
3. **2-on-2** After the ball carrier passes the ball, s/he breaks for goal and then becomes the defender. Teach the back door move.
4. **Point & Corner Weave**
The passer can go to the ball or away from the ball. The receiver carries the ball to the point position while faking shots and passes.
5. **Right (or left) Side Weave**
Give and go or pick on the corner, roll and then pick on the crease.
6. **Four Player Give & Go**
Let the players create as many options as they can.



7. **Add the Defence** Teach all the skills to defend all the options. Sticks are not required to teach position and reaction. Use 2-on-2 and 3-on-3 games to develop skills and promote creativity. Use rules to stimulate thought i.e. “use only the right side.” List all the skills and concepts that can be taught using these minor games.

Summary of Drill and Skill Teaching Tips

The Teaching Progressions

- Demonstrate the player movement first, then add the ball movement.
- Start with small groups of 1-on-1 or 2-on-2.
- Progress to 4-on-4 or 5-on-5 in a half floor scrimmage.
- Finish with full 5-on-5 full floor game simulation.
- Walk and jog through drills before bringing them up to game speed.
- Do not let the defence check until the offensive players understand what they are doing. (The defence should be practising the defensive techniques while the offence is running the drills and plays.)
- Plan the lines the players will play on.
- Make sure the players execute the skill or patterns as instructed by stopping and correcting the play when the players forget.
- Give players with difficulties the opportunity to walk through the execution stage during the stoppage of play.

Plan how to teach the skill

- Plan the minor games and drills that will teach the skill.
- Modify the activities for the different skill levels.
- Organize enough groups so that everyone is involved. Don't permit players to put each other down or to harass each other with their sticks.
- Avoid boredom by changing the activity and keeping the activities challenging. **(See the Coach's Drill Manual)**
- Balance activity and instruction time.
- Use minor games to practise skills instead of drills.
- Allow players to contribute to the content of the practice.
- Make practices specific to the needs of the game and relative to the age of the player.
- Keep the players active. Many children aren't as active as they should be and depend on lacrosse to give them the exercise required for healthy growth and development.
- When demonstrating make sure all players can see and hear and that they actually are listening. Asking the players to "see" themselves doing the activity or feel the movement during the demonstration helps players concentrate on the key points.

PLANNING THE GAME

“Plan the game in the same detail as the practice”

TASK 3

List the components of the dressing room procedure the coach must plan for.

Make a list of equipment a coach should have with him/her every game and practice.

To prepare players for the game while in the dressing room, the players will need to know:

To keep the bench and players organized during a game, the coach must:

Appendix A – Team Roster

Name	Address	Phone			

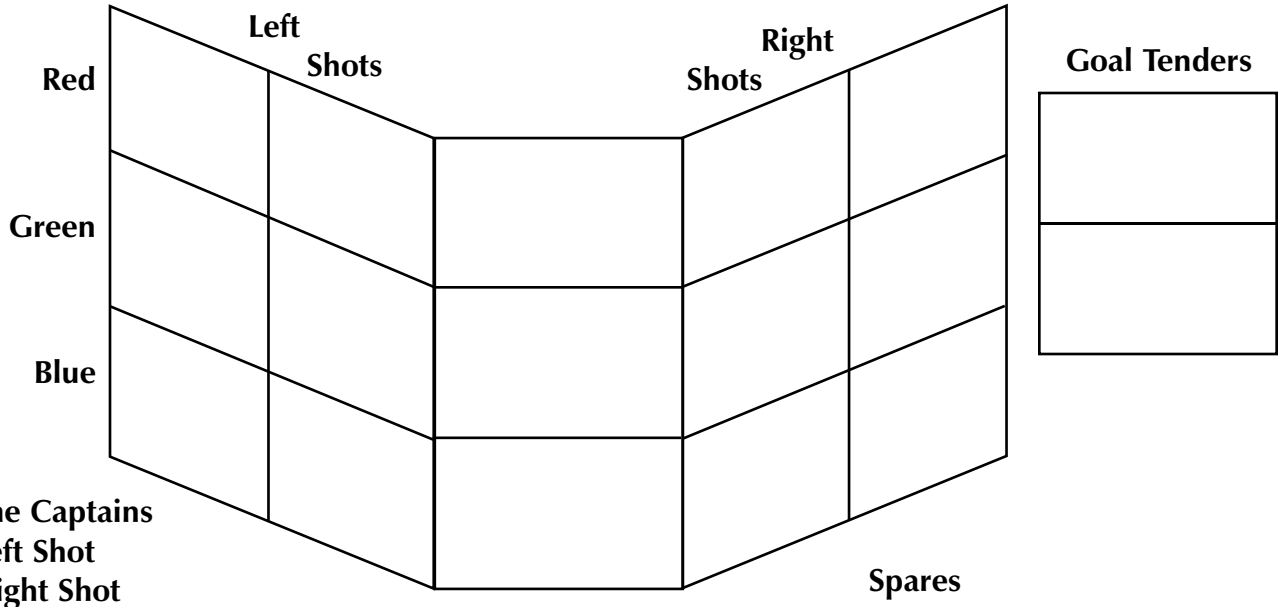
Appendix B – Player Attendance

Date of Practice.																					
Phone																					
Player																					

Appendix C – Game Line-Up

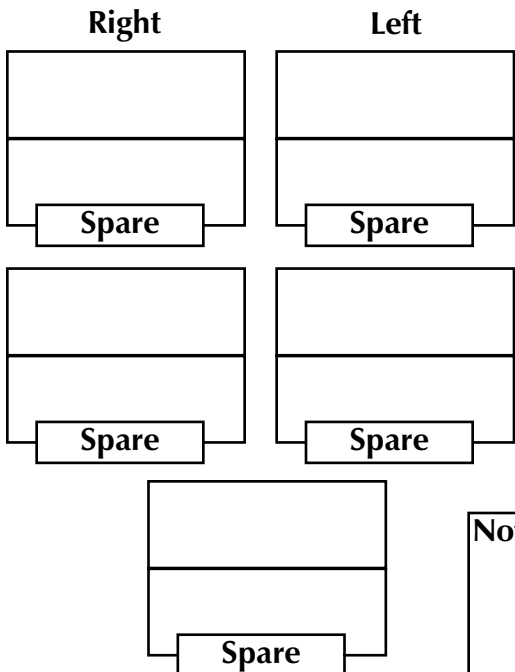
Time: _____

Place: _____

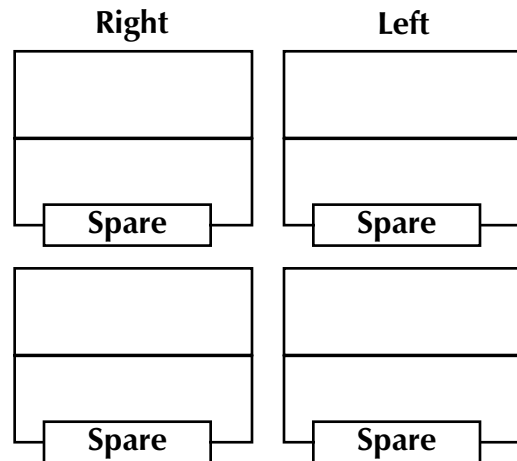


* Line Captains
L Left Shot
R Right Shot

Power Play



Power Play



Notes: _____

Appendix C – Game / Practice Line-up

Line: _____



Line: _____



Line: _____



Line: _____



Line: _____



Line: _____



Appendix D – Game / Practice Line-up

Date: _____ Time: _____ to _____ Location: _____		
Objectives	Reminders	
Time	Activity or Drill	Key Elements
Evaluation	Things to work on	