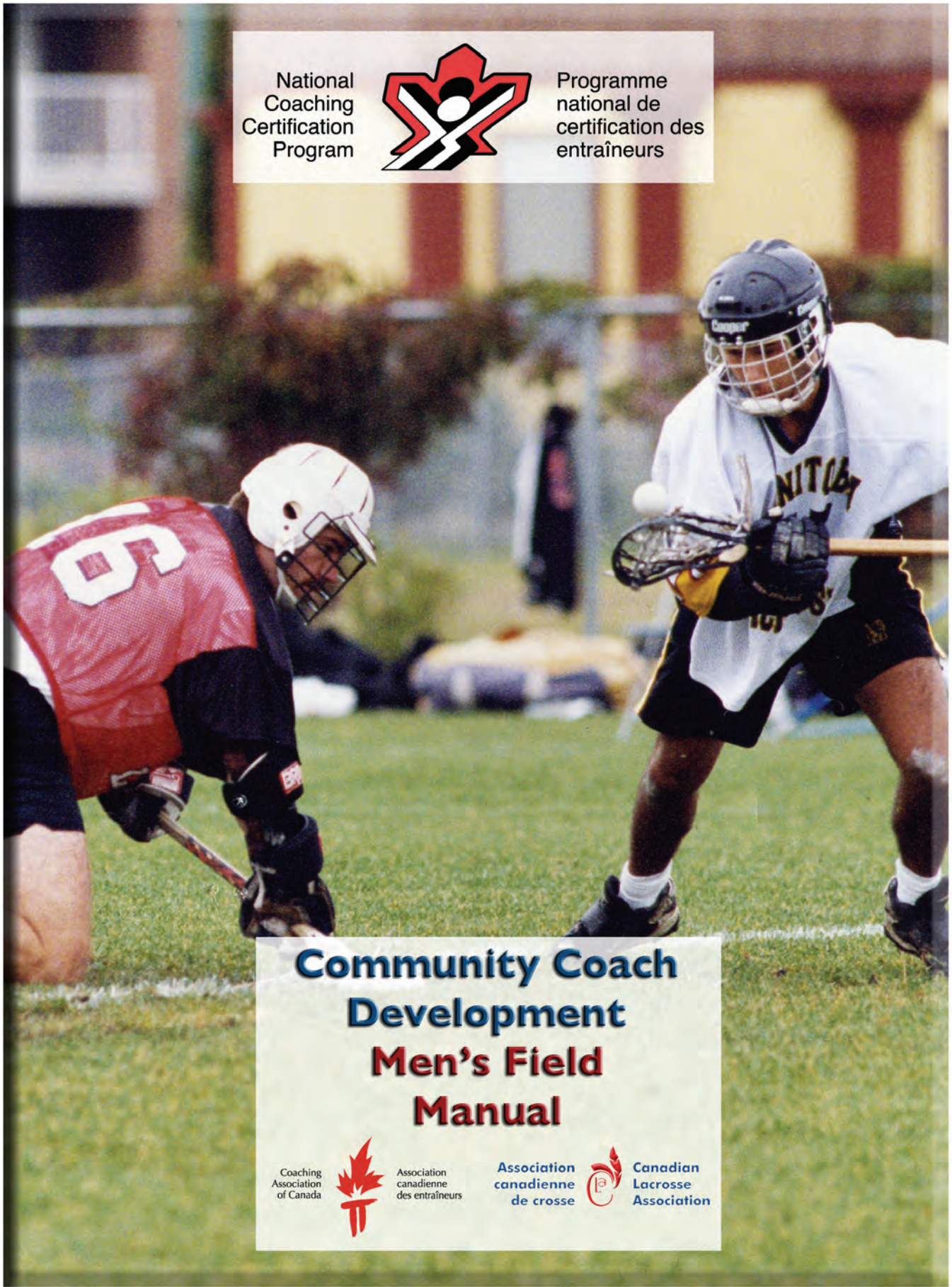


National  
Coaching  
Certification  
Program



Programme  
national de  
certification des  
entraîneurs



**Community Coach  
Development  
Men's Field  
Manual**

Coaching  
Association  
of Canada



Association  
canadienne  
des entraîneurs

Association  
canadienne  
de crosse



Canadian  
Lacrosse  
Association



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.

### Partners in Coach Education



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Lucie LeBel  
Julie Long

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

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# How to be a better coach



**Learn to listen**, especially to the athletes – they are excellent teachers.

**Help each athlete develop** all of their capacities: physical, mental/emotional, and social.

**Take a stand** against doping and cheating in sport.

**Thirst for knowledge**  
attend coaching courses, get certified, stay up to date.

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*Dear Coach,*

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

- track your progress through the NCCP;
- update your coaching profile;
- print out copies of your coaching card or a transcript of your coaching courses;
- visit the Coaching Tips and Tools section;
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National  
Coaching  
Certification  
Program

## 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.

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- 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.

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## 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 U-13 aged team instead of teaching the fundamentals, his/her players will not be able to compete effectively when they are at the U-16 level and these deficiencies will interfere with their ability to perform at the level necessary to win when at the U-19 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 - Development: The Learning To Play Phase of Player Development**

This is the starting level for field lacrosse coaches. At this level coaches will learn:

- Basic individual skills and identifying correct measures;
- Basic team strategies;
- Teaching through the use games and self discovery;
- Principles of fair play & ethics;
- Principles of running productive practices; and
- Rules of field 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 – 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 team offence that relies on ball and floor movement, instead of letting one player go for a shot*
  - *Rotate players through the four basic positions: goaltender, attack, defence, and midfield.*
- 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 field 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.

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The Coaching Association of Canada (CAC) has identified five Core Competencies<sup>1</sup> 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.

<sup>1</sup>Core Competency Summary. [http://www.coach.ca/cbet/gencom\\_e.htm](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.

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**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.

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**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 Tewaathon, 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?

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## THE GAME AND ITS PLAYERS

### Lacrosse is...

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

Field Lacrosse is played on fields, with box lacrosse being played in arenas and outdoor boxes.

### 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 field 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 nine runners for field lacrosse and five for box

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

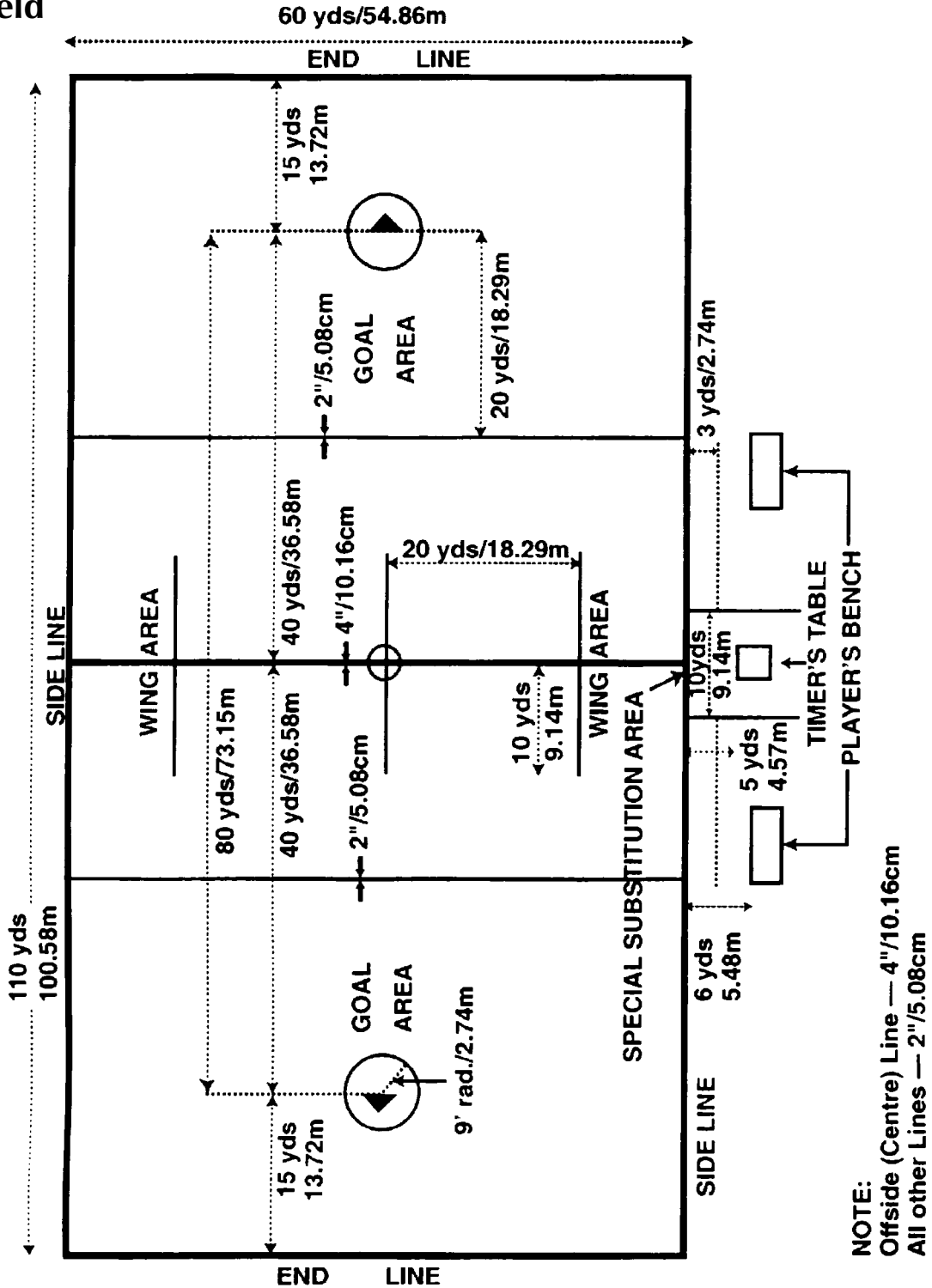
Creating and using space is important in lacrosse.

Although lacrosse is similar to other games, it remains unique and only those strategies that fit into the lacrosse perspective should be used.

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

# THE FIELD AND PLAYER POSITIONS

## The Field



## BASIC GAME AND POSITIONS

Field lacrosse is played in a 110 yard by 60 yard field—the size of a Canadian Football field. The field is divided into two zones, offensive and defensive zones, by a centre line. The goal is 6 feet square and is surrounded by a crease with a 9 foot radius.

There are 10 players on the field: 3 attack, 3 midfielders, 3 defence and a goalkeeper. Substitutions are done on the fly, with some restrictive substitution rules, and are generally made for the midfielders (most teams have 3 sets, midfielders play the whole length of the field therefore requiring regular substitution). Players assigned to one area may exchange positions as long as another player remains in the area as a temporary replacement.

Play begins with a face-off and the main theme for the game is ball control. Teams try to set up plays and work for the high percentage shots. There is no time requirement to take a shot so a team can maintain control of the ball for as long as it wants. Possession time can be increased because of the rule which allows the team with a player closest to where the ball leaves the playing surface on a shot on goal to maintain possession.

Since field lacrosse is played outdoors, players must be prepared to play in all kinds of weather conditions and therefore on various types of playing surfaces. For this reason, players usually prefer to use the plastic stick and not the traditional wooden lacrosse stick.

Players who have already played box lacrosse, will find field lacrosse a very different sport. Although the basic individual skills such as catching, passing and shooting are similar in the two games, most people will agree that field lacrosse is a unique sport.

Box lacrosse players being introduced to the field lacrosse game will find the individual skills learned in the confines of a lacrosse box will stand them in good stead on the lacrosse field. Little adaptation will be required of their ball-handling, passing and shooting skills to become competent field players. The major adjustments for the player will be in team play and rules.



## THE LACROSSE STICK

### THE SYNTHETIC STICK

The synthetic sticks have manufactured moulded heads; pockets with mesh or synthetic lace with leather runners and a metal handle.

Head  
Throat  
Shaft/Handle  
Bridge/Stop  
Mesh  
Shooting String



### 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.

## PREPARATION AND CARE OF STICKS

### The Head

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 (see Appendix B),
- general use (all leather pocket).

### 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 centered in the mesh type pockets (See Appendix B for directions on how to weave the shooting strings into the pocket).

#### 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).



## **EQUIPMENT**

### **PLAYER EQUIPMENT GUIDELINES**

#### **Protection From Accidents**

##### **Running Shoes and Cleats**

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 cleated shoe or 3/4 moulded or six-stud cleated shoe.

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

##### **Groin Protection**

Athletic Support and Cup (Jock or Jill) for all ages.

##### **Slash Guards**

Slash guards are used to protect the elbow and forearms.

##### **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. Facemask 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 (optional)

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, however the fingers must be encased within, and must be part of the glove. That is, do not cut the fingers out. The rule states that players may not play with their fingers outside the glove.

### 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.

As an alternative, hockey shoulder pads can be used. 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.

## Field Player Equipment



### 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.



### 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. Hockey gloves can be used, but they don't offer the same grip or flexibility. Palms may be cut out, but fingers must be encased.



### Lacrosse Stick

May be wood or metal – wood sticks are not allowed in minor or high school.  
 Stick Length (ILF Rule): 40" – 42"  
 52" – 72"  
 Stick Width: 4" to 10" inside measurement at the widest point. Only one back stop allowed.  
 Cannot be designed to retard dislodgement of ball.



### Mouth Guard



### Shoulder Pads

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

### Athletic Support & Cup

(Jock or Jill)

### Helmet & Facemask

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 facemask cannot allow the head of the stick or ball to make contact with the face.

## GOALTENDER EQUIPMENT GUIDELINES

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.

Goaltenders may initially wear a lot of equipment for protection. This should be encouraged so the goaltender feels comfortable and well protected. Goaltenders from other sports (i.e. hockey and box lacrosse) tend to wear a fair amount of protective gear as they block more shots with their body.

The field lacrosse goaltender should concentrate more on blocking shots with his stick; the extra protection one wears may decrease his mobility.

### **The following are suggested field lacrosse goaltender protective gear:**

- A regulation helmet and face mask  
(NOCSAE certified for lacrosse and CSA approved for ice hockey)
- Throat protector
- Chest protector
- Gloves
- Goaltender cup or jock supporter
- Cleats or soccer shoes
- Sweat pants

### **Optional protective gear:**

- Soccer shin guards
- Football pants with padding (hip or thigh girdle)
- Slash guards (elbow pads)
- Shoulder pads

### **Fit**

Because the team often supplies the goaltender equipment, 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 and chest protector stay in place during play.

*“Safety Suggestion”: When a goaltender serves a penalty, the back up goaltender must replace him. If there is no back up, then a player must assume the goaltender position. Be sure the person is wearing a throat guard and chest protector before entering the goal.*

## Goalie Equipment



### Arm Pads (optional)

Light weight, high density foam that offers protection for the whole arm, while allowing full range of motion of the arm at the elbow.



### Back & Kidney Pads (optional)

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

### Chest Protector (mandatory)

A pad made of dual density foam, offering flexibility, protection and full range of motion.



### 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. Palms may be cut out, but fingers must be encased. Goaltenders are not allowed to wear hockey goalkeeper gloves.



### Helmet & Facemask

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 facemask cannot allow the head of the stick or ball to make contact with the face.



### Lacrosse Stick

The inside measurement of the goaltender stick cannot exceed 15 inches (38.1 cm). The goaltender's stick may be of any desired length.



### Mouth Guard (mandatory)



### Shoulder Pads (optional)

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

### Goaltender Pants

Track Pants may be worn, but for a particular team they must be of the same colour, and it is recommended that they be of different colour from those worn by opponents.

### Molded Cleat Footwear

### Athletic Support & Cup (Jock or Jill)

## 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:

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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 Fair Play policies and Coaching Codes,
- workshops on how to market the sport and change the image.

## TEACHING THE RULES

As a community 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.

For 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

<p><b>The Structure of Play</b></p> <ul style="list-style-type: none"> <li>• The Playing area</li> <li>• The Equipment</li> <li>• The Teams</li> <li>• The Officials</li> </ul>	<p><b>Infractions</b></p> <ul style="list-style-type: none"> <li>• Technical</li> <li>• Loss of Possession</li> <li>• Time served</li> <li>• Personal</li> <li>• Expulsion</li> </ul>	<p><b>The Game</b></p> <ul style="list-style-type: none"> <li>• Starting and stopping play</li> <li>• Change of possession</li> </ul>
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**MODULE SUMMARY**

1. How does field lacrosse differ from box lacrosse?

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

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

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**WORKBOOK OBJECTIVE:**

Choose one aspect of “The Game” that you would like to achieve by the end of the next season.

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**APPENDIX A – GLOSSARY OF TERMS**

Attackmen	Three offensive players that create scoring opportunities.
Back-up Ball-carrier	A player(s) that remains behind the goal to maintain possession on a wild shot. Person in possession of the lacrosse ball.
Ball Stop	A foam pad located at the throat of the lacrosse stick that cushions the ball as it enters the pocket area.
Bench Area	The area on the field where the players' benches, scoring table and substitution box are located.
Body Check	A legal check from the front or side where contact is made above the hips and below the shoulders.
Box	A name given to the substitution area.
Brush	Contact made to the helmet that is not severe enough for a penalty. This is the referee's discretion.
Bull Dodge	A one on one move by an offensive player by lowering his shoulder and driving to one side of the defender.
Chief Bench Official (CBO)	A fourth official that works the substitution area, listens for inappropriate language on the benches and is a liaison between the officials on the field and the scorers' table.
Clamp	A technique used on a face-off to gain possession of the ball by placing the back-side of the pocket over the lacrosse ball.
Clear	An attempt by the defensive team to clear the ball out of their end and across centre by passing or running.
"Clock's On!"	A verbal command made by the timekeeper or referee to alert the teams that 30 seconds is remaining in a quarter.
Coaches Box	A specific area located in front of the players benches where only the coach(es) are allowed to stand.
Crease	A circle that protects the goal area that has a radius of 9 feet.

Cross Check	A penalty called when a player uses his shaft or handle to make contact with an opponent.
Crosse	The rule book reference to the lacrosse stick.
Cut or Cutter	An offensive move by a player or players to gain an advantage by breaking to the goal or ball carrier in an attempt to lose their check.
Dead Ball	A stoppage in play.
Defensemen	Three defensive players that attempt to stop any offensive opportunities.
Defensive Area	The section on the field where the goalie and three defensemen are located from the restraining line to the end line.
Dodging	Offensive one on one moves done by a player to create scoring opportunities.
Extra-Man Offense (EMO)	When one team has a player advantage over the defending team. Also referred to as a 'power play' in box lacrosse or hockey.
Face Dodge	A one on one move by an offensive player by faking a shot and protecting his stick behind his body while running past a defensive player.
Face-off	The starting point of the game or quarter; or after a goal by two players where the ball is placed between the two lacrosse sticks.
Face-off man	The player that takes the face-off.
Fast Break	An offensive opportunity that forces the defense to slide because of a disadvantage. This takes place when the ball moves from the defensive half of the field to the offensive half.
Feeding	A term used to describe passing to a teammate.
"Flag Down"	A verbal command by the referee that alerts the teams that a delayed penalty has been identified.
"Free Ball"	A verbal command by the referee on a face-off when the ball travels across a restraining line without one team gaining possession.
"Free Clear at Centre"	A verbal command by the referee that allows one team to get possession at centre without any pressure.

Fronting	When a defender stands between the ball carrier and his check.
Gate	A term used to identify the change box or substitution area.
“Get It In and Keep It In!”	A verbal command by the referee alerting the offensive team to keep the ball in the offensive zone because the referees feel they are stalling the game.
Goal	The nets placed at opposite ends of the field that players shoot at to try to score.
Goalie/Goaltender	The player that carries the goalie stick and wears the chest protector and throat guard that attempts to stop the ball from entering his goal.
Goal Line	The line that the ball must cross in order to count as a goal for a team.
Goal Line Extended (GLE)	An imaginary line that stretches from the goal post to the sideline.
Ground Ball	When the ball is loose on the ground.
Head of the stick	The portion on the stick that possesses the ball.
Help Side (Weak Side)	The players of the defense that are not located on the same side of the field as the ball carrier.
“Here’s Your Help!”	A statement made to let a teammate know that you are available for a pass.
“Hold”	A term used to communicate to your teammates to hold their current positions.
Holding	A technical foul for impeding a player’s motion.
Hole	The area directly in front of the goal that has the highest rate for scoring.
Illegal Offensive Screen	When a player sets a screen or pick on a defensive player illegally.
In-home	The designated player that serves penalties that the referee(s) can’t find a specific player to serve or gets credit for “own” goals scored.
Interference	A technical foul for illegal contact with a player away from the ball.

Iso or Isolation	A term used to identify a one on one.
Man-Ball Situation	A loose ball situation when one player yells “ball” and another teammate “man” to communicate which responsibilities they are choosing.
Man-down Defense (MDD)	When one team is at a disadvantage because of penalized players. Also referred to as a “shortman” in box lacrosse or hockey.
Man-to-Man Defense	A defensive system where all players have a specific player to check.
Midfielders T	Three players that can run to all portions of the field without any restrictions.
Midline	The centre line of the field that separates the offensive and defensive halves.
No Release	When players have not been given the opportunity to move freely around the field.
Off-ball Movement	The movement of players to create offensive opportunities away from the ball.
Offensive Area	The section on the field where the goalie and three defensemen are located from the restraining line to the end line.
Offside	When a team does not have the required number of players in the offensive or defensive halves. Four (3 defense and 1 goalie) in the defensive half or three in the offensive half.
‘On the Fly’	When teams change during the course of “live” play.
One on One	An offensive situation when one player attempts to pass a defensive player.
Overhand	A shooting technique where the head of the stick starts from the location of the ear and shoulder area.
Passing Lane	The pathway between the heads of two players sticks.
Personal Equipment	The required equipment of each player is a helmet, mouthguard, gloves, stick and footwear.
Personal Foul	A one, two or three minute penalty that is unreleaseable.
Pick	A legal screen set to free up a teammate for an offensive opportunity.
Pinching in/Pinch	Moving away from your check toward the ball carrier to lend assistance if necessary.

Play On	A loose ball situation that the referee has noticed an infraction by one team but is allowing the play to continue in hope the affected team gaining possession of the ball.
Pocket	The mesh or nylon/leather material located in the head of the stick.
Poke Check	A thrusting motion by a defender using the head of the stick attempting dislodging the ball.
Possession	A term identifying the team or person in control of the lacrosse ball.
Push	A technical foul for contact from the rear.
Pushing	A defensive technique used to create space between the offensive and defensive player by bringing both hands together and straightening your arms.
Quick Stick	A shooting technique when the shooter catches the ball and shoots it all in one motion.
Rake	A face-off technique involving the head of one stick dragging past the head of the other stick.
“Release”	On the face-off when one team gains possession or the ball travels across the restraining line then the referee will yell this or “Possession”, freeing all players from the restricted areas.
Restraining Lines	Two lines located approximately 15 yards from the centre line that restrict players from entering the face-off area until possession is achieved.
Ride or Riding	A defensive technique of man to man or zone principles in attempt to gain possession before the clearing team can cross centre.
Roll Dodge	An offensive one on one move that forces the defender to commit to one side and the offensive player rolls to the opposite side.
Scoop	The thin portion at the top of the lacrosse stick where the ball first enters. Also, a term used to describe picking up the lacrosse ball.
Screen	A term used to describe a single player or a wall of players that limits the vision of the goalie to see a shot being taken.

Shaft	The metal or wood handle of the lacrosse stick.
Sidearm	A shooting technique that originates from the hip area of the shooter.
Sidelines	The two lines that form the boundaries for the length of the field.
Slap Check	A defensive technique used to legally dislodge the ball by thrusting the head of the defender's stick toward the head of the offensive player's stick.
Slide	A defensive term when a teammate is beat and his teammates must lend assistance immediately by moving to cover the free player.
Slow Whistle	A term used to describe the situation in the game when a flag has been thrown for a foul but the ball is still in possession.
Stack	A offensive term that has two or more players in a straight line approximately one foot apart from each other.
Stick on Stick	When the defensive player and the offensive player are carrying their sticks in the opposite hands of one another.
Strong Side	A defensive term describing the side of the field where the ball is located.
Technical Foul	A foul that involves a change of possession or a 30 second penalty.
Throat	The area on the lacrosse stick where the head and shaft connect.
Underhand	A shooting technique that originates below the waist.
Unsettled Situation	An offensive opportunity where patience and a 'set' play mentality are not present.
Warding Off	A technical foul when an offensive player uses his arm to push an opponent away. Also known as using the 'free hand'.
Withholding the ball from play	When the ball is trapped or restricted and not being advanced by a team.
Wrap Check	A defensive technique used to dislodge the ball by swinging the stick around an offensive player with two hands in a controlled fashion.
X	The area directly behind the goal.

## APPENDIX B – INSTALLING SHOOTING STRINGS

### 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).

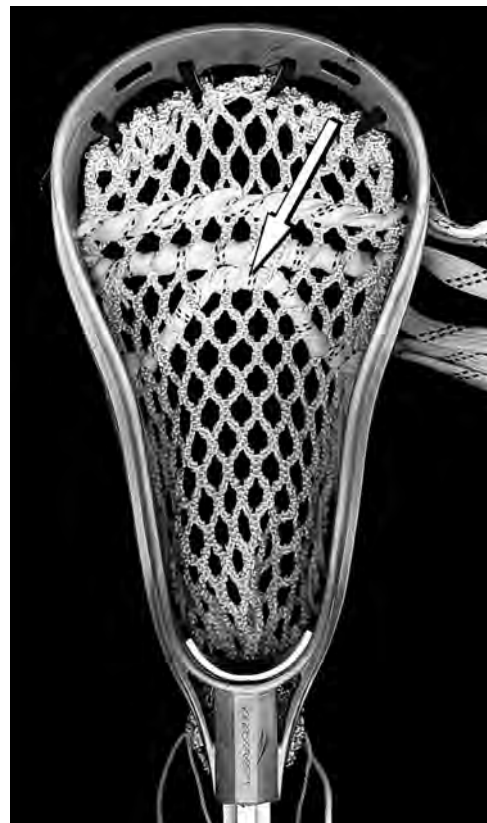
To help keep the ball from lodging in the throat of the stick and to help keep the ball towards the centre of the pocket, a lace can be strung across the throat about 1" from the end.

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 to release the ball from different parts of the pocket.



Throat String



V String

## APPENDIX C – PREVENTING DANGEROUS PLAY

### Rules to Coach By

Players react on the field 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.

For example:

#### ILLEGAL BODY CHECK

All legal checks must be above the waist, below the shoulders and from the front. There is zero tolerance for checks from behind.

- To Prevent this infraction players must have two hands on the stick during contact, stay on their feet with their helmet in front of the offensive players chest.

#### SLASHING

- To prevent slashing concentrate on using a controlled poke.



## APPENDIX D – TRANSITION FROM BOX TO FIELD LACROSSE

### Playing Surface

- Field lacrosse is played on an outdoor field slightly smaller than a soccer field.
- Box lacrosse is played in an indoor hockey arena and an outdoor lacrosse box.

### Offensive Time Limits

- Field lacrosse does not have a shot clock limit to obtain a shot on goal.
- Box lacrosse forces players to place shots on goal within 30 seconds.

### Shot Selection

- Field players shoot high percentage shots from 10 –14 yards from the goal.
- Box players work the ball in close on top of the crease area for shots.

### Offense

- Field lacrosse is team oriented with plays made by all players away from the ball carrier.
- Field offensive sets utilise behind the goal to drive to the goal or pass to cutters.
- Box lacrosse is mainly individual based with much of the play on the ball carrier.
- Box offensive players run most of their plays in front of the opposing goal area.

### Defense

- Field lacrosse defense is played as a group with slides and stick checks.
- Box lacrosse defense is based on individual crosschecks and stick checks.

### Official Respect

- Field players call the ref 'sir' and cannot lash out at the ref without being penalized.
- Box players tend to argue with refs and lash out at the ref without always being penalized.

### Penalties

- Field lacrosse penalties are 30 seconds for a technical foul and 1– 3 minutes for a personal foul.
- Box lacrosse penalties are 2, 5 or 10 minutes in duration.

**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”.

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**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: \_\_\_\_\_

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Problem Solving: \_\_\_\_\_

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Interaction: \_\_\_\_\_

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Critical Thinking: \_\_\_\_\_

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Leadership: \_\_\_\_\_

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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

- Avoid forcing your child to participate in a sport, and remember that your child is playing for his/her enjoyment, not yours.
- **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.
- **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
- 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

### Ethical Decision-Making

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 re-port all suspected cases of abuse.

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

#### 3. Identify all the ethical issues

Write out all the pros and cons using the Fair Play Policy and Code of Ethics  
Consider if the rules of the game or of the governing body are being violated.

#### 4. Consider what might influence how you see the situation

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

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

### The 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?

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

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

**1. The facts are:**

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**2. Is there a legal issue?**

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**3. List the ethical issues.**

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**4. Identify the outside influences.**

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**5. Apply the Four-Way-Test**

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## 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 of-ficial.

The Issues?

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The Solutions

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**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?

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The Solution

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**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?

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The Solution.

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**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?

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The Solution

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**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.**

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**B.**

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The Solution.

**A.**

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**B.**

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## 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?

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Harassment?

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Sexual harassment?

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Sexual abuse?

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### **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 æ 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?

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The Solution.

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

The Issues

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The Solutions.

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**“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?

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

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## 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 re-sponse; 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><b>NOT recommended</b></p>	<ul style="list-style-type: none"> <li>• Goal is to ignore the behaviour</li> <li>• Sometimes an attempt is made to rationalize the behaviour</li> <li>• Assumes the other person will not stop/change the behaviour if an intervention is made</li> </ul> <p>Considers time on task and/or personal safety as more important</p> <p>Examples: Laugh along with a discriminatory joke, or saying nothing when a discriminatory remark is made</p>
<p>Aggressive response - “confronting”</p> <p><b>NOT recommended</b></p>	<ul style="list-style-type: none"> <li>• Goal is to stop the behaviour in the short term</li> <li>• Comes across as judging the person, not the behaviour</li> <li>• Usually results in the other person wanting to retaliate</li> <li>• Often based on a sense of superior authority, strength, or numbers</li> <li>• The safety of the person whom you are confronting is now also at risk</li> </ul> <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><b>RECOMMENDED</b></p>	<ul style="list-style-type: none"> <li>• Goal is to stop the behaviour in the short term and to change the behaviour in the long term</li> <li>• Names the behaviour as unacceptable</li> <li>• Points out what is needed in the situation</li> <li>• Does not judge the other person</li> <li>• Is based on modeling respect</li> </ul> <p>Example: “Please do not say that; it is hurt-ful. 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

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The Manager

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Bench Personnel

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## 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.

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List the ways parents can be helpful.

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

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## 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:

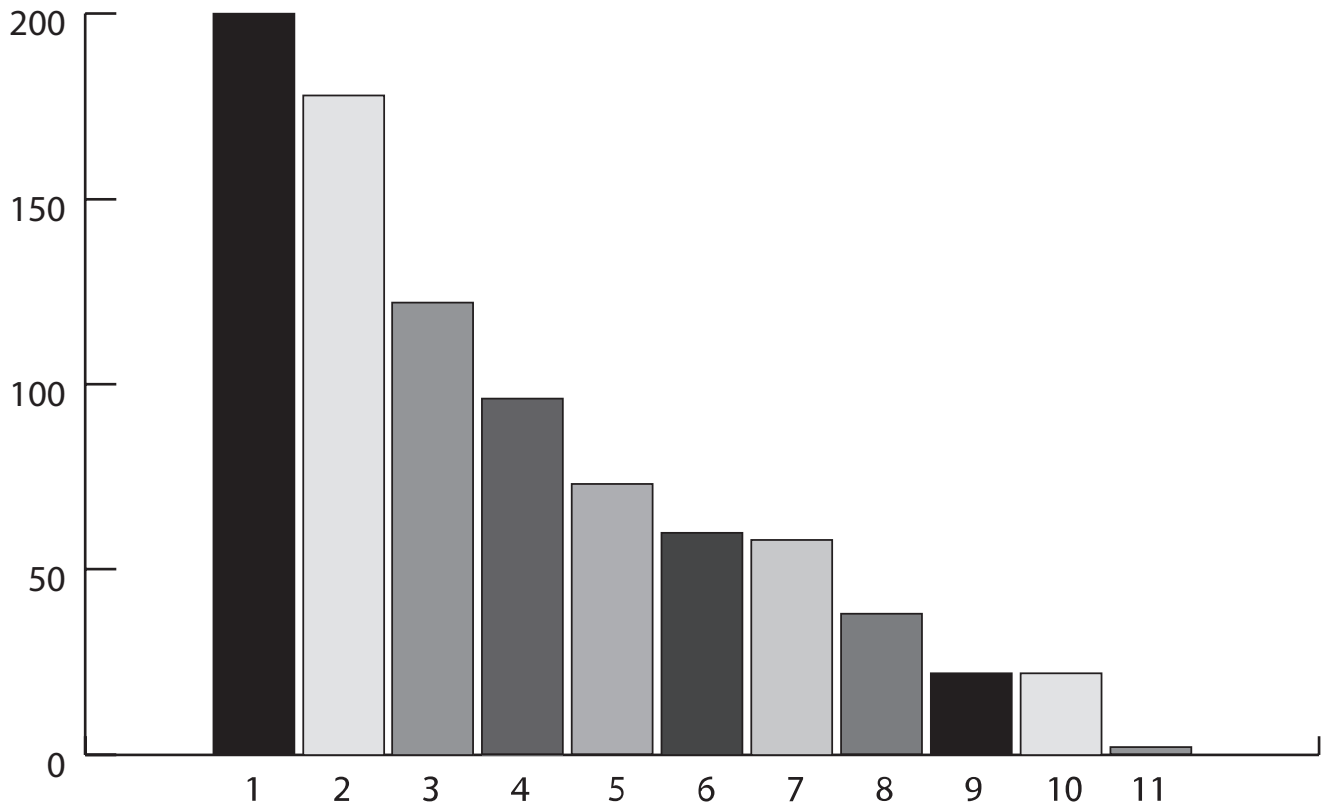
##### Boys

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

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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?

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

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

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

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

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*\*\* 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.

<b>A participant-centred environment looks like this:</b>	<b>A coach-centred environment looks like this:</b>
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.

<b>A participant-centred environment results in participants who:</b>	<b>A coach-centred environment results in participants who:</b>
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.

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List the advantages of the Player-Centred Approach.

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

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

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## ARE YOU A POSITIVE COACH?

# 1 - Most of the time

# 2 - Some of the time

# 3 - With difficulty or never

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

## **SUMMARY**

### **The Spirit of Lacrosse and the Coach's Responsibility**

#### **The message from Modules 1 & 2 is that if:**

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

**The Spirit of Lacrosse will Grow.**

**WORKBOOK OBJECTIVES: Select and write your Module 2 Objective**

## APPENDIX A – COACHING TIPS

Become a student of the game—learn the rules, always try to do something better:

- take a referee's certification course- this can be a huge advantage against an inexperienced coach,
- read magazines and coaching books about field lacrosse,
- watch live or on video Elite games for ideas,
- attend the U.S. National Lacrosse Coaches Convention in January,
- don't be afraid to ask other coaches questions,
- steal ideas from other people- the same play that kills you time and time again,
- use it yourself,
- keep field lacrosse fun but safe—make drills and scrimmages competitive to simulate game situations.

Sideline behaviour must be gentlemanly at all times:

- model the behaviour you hope your kids will display,
- treat the officials with respect and the players will too,
- you lose control or get “rattled” and the kids will follow your lead,
- reward team play,
- stress fundamentals such as driving, passing, shooting and defensive drills,
- POSSESSION wins games—limit unforced errors and turnovers,
- encourage attendance at camps, clinics and Provincial try-outs—kids don't see the value in trying out with the chance of not making it—playing with the best makes you better.

### Emphasis on Fun or Specializing

Focus on Fun:

- kids play all positions for one quarter or at least rotate,
- scores shouldn't matter as long as the kids are having fun,
- developing field lacrosse fundamentals.

Focus on Specializing:

- players specialize at each position,
- focus is on strategy, play-making and game plans,
- winning is attempted each game.

Age Levels:

Fun for U-9 and U-11, Fun/Specializing for U-13, and Specializing for U-15 and U-17.



## APPENDIX B – RECRUITING AND SCHOLARSHIPS

### Recruiting

1. What are coaches looking for in prospective student-athletes?
  - Good Students
  - Personality: honest, respectful
  - Motivated, self-driven people
  - Coachability
  - Attitude when they make a mistake, losing
  - Game Sense
  - Team Players—role players
  - Work Habits, practice
  - Competitors
  - Solid Fundamentals
  - General Athleticism: speed, strength, agility
  - Commitment to Lacrosse, exposure to games
  
2. How youth coaches can prepare youth players for the next level and ultimately for college play:
  - Keep the emphasis on academics first and lacrosse second.
  - Expose them to a wide variety of college lacrosse games/teams.
  - Take players as a team to a high level game to develop role models and heroes.
  - Encourage kids to have dreams and set goals.
  - Teach, emphasize and reward team play.
  - Stress fundamentals and possession skills.
  - Promote playing more than one sport—coaches want good athletes not just good lacrosse players.
  - Encourage attendance at camps and clinics as a way to have fun with the game and help develop skills.
  
3. What do interested players have to do to get a scholarship in the US?
  - Maintain a high Grade Point Average (GPA)—B or higher.
  - Score above 1000 on their SAT (Scholastic Aptitude Test).
  - Contact colleges and universities themselves, during their grade 11 year.
  - Get a letter of reference from coaches.
  - Send videotape of their games—NOT A HIGHLIGHT REEL.
  - Get through the NCAA Clearing House.

## Scholarships

1. What type of scholarships are out there?

### **DIVISION I**

Syracuse, Virginia, Canisius:

- Difficult to get but possible depending on the program.
- 12.6 scholarships per year, freshman class of 8 –10 players, approximately 3 per year.

### **DIVISION II**

Adelphi, Limestone, C.W. Post, Mercyhurst:

- A lot of movement recently.
- Majority are partial scholarships but easier to get than Division I.

### **DIVISION III**

Colby College, Whittier, Salisbury State:

- Financial Aid packages but expensive.

### **JUNIOR COLLEGE**

Herkimer, Anne Arundel:

- Get noticed and then transfer.

### **UNITED STATES LACROSSE INTERCOLLEGIATE ASSOCIATES (U.S.L.I.A.)**

Simon Fraser, Sonoma State, Arizona, Cal-Berkeley, Stanford:

- Possible Room and Board but no scholarships.

**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

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Psycho/  
Social/ Emotional

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Physical

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Learning Ability or  
Readiness

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**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.

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**Task 3**

Choose two players you are currently coaching:

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

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

1. (Name) \_\_\_\_\_

Grip & Cradle     Level 1             Level 2             Level 3             Level 4

Ground Balls       Level 1             Level 2             Level 3             Level 4

Catching             Level 1             Level 2             Level 3             Level 4

Overhand Pass     Level 1             Level 2             Level 3             Level 4

2. (Name) \_\_\_\_\_

Grip & Cradle     Level 1             Level 2             Level 3             Level 4

Ground Balls       Level 1             Level 2             Level 3             Level 4

Catching             Level 1             Level 2             Level 3             Level 4

Overhand Pass     Level 1             Level 2             Level 3             Level 4

What are your conclusions?

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**Skill Assessment Chart: GRIP & CRADLE**

<b>Criteria/ Level 1</b>	<b>1 Beginner</b>	<b>2 Beginner - Intermediate</b>	<b>3 Intermediate</b>	<b>4 Intermediate</b>	<b>5 Advance</b>
<b>Top hand Grip</b>	-Tight grip, V at back of stick; Poor positioning	-Top hand not at throat of stick; Stick moves in hand, rotates in hand; Visually out of proper positioning	Top hand at throat of stick; Relaxed grip; V formed with thumb and fore finger at front of stick	- Top hand at throat of stick; Relaxed grip; V formed with thumb and forefinger at front of stick; demonstrates some ability to use one hand on stick	- Top hand at throat of stick at appropriate times; Relaxed grip; V formed with thumb and forefinger at front of stick; demonstrates some ability to use one hand on stick
<b>Bottom hand/arm Grip</b>	- Too far up the shaft of stick; difficulty in maintaining 90 degree angle	- Not at butt end of stick; greater than 90 degree angle same situation	- Bottom hand/arm at waist level (90 degree angle)	- Bottom hand/arm at waist level (90 degree angle)	Bottom hand/arm at waist level (90 degree angle)
<b>Motion of Cradle</b>	- Very mechanical motion; arms not synchronized concentrating on stick, looking at ball	- Very mechanical motion; too much wrist action; not enough forearm action; not utilizing bottom arm to power the cradle	- Has rhythmical motion to cradle using full arm motion; beginning to change levels when cradling; attempting to use bottom arm to power the cradle	- Has rhythmical motion to cradle plus demonstrates some creativity in motion (i.e., change of level to protect ball); - Bottom arm providing power to cradle	- Has rhythmical motion to cradle; has a creative style to cradle (i.e., can use cradle to beat an opponent); - Bottom arm providing power to cradle
<b>Practice situations</b>	- Requires constant reminders/demos of proper technique	- Requires some reminders of technique; coach must build in "weak hand" situations into drills	- Demonstrates good technique in most drill situations; attempts weak hand on own	- Demonstrates good technique in drill situations; Works on weak hand in all practice situations	- Creative flare to cradling drills; regularly uses weak hand in drills
<b>Game play</b>	- Will drop ball in open field situations; no ability to control ball in marking situations	- Can handle ball in open field; lacks confidence in cradling in tight marking situations	- Very confident in open field; becoming more confident cradling in tight marking situations	- Concentration is on the flow of the game rather than the stick	- Confident with cradling in tight situations; maintains flow of game
<b>Switching hands</b>	- No weak hand competency	- Limited weak hand competency; would not attempt weak hand in game situation	- Becoming comfortable with switching hands, might attempt to use weak hand in open field game situation	- Able to use both hands in game situations; will revert back to dominate hand	- Very difficult to mark as can use both hands equally well; uses weak hand to their

## Skill Assessment Chart: GROUND BALLS

Criteria/ Level 1	1 Beginner	2 Beginner - Intermediate	3 Intermediate	4 Intermediate	5 Advance
<b>Hand &amp; Body positioning</b>	<ul style="list-style-type: none"> <li>- Knees not bent resulting in sliding top hand down the shaft of stick</li> <li>- Not planting foot beside the ball on the pick up</li> <li>- Doesn't focus well on ball</li> </ul>	<ul style="list-style-type: none"> <li>- Stick not parallel to ground</li> <li>- Body not low enough; learning to bend knees</li> <li>- Not always focused on ball distracted by opposing player</li> </ul>	<ul style="list-style-type: none"> <li>- Knuckles on ground; both hands on stick</li> <li>- Stick parallel to ground</li> <li>- Plants foot beside the ball</li> <li>- Knees bent &amp; butt down</li> <li>- Eyes focused on ball</li> <li>- Aware of opponent but may not cut them off</li> </ul>	<ul style="list-style-type: none"> <li>- Knuckles on ground; both hands on stick</li> <li>- Stick parallel to ground</li> <li>- Plants foot beside the ball</li> <li>- Knees bent &amp; butt down</li> <li>- Eyes focused on ball</li> <li>- Cuts opponent off to ensure they are first to the ball</li> </ul>	<ul style="list-style-type: none"> <li>- Technically correct body positioning</li> <li>- Anticipates the ground ball well</li> <li>- Takes the shortest route to get to the ball</li> </ul>
<b>Recovery of ball &amp; Transition to Cradle</b>	<ul style="list-style-type: none"> <li>- Stops to recover ball resulting in another loose ball as it is checked almost immediately</li> <li>- Frequently pushes the ball along the ground</li> <li>- Doesn't block out opposition with body</li> </ul>	<ul style="list-style-type: none"> <li>- Slows down to recover ball</li> <li>- Occasionally pushes the ball along ground</li> <li>- Doesn't block out opposition with body</li> <li>- Often bobbles the ball and can recover but forgets to cradle</li> </ul>	<ul style="list-style-type: none"> <li>- Begins cradle as soon as ball is in stick</li> <li>- Maintains speed as approaches ball</li> <li>- Recovery is smooth, rarely bobbles the ball</li> <li>- Sometimes blocks out opposition with body</li> </ul>	<ul style="list-style-type: none"> <li>- Immediately protects ball by changing cradling level quickly</li> <li>- Maintains speed as approaches ball</li> <li>- Runs aggressively through the ball</li> <li>- Recovery is smooth, no bobbling of ball</li> <li>- Blocks out opposition with body</li> </ul>	<ul style="list-style-type: none"> <li>- Aggressive in traffic to win ground ball</li> <li>- Good instincts</li> <li>- Blocks out opposition with body</li> <li>- Immediately protects ball by changing cradling level quickly</li> </ul>
<b>Practice situations</b>	<ul style="list-style-type: none"> <li>- Requires constant reminders/demos of proper technique; bobbles ball in practice situations too</li> </ul>	<ul style="list-style-type: none"> <li>- Requires some reminders of technique; can perform skill in practice</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates good technique in drill situations</li> </ul>	<ul style="list-style-type: none"> <li>- Works on weak hand in all practice situations; pick ups are becoming more consistent with weak hand</li> </ul>	<ul style="list-style-type: none"> <li>- Uses both hands equally well recovering ground balls</li> </ul>
<b>Game play</b>	<ul style="list-style-type: none"> <li>- Pushes ground balls along; fear of crowds</li> </ul>	<ul style="list-style-type: none"> <li>- Picks up most open field ground balls cleanly; still having problems with crowds</li> </ul>	<ul style="list-style-type: none"> <li>- Executes well in open field game; becoming more confident in crowds</li> </ul>	<ul style="list-style-type: none"> <li>- Confident in crowds; shows determination in winning ground balls</li> </ul>	<ul style="list-style-type: none"> <li>- Wins most ground ball situations</li> </ul>
<b>Switching hands (using both hands)</b>	<ul style="list-style-type: none"> <li>- No weak hand competency</li> </ul>	<ul style="list-style-type: none"> <li>- Limited weak hand competency; will attempt in practice situations</li> </ul>	<ul style="list-style-type: none"> <li>- Attempts to use either hand in open field situation</li> </ul>	<ul style="list-style-type: none"> <li>- Able to use both hands in game situations; will revert back to dominate hand space permitting to get the ground ball</li> </ul>	<ul style="list-style-type: none"> <li>- Mechanics executed well with either hand; will use most advantageous hand for winning the ground ball</li> </ul>

**Skill Assessment Chart: CATCHING**

<b>Criteria/ Level 1</b>	<b>1 Beginner</b>	<b>2 Beginner - Intermediate</b>	<b>3 Intermediate</b>	<b>4 Intermediate</b>	<b>5 Advance</b>
<b>Giving a Target</b>	- Standing stationary when giving a target - Rigid, elbow stiff	- Attempts catching on the run; target up high only	- Establishes a visible target with stick; attempts different levels	- Establishes a visible target with stick at a variety of levels	- Gives target in advantageous position including off-stick side
<b>Receiving the ball</b>	- No give; doesn't absorb the ball - Often bobbles the ball - Stationary catch only	- Attempts catching on the run; target up high only	- Cushions the ball by absorbing with arms - Able to catch at all levels with both hands - Able to maintain good foot speed when catching the ball	- Ability to catch at all levels with both hands - Capable of catching while closely marked - Performed at top speed	- Catches at all levels with both hands - Capable of catching while closely marked - Performed at top speed - Effective catch in heavy traffic
<b>Transition to Cradle</b>	- No cradle, so focused on catching the ball	- Attempts to cradle after catching; often too much wrist and not enough arms	- "V" in front of stick allowing smooth transition to the cradle - Absorbs ball and immediately goes into cradling motion	- Proper stick positioning for cradle - Comfortable in closely marked situations	- Proper stick positioning for cradle - Catches & switches hands immediately
<b>Practice situations</b>	- Requires constant reminders/demonstrations of proper technique	- Requires some reminders of technique - Works on weak hand in practice situations; wouldn't use in a game yet	- Demonstrates good technique in drill situations; concentrates well on technique - Developing confidence in weak hand	- Concentrates on tight marking situations - Good with weak hand	- Works on one hand catches; both hands equally strong
<b>Game play</b>	- Struggling to perform open field catches properly; cannot maintain possession of the ball in pressure situations	- Can make open field catches; even though technique is not correct - Panics under pressure resulting in drop ball situations	- Open field catches are executed properly; not as confident in tight situations; uses mostly predominant hand (strong); starting to use weak hand	- Comfortable catching in tight situations and at different levels - Will use either hand to their advantage	- Confident with receiving in tight situations and at different levels; ability to get their stick on all passes no matter where they are - Uses both hands effectively
<b>Use of Weak Hand</b>	- No weak hand competency	- Limited weak hand competency; will attempt in practice situations	- Becoming comfortable with switching hands, attempt to use weak hand catch in open field situation	- Able to use both hands to catch in game situations; will switch to dominate hand, space permitting, to make the next pass	- Very difficult to mark as can use both hands equally well; mechanics executed well with either hand

**Skill Assessment Chart: OVERHAND PASS**

<b>Criteria/ Level 1</b>	<b>1 Beginner</b>	<b>2 Beginner - Intermediate</b>	<b>3 Intermediate</b>	<b>4 Intermediate</b>	<b>5 Advance</b>
<b>Top hand</b>	- Poor positioning resulting in poor pass - Elbow positioned well below shoulder to begin the motion; result: poor mechanics to throw	- Top hand not at throat of stick, when it slides goes too far; result: lack of control in pass - elbow positioned below shoulder to begin the motion on most passes; result: short pass	- Top hand begins at throat of stick, slides down shaft slightly to make pass; responsible for follow through; - Elbow positioned at or slightly above shoulder to begin the motion on most passes	- Top hand begins at throat of stick, slides down shaft slightly to make pass; follows through in the direction ball is to travel; responsible for follow through - Elbow positioned at or slightly above shoulder to begin the motion	- Top hand begins at throat of stick, slides down shaft slightly to make pass; follows through in the direction ball is to travel; responsible for follow through - Arm naturally positioned with elbow slightly above shoulder to begin the motion
<b>Bottom hand/arm</b>	- Hand too far up shaft of stick; not able to generate any power when passing	- Hand not at butt end of stick; greater than 90 degree angle at elbow; not utilizing bottom arm to power the pass	- Bottom hand/arm at waist level or above; this arm powers the pass	- Bottom hand/arm above waist level; bottom arm providing power to pass; good follow through with bottom arm	- Bottom hand/arm above waist level; strong pass generated due to power provided by bottom hand
<b>Transition to Pass</b>	- Very mechanical motion; poor transition from cradle to pass: can't maintain foot speed; poor weight transfer, wrong foot forward	- Very mechanical motion; sometimes demonstrates balanced body positioning & sometimes able to maintain foot speed	- Throwing mechanics well established; opposite foot to throwing arm is forward; transition still a little rough	- Transition from cradle to passing mechanics is smooth, maintains foot speed	- Creative style to pass; very smooth transition from cradle to passing mechanics; easily maintains foot speed
<b>Practice situations</b>	- Requires constant reminders/demos of proper technique	- Requires some reminders of technique	- Demonstrates good technique in drill situations; concentrates well on technique	- Works on weak hand in practice situations; strength in weak hand passing improving	- Creative flare to passing drills; uses both hands equally well for passing
<b>Game play</b>	- Struggling to properly execute open field passes; short passes predominate; panics under pressure, reverts to poor technique	- Open field passes are sometimes executed properly; panics under pressure, reverts to poor technique	- Open field passes are executed properly; not as confident in tight situations; dominate hand used predominately	- Great open field passes; Comfortable passing in tight situations; distance better with dominate hand	- Confident with passing in tight situations; good distance with both hands
<b>Switching hands</b>	- No weak hand competency	- Limited weak hand competency; will attempt in practice situations	- Becoming comfortable with switching hands, attempt to use weak hand pass in open field situation	- Able to use both hands to pass in game situations; will revert back to dominate hand space permitting to make the pass	- Very difficult to mark as can use both hands equally well; mechanics executed well with either hand

### Task 4

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

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

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

## THE PLAYERS' FAIRPLAY CODE

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

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

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

## **Practical Application**

### **How to enhance the Emotional Intelligence of your players?**

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

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

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

Motivational Needs	Emotional Skills Learned
Achievement	
Self-determination	
Affiliation	
Sensation	

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

### **Developing Empathy, Self-Efficacy and Self-Esteem**

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

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

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

## What is self-esteem?

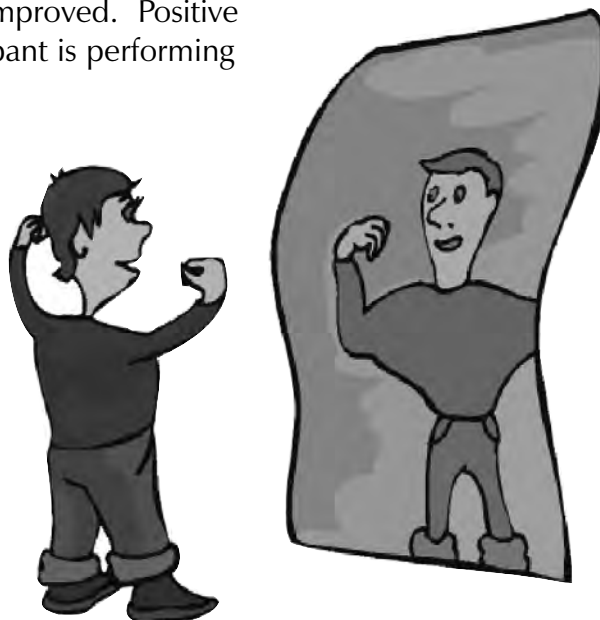
Self-esteem is an outcome of how positively an individual feels about himself/herself. A person's self-esteem can be directly affected by the positive and negative comments of others toward him/her, including those received during participation in sport.

## The importance of self-esteem in sport

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

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

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



## Tips to Help Players Develop Confidence and Self-Esteem in Various Sport Situationsa

### 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 are you are with your corrections.
- Actively seek their contribution and input.
- Respect their opinion.
- Be flexible regarding your positions and opinions.
- Value their participation.

### During a pre-competition talk

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

### After a competition win

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

### After a Competition loss

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

## Indicators of Low Self-Esteem in Players

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

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

## Tips to Help Players Improve Their Self-Esteem

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



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

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How is self-esteem developed in lacrosse?

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

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Describe ways to build self-esteem.

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## 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.



## Liability

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

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

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

### PREVENTION OF INJURIES

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

**TASK 10** Identify the risks players face in playing and practicing lacrosse.  
 Choose one of the following and share:

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

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

<b>RISKS</b>	<b>PREVENTIVE ACTION PLAN</b>
Health History	
Weather	
Equipment and Facilities	
Human Factors	

## Medical History

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

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

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

## Weather

- Outdoors: Check for debris, particularly cans and broken glass, holes on fields, and disrepair of wood and wire structures. Take note of the weather conditions and make sure there is adequate hydration protection for heat and proper clothing for cold.
- Indoors: Check for built-in structures such as metal bars or sharp corners that players could fall against.

## Equipment

- Shoes: Running shoes should be properly fitted with enough support to stabilize the ankle and with a tread that is suitable for the surface being played on.
- Protective equipment: Must be CSA approved if applicable. Must fit and be suitable for the size of the player.
- All equipment must be maintained, e.g. chin straps done up.

## Human Factors

Minimize accidental contact by:

- Individualizing the programs. Activities and games that match the ability of the players will reduce the number of loose balls, ie., teaching catching by first rolling and bouncing a ball by hand instead of throwing the ball head height.
- Design drills so that the loose balls end up on the boards instead of down the floor.
- Using assistant coaches to control activity and to snag loose balls.
- Setting and enforcing rules that control behaviour and create a sense of safety for everyone.
- Ensure that the whole playing surface is supervised at all times. This means
- When alone: position yourself so that the whole floor is within your line of site at all times.
- Divide the playing surface into sections and use Assistant Coaches to supervise each section.

Medical History Card	
Name: _____	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 <input type="checkbox"/>	Diabetes <input type="checkbox"/>
Heart Disease <input type="checkbox"/>	Seizures <input type="checkbox"/>
Other: _____	
_____	
(Specify) Other problems, previous injuries or surgery	
Headaches <input type="checkbox"/>	Blackouts <input type="checkbox"/>
Fractures <input type="checkbox"/>	Chest Pain <input type="checkbox"/>
# of Concussions _____	
Other: _____	
Are corrective lenses required No <input type="checkbox"/> Yes <input type="checkbox"/>	
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"> <li>• Risks of the activity</li> <li>• Participants' medical information</li> <li>• Participants' contact information in case of emergency</li> <li>• Facility safety checklist</li> <li>• Past injury reports</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Designing an Emergency Action Plan</li> <li>• Inspecting equipment and facilities</li> <li>• Informing participants and parents</li> <li>• Supervising activities</li> </ul>

### 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 Park: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**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:** \_\_\_\_\_

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Form completed by:

\_\_\_\_\_   
Print name

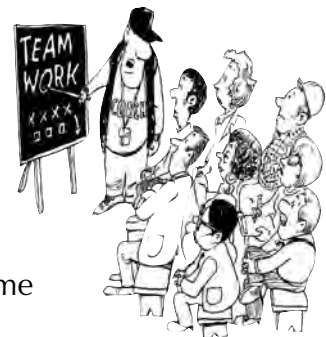
\_\_\_\_\_   
Signature

## 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.

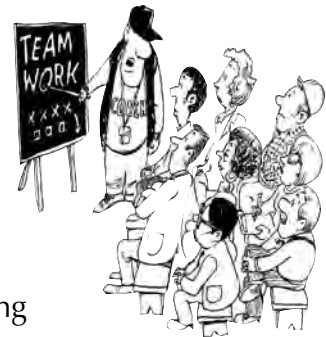


- **Know *their* Limitations.** Only do those practices in which you are trained and comfortable in doing. It is irresponsible to try to “look good” if the techniques employed increase the injury or level of discomfort. Often, simple basic techniques will be exactly what are needed. Sophisticated procedures 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

### Risk Prevention

#### **On-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 B

### 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.

**R**estrict 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

**I**ce 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

**C**ompression 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.

**E**levating 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:

**R**est, **I**ce, **C**ompression & **E**levation

For bleeding use:

**P**ressure, **I**ce, **E**levation & **R**est

For fractures use:

**R**est, **I**mmobility, **C**old & **E**levation

## Appendix C

# 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.

**B**reathing 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

**C**irculation: 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.**

**SEEK IMMEDIATE MEDICAL HELP i.e. E.A.P**

## Appendix D

### 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.

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

#### Testing for Signs

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

### 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	band-aids (assorted)
oral screw	tongue depressor/ tongue forceps
latex gloves	sterile gauze
adhesive tape	utility scissors
pen and notepad	quarters



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- 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.**

## 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 tenses 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

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

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

**Tongue Depressors** These are useful as small splints for fingers and toes.<sup>1</sup> 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.

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



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

**GOAL:** To prepare coaches to teach both the individual and team fundamentals of Men's field 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 Men's field lacrosse into their five phases.
- Demonstrate each lacrosse skill in a fundamentally correct way.
- Identify the common errors in performing the skills and provide feedback.
- Understand the principles of offence and defence

**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 FUNDAMENTALS OF OFFENSE

### 1 HOLDING THE STICK/READY POSITION

This is a pre-skill that must be taught before performance of the majority of fundamental skills.

#### Preliminary Movements

**PURPOSE OF SKILL:** The athlete will be able to execute the proper method of holding and utilizing a 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.

#### READY POSITION OF STICK

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



#### COMMON FAULTS

1. The natural way to hold the stick is to let the arms hang down at side (hockey stick position). If this position becomes a habit, players will end up missing many opportunities to maintain or gain possession of the ball.
2. 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.

## 2 THE CRADLE

There are two types of cradles that are utilized in field lacrosse—one and two hand.

### Preliminary Movements/Preparation Movements

**PURPOSE OF SKILL:** For athlete to maintain control of the ball. Cradling combines the action of the wrist and the pocket of the stick to absorb the centrifugal force caused as the arm moves back and forth when an athlete is running. In effect, the pocket of the stick is turned to catch the ball at the end of each arm swing.

#### TWO HAND GRIP

1. Utilize a natural grip when holding the stick—soft hands.
2. Upper Hand: Hold stick in a way the athlete feels most comfortable. The “V” formed by the thumb and the index finger is placed near the throat of the stick.
3. Lower Hand: Grasps the handle at the butt end with the palm facing down. The lower forearm is held parallel to the ground at waist level. The stick is held in a vertical (ready position) in the front of the body.

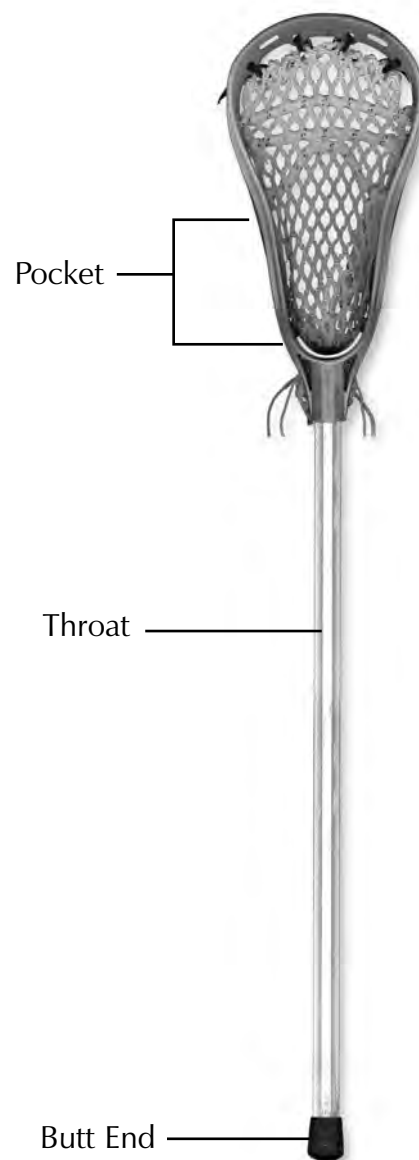
#### ONE HAND GRIP

1. Utilize a natural grip when holding the stick—soft hands.
2. Upper Hand: Hold stick in a way the athlete feels most comfortable. The “V” formed by the thumb and the index finger is placed near the throat of the stick.
3. Lower Hand: Does not grasp the stick, but is extended in front of the body in an inverted “V” with palm of hand facing the ground.

### Force Producing Movements

Applies to both styles of cradling the ball.

1. The top hand creates the cradling motion by using the wrist.
2. Wrist action: Develop the wrist action by flexing and extending the wrist.
3. Bottom hand acts as a guide and does not cradle.



## Critical Instant

1. The cradling action should be in time with the speed of the athlete as they move. This is done to ensure that the ball does not become dislodged. (Slow run = slower cradle; fast running requires an increase in the cradling motion.)



The Cradle (one hand grip)



The Cradle (two hand grip)

## COMMON FAULTS

1. During the cradling motion, the head of the Crosse may move in a direction opposite to that of the butt of the stick. Have athletes carry the stick in a vertical position to limit this problem.
2. The ball may fall out of stick while cradling. This requires that the arm and wrist should be relaxed during the cradling to ensure a smooth and soft motion.

### 3 THE PICKUP – GROUND BALLS

#### Preliminary Movements

**PURPOSE OF SKILL:** For athlete to utilize the correct stick, motion and body position, to pick up a ground ball.

1. Both hands should be on the stick.
2. Position the instep of the lead foot (right handers place their right foot and left handers place left foot) beside the ball. The back foot is placed comfortably spaced behind the lead foot.

#### Preparation Movements

1. Bend both knees so that the body is low to the ground.
2. Head and shoulders should be positioned over the top of the ball.
3. The stick is held almost parallel to the ground with top hand near the throat of the stick. Bottom hand at butt of stick near ground.
4. Head of stick should be squarely behind the ball.

#### Force Producing Movements

1. With eye on the ball, place scoop under the ball.
2. Thrust off the back foot.
3. Accelerate the arms and stick forward and underneath the ball.

#### Follow-Through

1. Scoop under the ball and bring the stick to the ready position (vertical).
2. Begin cradling motion to ensure the ball remains in pocket.
3. The ground ball should be picked up at a running speed.

#### Critical Instant

1. The head of the stick slides under the ball as a forward thrust and downward movement of the bottom hand drives the ball into the pocket.

#### COMMON FAULTS

1. Not bending the knees or lowering the stick handle may cause the head to jam into the ground or pushes the ball without driving it into the pocket.
2. By not properly approaching the ball and getting low to the ground the athlete becomes vulnerable or is in a weak position to pick up the ground ball.



## 4 CATCHING

In field lacrosse, this skill should be attempted, and competency should be drilled for both hands, and sides of the body.

### Preliminary Movements

**PURPOSE OF SKILL:** To gain control of an airborne ball in a controlled manner when stationary as well as in motion.

1. Start with stick in the ready position presenting a target to the passer. Stick face must be facing the passer.
2. Arms should be slightly forward of body.
3. Top arm should be close to head of athlete.
4. Top hand grips the stick near the throat.
5. Thumbs are along the shaft and the wrists are soft.

### Preparation Movements

1. Keep eyes on the path of the ball.
2. Place the head of stick in the path of the ball.

### Force Producing Movements

1. Cushion the incoming ball by allowing the arms to give back slightly.
2. Keep arms and wrists soft to absorb the impact.

### Critical Instant

1. The ball enters the pocket.

### Follow-Through

1. Upon entry of the ball to the pocket, begin cradling the ball to ensure it remains there.
2. Return the stick to the ready position.

### COMMON FAULTS

1. There may be a tendency to bat at the ball.
2. The ball may drop out of the pocket if upper hand remains rigid.
3. The ball may strike the side of the stick if the upper hand and eyes do not coordinate the catching process. Have the upper hand move closer to the throat of the stick.





## 5 PASSING

In field lacrosse this skill should be attempted and competency should be drilled for both hands and sides of the body.

### Preliminary Movements

**PURPOSE OF SKILL:** The athlete must be able to transfer control of the ball to another player in an airborne manner by using an overhand pass.

1. Shoulder and foot movement is similar to those used when throwing a baseball.
2. Place the shoulder toward the target.
3. Feet should be about shoulder width apart.
4. Arms are extended back slightly.

### Preparation Movements

1. Raise the head of the stick behind the shoulder with the butt pointing at the target (elbow should point at the target).
2. The leg opposite to the top hand is set forward.
3. Weight is on back foot.

### Force Producing Movements

1. Leg opposite to the top hand steps toward the target.
2. Shift weight from back leg to the forward leg.
3. Push the stick with the top hand while pulling with the bottom hand, driving the arms forward.

### Critical Instant

1. The hands act as a fulcrum that propels the ball out of the pocket in the direction determined by the placement of elbow.
2. The wrists add the snap as the ball is released.

### Follow-Through

1. The head of the stick must follow through and point at the intended target.
2. The back foot moves forward to finish the transfer of weight.

### COMMON FAULTS

1. The top hand may be too close to the throat, which does not allow for leverage.
2. The top hand may attempt to push the ball without pulling with the bottom hand.
3. Stepping with the wrong foot will not allow a smooth transfer of weight.
4. The stick should remain level during the preparation to throw so that the ball does not fall out.



## 6 SHOOTING

In field lacrosse this skill should be attempted and competency should be drilled for both hands and sides of the body.

### Preliminary Movements

**PURPOSE OF SKILL:** The athlete must be able direct the ball toward the goal in an effort to score a point.

1. Shooting is an extension of passing the ball, but requires precision, force and timing.
2. The stick is drawn to the throwing position quickly for the overhand shot.
3. Attention must be paid to the position of the goaltender and placement of an accurate shot.

### Preparation Movements

1. The same movements as passing, except an increased emphasis must be placed on pointing the lead foot towards the goal, to ensure accuracy.

### Force Producing Movements

1. Force comes from the strong pull of the bottom hand.
2. By taking a hard aggressive step towards the goal, a powerful transfer of weight occurs.
3. The force must come from a combination of legs, hips, arms and shoulders. Too much force generated at one of these points can effect accuracy.

### Critical Instant

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

### Follow-Through

1. The head of the stick must follow through and point at the place in the goal intended as the target.



Shooting (Step 1)



Shooting (Step 2)

### COMMON FAULTS

1. The top hand may be too close to the throat, which does not allow for leverage.
2. The top hand may attempt to push the ball without pulling with the bottom hand.
3. Stepping with the wrong foot will not allow a smooth transfer of weight.
4. The stick should remain level during the preparation to throw so that the ball does not fall out.
5. Lack of power on a shot requires a more aggressive transfer of weight during the throwing sequence.

## 7 INDIVIDUAL OFFENSE – CUTTING

### Preliminary Movements

PURPOSE OF SKILL: To elude a defender by using misdirection and moving to open space or prime scoring areas.

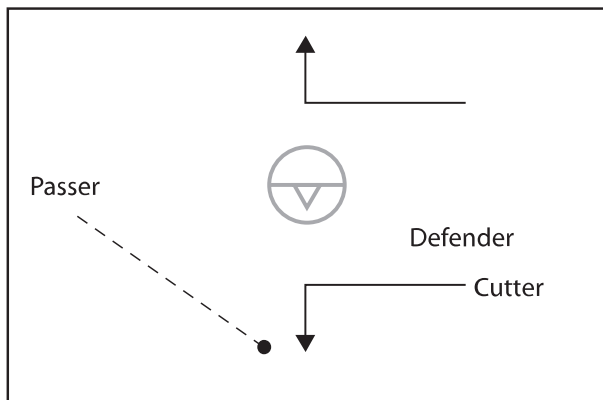
1. Keep stick in the ready position.
2. Move toward the defender by running hard at them.

### Preparation Movements

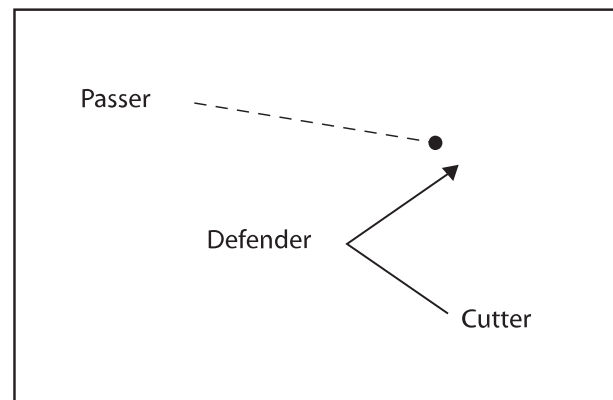
1. Drive defender in the direction opposite to which you wish to go.

### Force Producing Movements

1. Push off the planted foot to create a sharp change of direction.
2. Accelerate to an open space by using a “L” cut or “V” cut.



“L” Cut



“V” Cut

### Critical Instant

1. The quick change of direction should create an opportunity to lose the checking defender.

### Follow-Through

1. Have the stick in the ready position to pass, shoot, or receive a pass.

### COMMON FAULTS

1. Not moving aggressively toward the defender and execution of a hard cut will indicate the direction of the cut.
2. Sticks not in the ready position during the cut will lead to missed opportunities to pass, shoot or receive a pass.

## 8 INDIVIDUAL OFFENSE – DODGING

Two types of dodges are standard with slight variations and preferences by advanced coaches. Each category has been divided to support each dodge.

### Preliminary Movements

PURPOSE OF SKILL: For the offensive player, usually with the ball, to elude the defender.

#### BULL DODGE

1. Move toward the defender protecting the ball with the body (this may be with two hand or one hand cradle).
2. Stick should be as vertical as possible.

#### ROLL DODGE

1. Move toward the defender protecting the ball with the body using a one hand cradle.

### Preparation Movements

#### BULL DODGE

1. At a stick length from the defender, fake in a direction opposite to where you wish to go.
2. Plant lead foot (the one opposite to the direction of desired dodge).

#### ROLL DODGE

1. At a stick length from defender prepare to dodge.
2. Fake with body to the direction to where you wish to go.
3. Plant pivot foot on opposite side of desired direction.

### Force Producing Movements

#### BULL DODGE

1. Push off lead foot and accelerate to open space pass the defender.

#### ROLL DODGE

1. Pivot off lead foot with back to defender and roll body past defender.

### Critical Instant

#### BULL DODGE

1. During the push off with the lead foot, the stick must be parallel to the body to ensure it remains protected from reaction of the defender.

## ROLL DODGE

1. During the roll, the stick must switch hands while the back is turned to the defender to protect the ball.

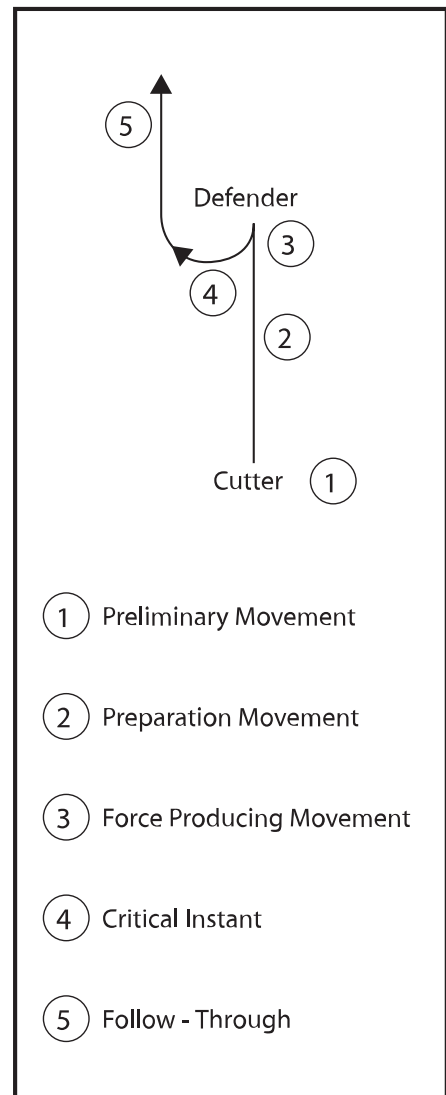
### Follow-Through

This applies to both dodges.

1. The stick should remain in the vertical position.
2. The stick should return to the ready position.
3. Accelerate to an open space.



**The Bull Dodge**



### COMMON FAULTS

1. Players may not elude their defender if they take a wide path around during the dodge.
2. Dodges that begin too early allow defenders to react to the dodge.

## 9 INDIVIDUAL DEFENSE – THE POKE CHECK

### Preliminary Movements

PURPOSE OF SKILL: To defend against a player attempting to gain access to prime scoring areas, prevent good shots or to force a turn over of the ball.

1. Must establish a defensive position between the opponent and the goal (back toward the goal, facing the opponent).
2. Stick should be held up in an effort to block potential passes.

### Preparation Movements

1. Knees should be flexed.
2. Weight should be on the balls of the feet.
3. Eyes should be upon the opponent's chest.
4. Feet must move continually in a shuffle to maintain position.
5. Arms are flexed for strength and position.
6. Stick should be in the ready position until opponent moves aggressively towards a scoring area.
7. If opponent becomes a threat, the stick should be dropped to hip height pointing toward opponent.
8. The top hand should form a guide with the elbow up. This creates a "V" shape with the arm forming one side and the stick the other.
9. The bottom hand should grip tightly to thrust the stick.



### Force Producing Movements

1. Once an opponent has received a pass a quick thrust of the stick should be made (bottom hand meets the top hand producing a controlled thrust of the stick).
2. The target of the thrust should be the bottom glove on the opponent's stick at hip height (this tends to be the closest target of opportunity).

### Critical Instant

1. Several quick "poke" checks must be delivered in the attempt to dislodge the ball.

### Follow-Through

1. Recovery from the check by moving the feet and returning to the defensive stance must be maintained to be ready for the next check.

### COMMON FAULTS

1. Not moving feet during the drive by opponent towards the scoring area.
2. Watching the opponents eyes as opposed to their chest
3. Standing in an upright position instead of a defensive stance, knees flexed and on balls of feet.

## 10 INDIVIDUAL DEFENSE – THE SLAP CHECK

### Preliminary Movements

PURPOSE OF SKILL: To defend against a player attempting to gain access to prime scoring areas, prevent good shots or to force a turn over of the ball.

1. Must establish a defensive position between the opponent and the goal (back toward the goal, fac-ing the opponent).
2. Stick should be held in front of the offensive player near the bottom-gloved hand to disrupt poten-tial passing or shooting efforts.

### Preparation Movements

1. Knees should be flexed.
2. Weight should be on the balls of the feet.
3. Eyes should be upon the opponent's chest.
4. Feet must move continually in a shuffle to maintain position.
5. Arms are flexed for strength and position.
6. Bottom hand should be at the butt of the stick. Hands should be 12–14 inches apart on the stick.
7. Stick should be at a 45° angle in front of the ball carrier's bottom hand (if cradling with two hands).
8. If the ball carrier attempts to pass or shoot, the stick should be dropped upon the lower glove or shaft of stick to interrupt the throwing or shooting motion.

### Force Producing Movements

1. Once the ball carrier has committed to passing or shooting by placing two hands upon his stick, a short chopping motion should be make towards the bottom glove or shaft.
2. The target of the slapping motion must be toward the bottom glove on the opponent's stick at hip height. (This is the best target of opportunity.)
3. The checks should not cover a distance greater than 18 inches as larger distances throw the defender off balance and are unnecessary to interfere or dislodge the ball.

### Critical Instant

1. The sharp "slap" of the check upon the bottom glove interrupts the proper flow of passing or shooting and may dislodge the ball.

### Follow-Through

1. Recovery from the check by moving the feet and returning to the defensive stance.
2. Bring the stick back to a 45° position ab ove the ball carrier's glove in preparation to administer the check again.



The Slap Check (Step 1)



The Slap Check (Step 2)

### COMMON FAULTS

1. Not moving feet during the drive by opponent towards the scoring area.
2. Watching the opponent's eyes as opposed to their chest.
3. Using a "slap" larger than 18 inches throws the balance of the body off making it hard to recover a good defensive stance.
4. Standing in an upright position instead of a defensive stance, knees flexed and on balls of feet.



## **PLAYING OFFENCE**

### **TEAM OFFENSE**

#### **Player Movement**

- Planned, purposeful movement—avoid overloading and interfering with ball carrier's path to the net.
- Maintain field balance within offensive sets.
- Always maintain a player behind goal to back up shots on goal.
- Time cuts/drives to the goal to take advantage of extra space.
- Players adjacent (beside) to the ball carrier must always be ready to receive ball in an offensive position.
- Take advantage of defensive mistakes. Be a threat when defense slides away from you and move to net.

#### **Ball Movement**

- Maintaining possession of the ball is crucial, avoid turnovers.
- Stress high percentage passes and shots, don't waste opportunities and possessions.
- Short, sharp passes away from defenders.
- Keep the ball moving to force the defense to continually adjust.
- Players must keep head up, and be ready to pass to a teammate at all times.

#### **Support the Ball Carrier**

- Provide an outlet for a pass to the ball carrier under pressure.
- Move towards every pass with the stick in the ready position.

#### **Communication**

- Call for the ball and let teammates know where help is.
- Communicate what the defensive team may be doing.
- Ensure all players know what your offensive strategy is.
- Use non-verbal communication to key timing of cuts or drives.
- Eye contact, a stick shaking or a head movement may be examples of non-verbal communication.

#### **Shooting**

- Be patient and work for shots from prime scoring area in front of the goal.
- Take high percentage shots.
- Shoot hard, quickly and accurately denying the goalie an opportunity to react.
- Vary shot locations, don't shoot to goalie's strengths (i.e. stick side)

## OFFENSIVE SETS

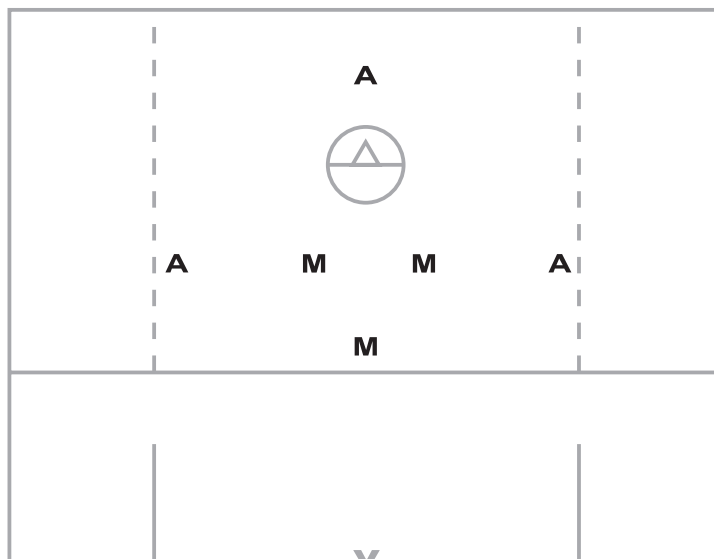
Offensive sets are plays performed by the offensive group including the three attackmen and three midfielders. There are many offensive sets or field balancing formations that players can establish prior to starting specific plays. As part of the play, the set will likely change with player movement, but players would return to that or another set at the conclusion of the play. From each set, there are almost an infinite number of specific plays that can be devised and run.

Regardless of the set, offensive teams should be looking for:

- One on one drive or dodge situations.
- Chances to take advantage of defensive errors on the dodger.
- Open teammates cutting off of screens or picks to pass the ball to.
- Support the ball carrier by moving toward the goal area when your check slides to help his defensive teammate.

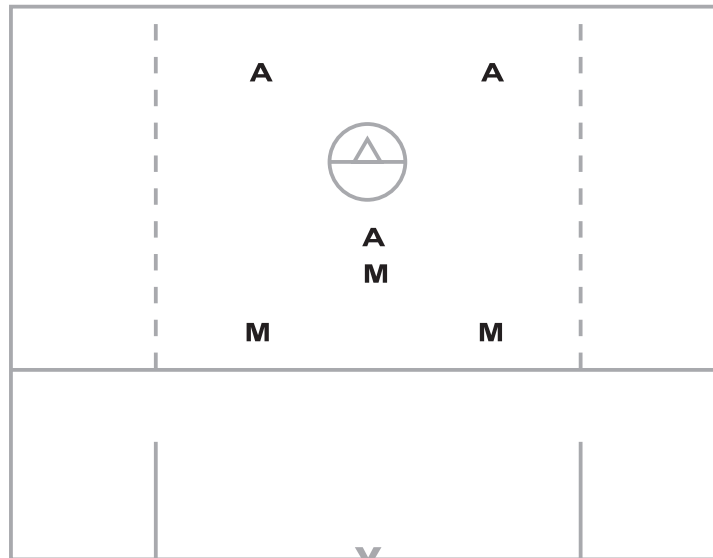
In Community Development, we will describe four basic sets, with an offense option for each.

### 1 - 4 - 1 Set

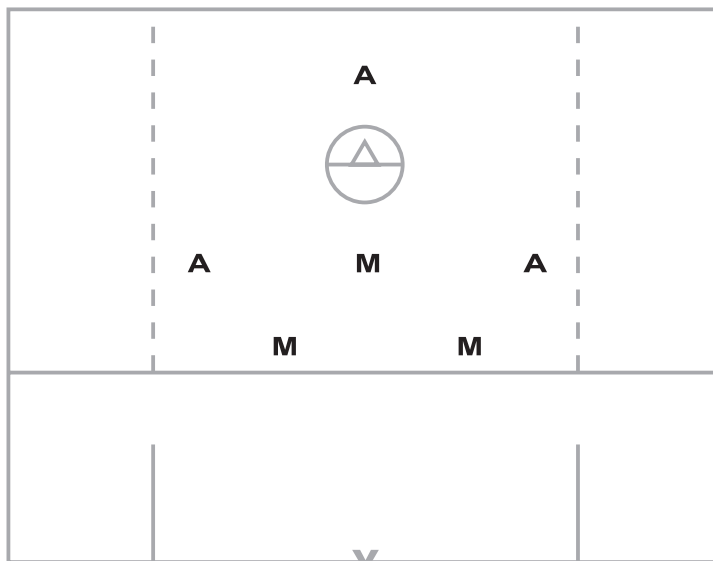


This set is ideal for attack and midfield players that can drive from behind the goal (X) or the top with either hand (left or right). It also works with players with one dominant hand. Keep four players low and flat across the top of the goal crease. The ball carrier can drive from the wing area. Use the four players across to pick and re-pick to free each other at the same time as the defense is looking to slide or double team the dodger with the ball. The ball carrier driving to the goal must also be looking to pass to an open teammate.

**2 – 2 – 2 Set**



This set works well for dodging from the top of the offensive set, however is most effective looking for cutters coming off the two “stack” players in the middle or hole. The “stack” should be set up di-agonally opposite the ball carrier, and the players should always be facing the ball (i.e. if the ball is top left, the stack should be low right, and the right side attack player cuts off the stack).

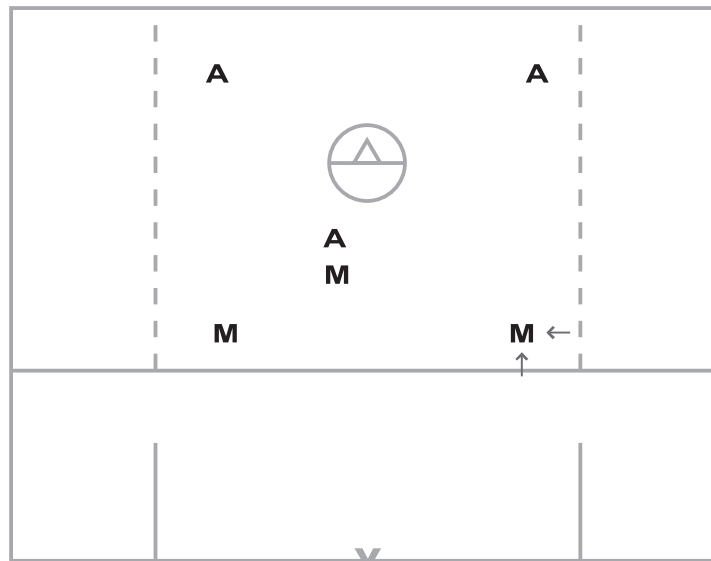


**2 – 3 – 1 Set**

This set is ideal for dodgers from either behind the goal (X) or the top. It is also very effective at opening up good outside shooters for shots from prime scoring areas on the wing or top. The key is the ball carrier needs to drive the goal, and make a second defender commit to checking him at which point the ball carrier passes the ball to an open man.

## ISOLATION PLAYS

Isolation or one/one plays can be from any set, but, for the purpose of illustration is shown in a **2 – 2 – 2 Set**.



Most good offensive opportunities start with a player driving to the goal, and making the initial defender, and often the second defender make defensive plays. The key for the offense is to find the open player when the defense reacts. As the sliding or second defender reacts and moves to the ball carrier, the corresponding offensive player must follow and move towards the net for the pass.

## FAST BREAK FORMATIONS

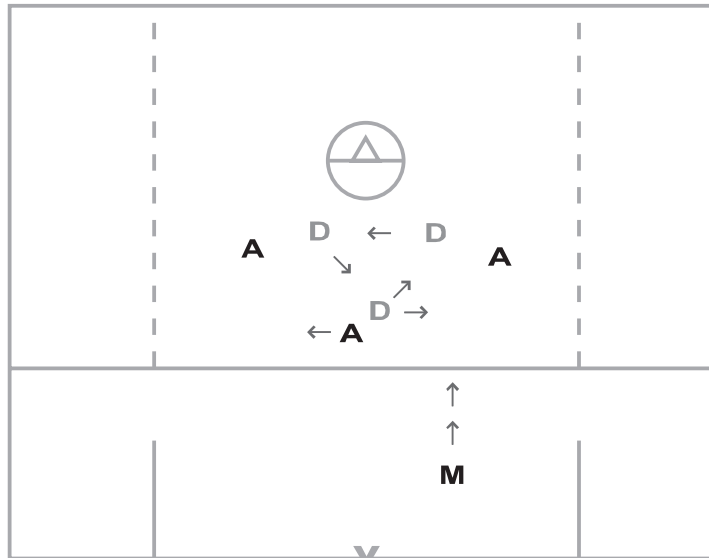
Smart use of offensive transition play or fast breaks can be an effective part of your offense.

The keys to effective fast breaks are:

- Providing support to players in transition, especially through the middle of the field.
- Passing the ball up field as quickly as possible.
- Recognizing when there are extra man opportunities, and when there are not.
- Attack players must take their checks deep to the goal area to open up the area between the restraining lines in the middle of the field.

There are a number of formations and styles to fast breaks. The simplest and most effective is the "L" setup. This set takes advantage of good stick skills and produces many scoring chances.

### L Set



As soon as a secure transition, and fast break situation is occurring, two attackman proceed to positions close to the goal crease, with the other attackman taking up a shooting spot where his strong hand is to the inside of the field. Most typical is a 4 on 3 fast break in which the leading fast break player drives to the net on the side of the field with only one offensive player, forcing the defense to slide towards him. This opens up the top or point attackman, who once in possession has a shot and or pass options to either crease. The fast break player needs to drive towards the goal, forcing the de-fense to react, and then also has skip pass options to either crease attackman.

## EXTRA MAN OFFENCE (EMO)

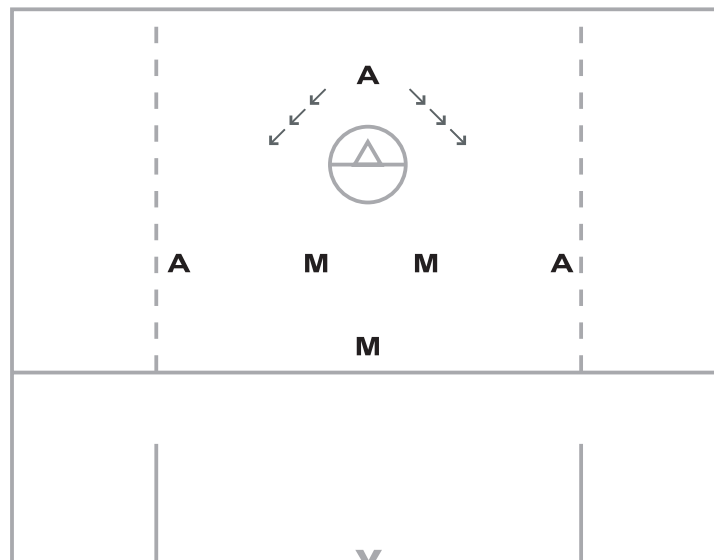
All the same as Playing Offense... plus:

- Look for 2 on 1 opportunities.
- Spread out the defense as much as possible.
- Look for safe skip passes.
- Quality shots in the prime scoring areas.
- Keep the ball moving, forcing defense to adjust.
- Be patient, if all else fails, retain possession of ball.

## EXTRA MAN OFFENSIVE SETS

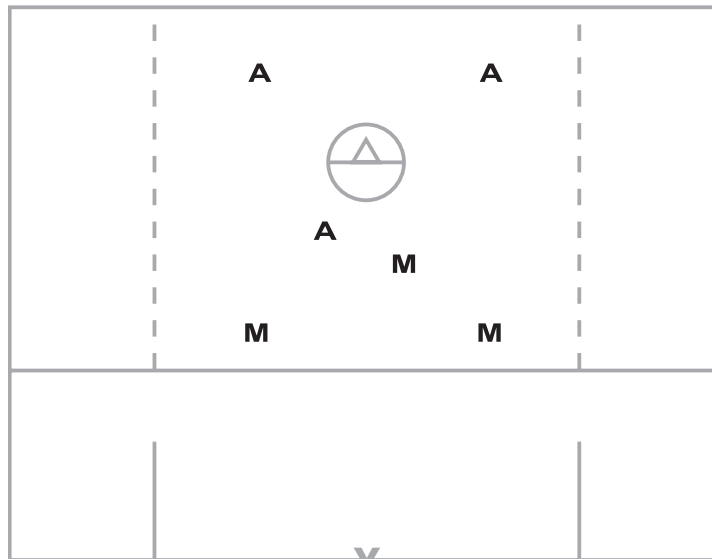
The sets for extra man situations are not necessarily different than regular 6 on 6. There tends to be less player movement, and more ball movement in attempts to work the defense out of position. Some of the following are the same sets as shown in Playing Offense, with Extra Man Offense (EMO) play options illustrated.

### 1 – 4 – 1 Set



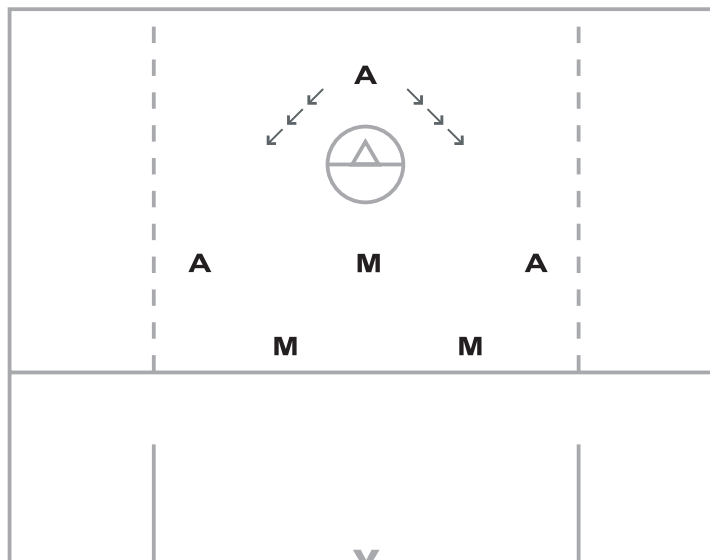
Man from behind the goal (X) drives to the net, with the purpose of shooting or drawing a defender and passing. The top midfielder must find space and be open for a high percentage shot or quick pass.

**2 – 2 – 2 Set**

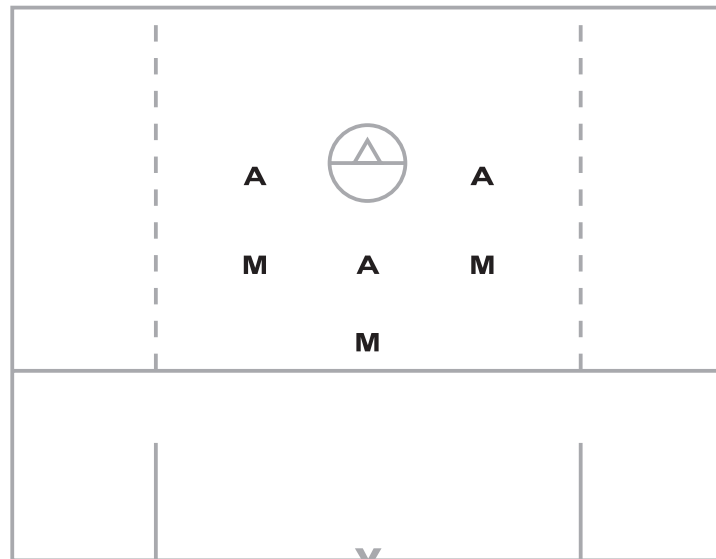


This set is less effective in EMO situation. The middle two players should not form a stack as this allows one defense to cover two men.

**2 – 3 – 1 Set**



This set works effectively with the ball behind the goal (X). If the ball carrier is not pressured, the ball carrier is a pure feeder looking for openings. If he is pressured behind the goal line, this action makes one of the top or wing players open. Look for 2 on 1 situations.

**1 – 3 – 2 (3 – 3) Set**

This is a box lacrosse power play with a man in the middle. The man in the middle moves to the open space as the ball is passed around. Players on the perimeter are looking to drag a defender opening up an adjacent teammate. When the ball is in the “X”, cutters can also be effective from the top.



## **PLAYING DEFENCE**

### **INDIVIDUAL DEFENSE**

The following are the keys to being a GREAT DEFENSIVE PLAYER.

#### **Stance**

- Feet are square to the opponent with the one foot slightly back in the direction you are travelling—stay on the balls of your feet and never cross your feet.
- Hips are square to the opponent, knees bent slightly to lower center of gravity.
- Hands are spread approximately 18 inches apart with stick in fingertips, thumbs up and fingers spread along the shaft of the stick.
- Back should be straight, not bent over.
- When pursuing properly the defender should be half a step behind the offensive player.

#### **Footwork**

When the ball carrier moves slowly, the defender can shuffle his feet keeping his shoulders square to the ball carrier. However, when the ball carrier begins to run or sprint changes need to be made quickly by the defender. The progression is as follows:

- Shuffle step (never crossing feet or bringing feet less than 30 cm apart).
- Drop step (defender brings the foot closest to the direction the ball carrier is travelling backwards “opening his hips”).
- Step across (opposite foot follows by stepping across in the direction the ball carrier is travelling and running “hip to hip”).
- Repeat these steps as the speed of the ball carrier changes.

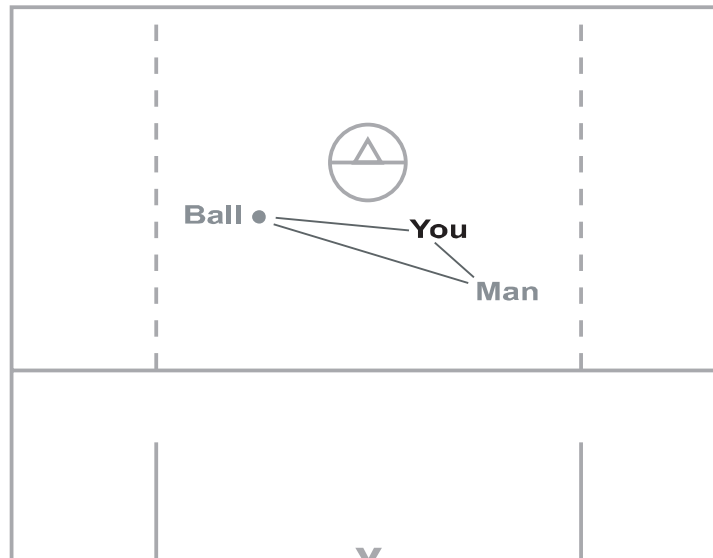
#### **Eyes**

The defender's eyes should constantly be scanning the offensive player to be aware of:

- The position of the hand on the stick may indicate what the intention is of the offensive player. One hand on the stick may mean the player is driving or dodging.
- Two hands on the stick indicates the player is passing or shooting.

#### **Body Positioning**

- Be ready to react to any situation.
- Influence the direction you want the opponent to travel.
- Always defend the prime shooting areas (or the hole).
- A step to the stick side of the opponent will decrease shooting opportunities.
- Always be aware of your check and the location of the ball.
- Always support the person checking the ball carrier by stepping back into the hole.
- Stay within a stick length of your check when he has the ball or is a potential receiver of a pass.
- The farther you are from the ball carrier, the farther you are from your check to support a defensive teammate.

**Ball – You – Man (check) in a flat triangle formation****Communication**

This is almost always the weakest component of a defensive player. Voice and language can be the most intimidating part of your defense. The following things should be communicated throughout the game on defense:

- Ball location identified by the goalie.
- Who is checking the ball carrier ("I've got ball!" or identifying uniform number).
- Support to teammates ("Help on your right!").
- When sliding to alert teammates of a rotation.

**Stick Positioning**

There are two basic positions:

- Always keep your stick in the front of the offensive player.
- Always use the entire length of your stick when defending.
- Stick is parallel to the ground at hip height.
- Your objective is to legally dislodge the ball using a check and gain possession.

## Adjacent Sliding

Adjacent sliding is moving from one defensive position away from the ball carrier to support a teammate defend the goal area. In order to support a teammate on defense we must:

- Be ready to help at all times.
- See your check and know where the ball carrier is located.
- Communicate when departing from your original check.
- Slide under control but quickly and physically.
- Take the body when checking to ensure offensive player will not slip past you.

## Individual Checks

Individual checks play a major role in defensive strategy.



**The Poke Check (Fundamental 9)**



**The Slap Check (Fundamental 10)**



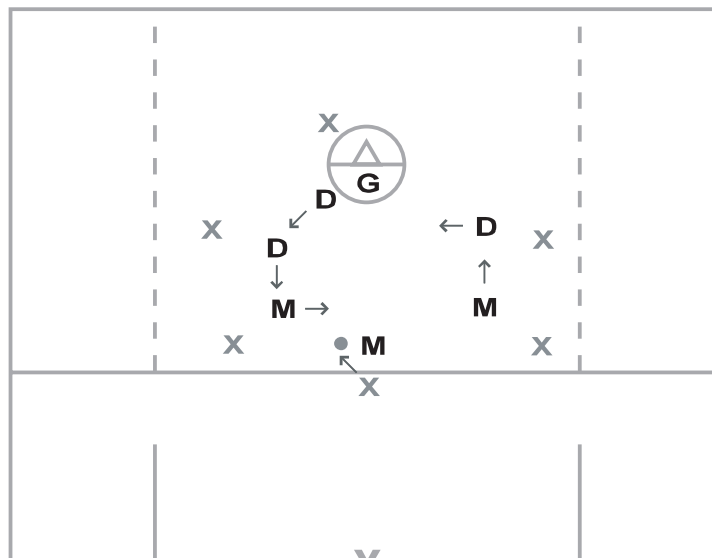
## TEAM DEFENSE

### Principles of Team Defense

- Protect the prime scoring areas.
- Communicate verbally with teammates.
- Support person checking the ball carrier.
- Proper body positioning and movement.

### 'Rotation' Sliding

This is the rotation of the defensive players to help a teammate and prevent a scoring opportunity. The defensive players to the left and right of the person checking the ball have a responsibility to "slide" to help. Depending upon the direction the ball carrier chooses, the sliding defender aggressively gets in the pathway of the driving opponent to force pass or retreat from the prime scoring area. A sliding defensive player must take the body of the opponent. (Do not swing at the stick!) As one defender leaves their check to "help", the next closest defender must slide. The slide must be directed by the check that was left open by the helping defender. In addition all other defensive players must "rotate" to cover the open man left by the previous slide. This rotation must be continued until all offensive players are once again covered. The ideal situation would be for the original "beat" defensive player to go to the last player open due to the sliding (see diagram below).



## **MAN DOWN DEFENCE (MDD)**

### **Principles of Man Down Defense**

- Protect the prime scoring areas.
- Communicate with teammates.
- Support person checking the ball carrier.
- Proper body positioning and rotation.

### **Individual Responsibilities**

#### Player on the Ball Carrier

- Turn the ball carrier away from prime scoring area.

#### Player One Pass Away

- Facing the ball carrier, stick in the middle of the field protecting the “hole”, watching for “skip” passes.

#### Man Standing Close to Crease

- Check or “front” a player tightly.

#### Two Passes Away

- Place yourself in a position that allows you to split your defensive responsibilities between both offensive players.

### **Team Responsibilities**

- Communicate with the defensive unit.
- Goalie communicates ball location, loose balls, cutters, passes to possible scorers in shooting range.
- Defense always rotates opposite of the ball's direction.
- No uncontested shots in the prime scoring area.
- Force bad passes.
- Keep sticks up and in passing lanes.
- React quickly but under control.
- Get the ball back.

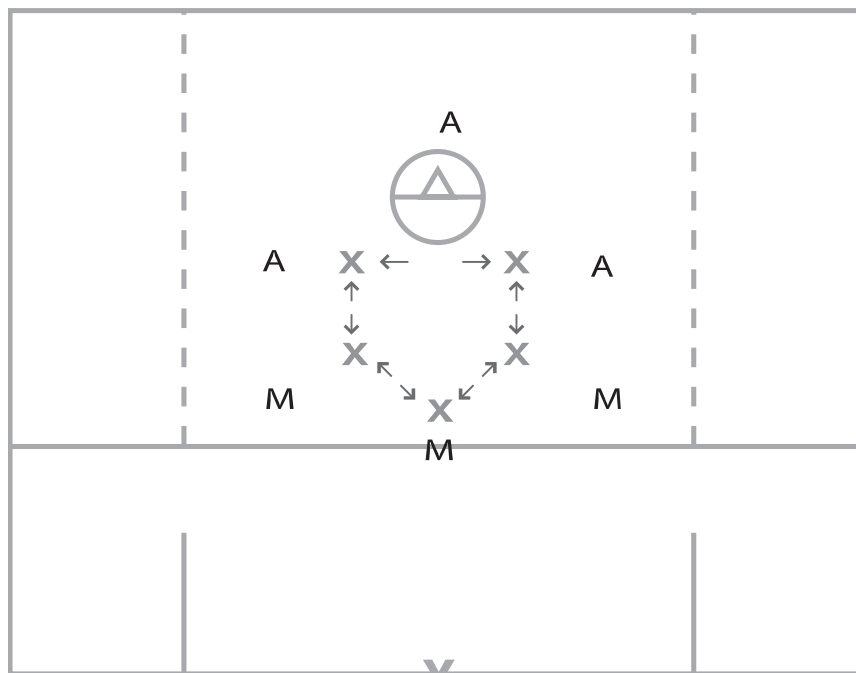
- If you are forced to give up a shot, make it an outside shot to allow the goalie time to react.

## Man Down Defense Tips

- Don't be passive!
- Man Down Face-offs: send an attackman to the wing area to make it three players on three for the face-off.
- On a face-off and your penalty time is winding down, keep bench side wing open.
- Midfielders with short sticks are placed in the middle of defensive formation with four defensemen with long sticks to the outside.
- When one man down with two midfielders with short sticks place them on the creases with three defensemen long sticks up high.
- Players should not take defensemen long sticks to the penalty box if you only have three or four of them on the field.

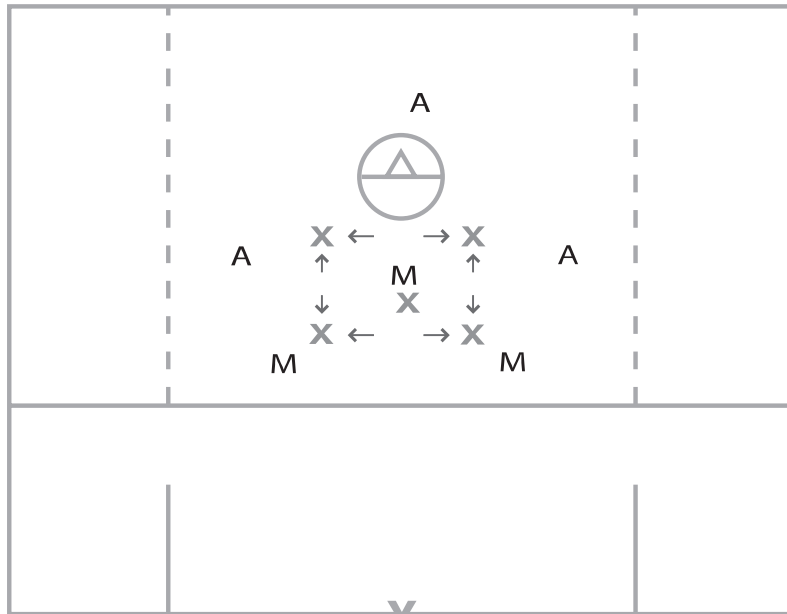
## MAN DOWN DEFENSIVE SETS

'House' - no creaseman: circle rotation

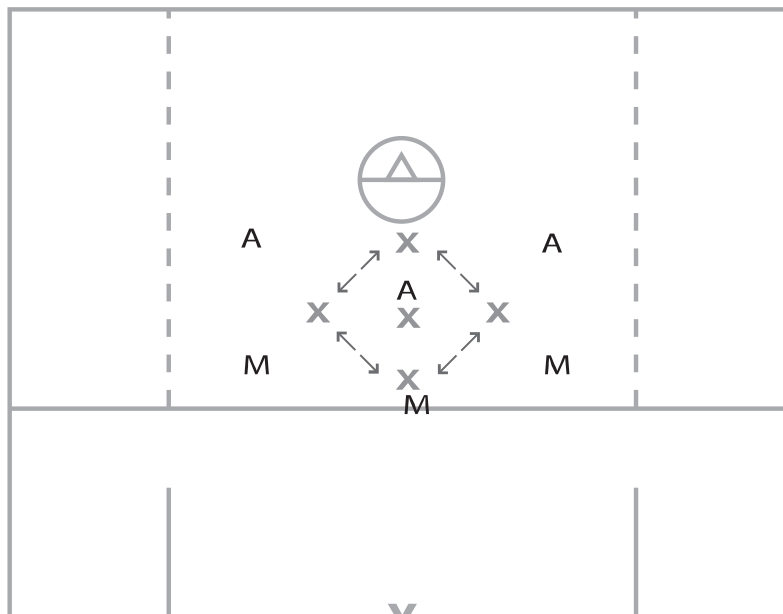


- Try to get four long stick defensemen on the field when on a man down.

**Box and 1: against a 2 – 3 – 1**



**Diamond and 1: against a 3 – 3**



## CLEARING

As opposed to the fast break, a controlled clear is a systematic method of moving the ball from the defensive to the offensive zone of the field.

The control comes through slowly setting up all the defensive players and goalie (seven players) in the defensive zone into a predetermined formation. The seven players include three midfielders, three defensemen and the goalie.

### Player Movement

- Clearing team members should be spread out in the defensive zone 12 –15 yards from each other. This opens up space for the ball carrier to maneuver.
- Advance the ball to open space on the field toward the offensive zone.
- Time your movements to be open and avoid moving too close to teammates.

### Ball Movement

- Clear the ball to the sides of the field, not the middle of the field.
- Pass the ball to teammates when they are open to receive a pass.
- Make short passes as longer passes increase potential for error.
- Ball carrier must keep his head up in order to see teammates to pass the ball to.

### Player Support

- Support the ball carrier by always getting open and being an outlet for a pass.
- Recognize and create two on one situations where the clearing team may have the advantage to run the ball or pass the ball to the offensive zone.

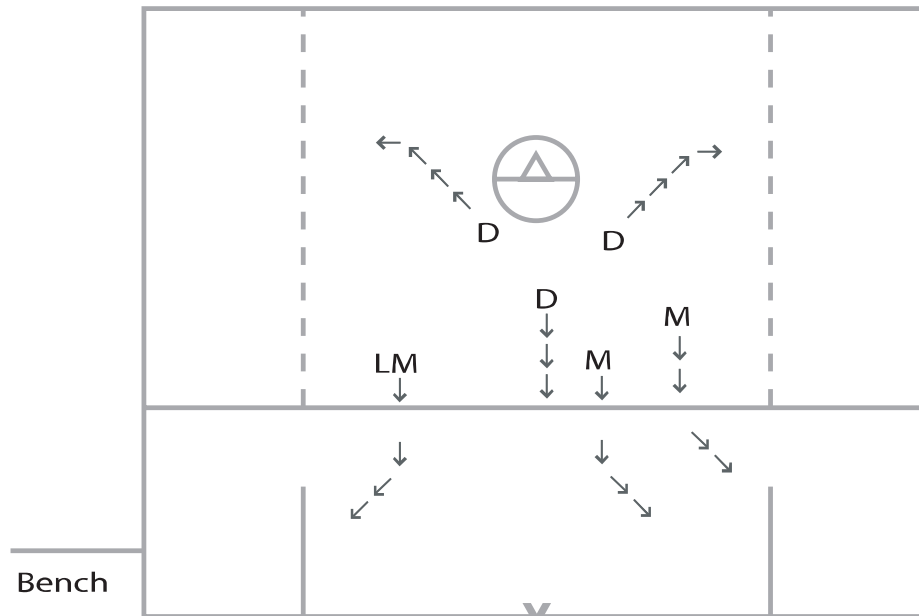
- Create a two on one situation when clearing and use the goalie to your advantage.

## CLEARING TECHNIQUES

### 1. Breakout (“Break”)

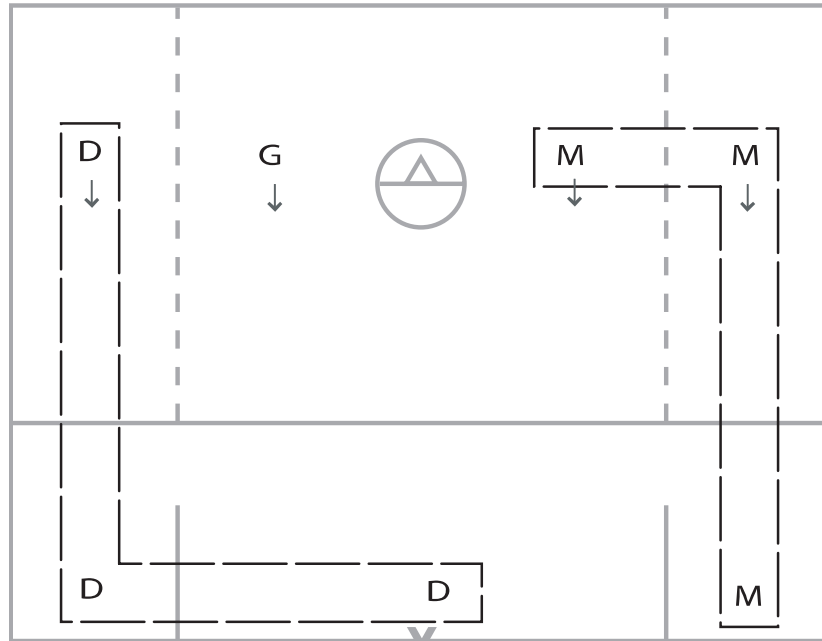
- After a goalie has blocked a shot and successfully secured control of the ball, he will communicate, “break” to inform his teammates to break out of the defensive zone. The goalie then looks to pass the ball to a teammate breaking out of the defensive zone.
- Defensemen should break below the goal line extended, always looking to receive a pass while the crease defenseman breaks to the close restraining line and looks back for a pass.
- One midfielder should break to the bench area while the other two break to the opposite sideline always looking for a pass.
- The defenseman or midfielder will run the ball to open areas of the field then carry the ball across center into the offensive zone.





## 2. Strong Side Midfield Clear (Controlled "L" Clear)

- After the defending team has successfully secured control of the ball and a breakout clear is not possible, the goalie should communicate the "clear" call to inform his teammates to proceed to their predetermined area.
- This clear is a settled clear with a defenseman, goalie and two midfielders positioned 12 –15 yards apart across the field. They start the clear between the restraining line and goal crease.
- The remaining clearing team (two defensemen, one midfielder) is positioned equal distances apart across the field near the center line of the field. They should position themselves in the defensive side of the field.
- The object is to carry the ball through the defensive zone into the offensive zone passing the ball to an open teammate or carrying the ball when the opportunity allows.



- The "L" clear is named appropriately as the midfielders and defensemen form an 'L' formation. Stress moving the ball utilizing the midfielders.

## RIDING

### Key Principles to Riding

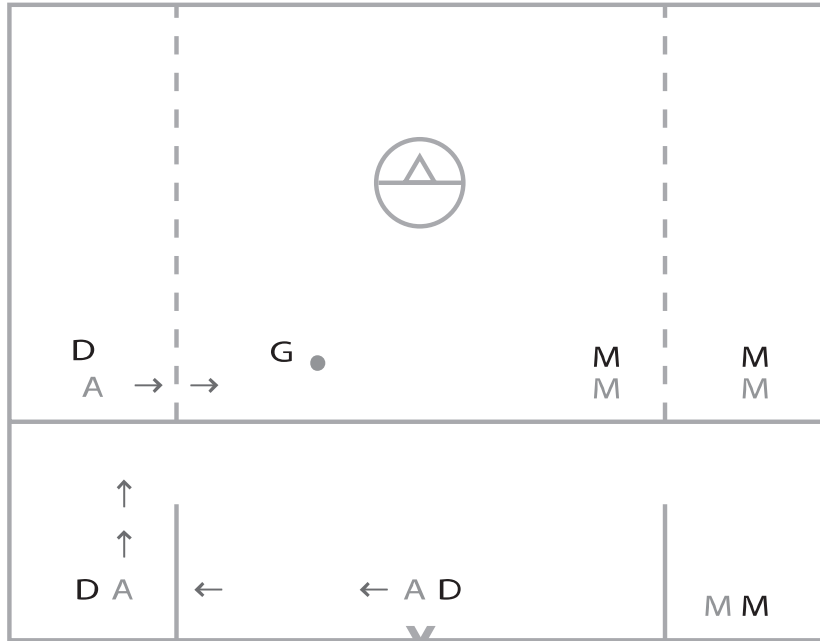
- A team mentality of getting the ball back patiently in the offensive zone.
- Force the clearing team to make as many passes as possible—increasing the potential for mistakes and ultimately turnovers.
- Check defenders stick while catching or passing.
- Produce atmosphere of constant, controlled, aggressive pressure on opponent.
- Deny fast breaks with quick coverage and closely marking your opponent.
- When pursuing an opponent that chooses to move the ball along the sidelines, use the sidelines as a defense. Players should take an angle that will force the opponent into a trap or possibly out of bounds.
- Teams are encouraged to take away the sidelines as a clearing route, forcing the clearing team directly up the middle of the field.
- Force passes across the field, not up the field.

## RIDING TECHNIQUE

### Leave Goalie – JUMP!

- This is used against any clearing tactic by the clearing team. Three designated attackmen will cover the three defensemen. The midfielders for the riding team will cover the midfielders from the clearing team.
  - Force the goalie out of his crease and up the field and leave the goalie (do not defend) until he reaches the restraining line.
  - The riding attackman will pursue (JUMP!) the goalie by leaving a defenseman who he was marking.
- The rule of thumb at the center of the field is to “match feet”. This refers to you standing on the same side of the center line as your opponent you are marking.
- Defensemen are easier to check when handling the ball because of the length of their sticks.
- You must always have 3 players on the offensive half of center.

**Leave Goalie – JUMP!**



## FACE-OFFS

Winning face-offs is on the level with scoring goals. They both contribute to winning lacrosse games. The face-off takes place at the start of the game and after a goal. Control of the ball is essential and having success on face-offs will control the game and the scoreboard.

There are three players on each team involved in taking face-offs: the face-off man whom attempts to win possession and the two wing players on opposite sides of the field from each other. The wing player on the face-off man's left is on the offensive because the ball will be forced in his direction.

He must anticipate the time the ball will be traveling toward him. The wing player on the face-off man's right is on the defensive because the opposition is trying to pull the ball to their player. Upon referee's whistle, he must run beside the player lining up beside him. Each face-off man lines up on their own defensive side of the field with their backs to their goal. The sticks of the two face-off men line up on the center line with their pockets facing the opponent's pocket. All face-off men must take the face-off right-handed. The ball is placed between the two sticks on the ground an equal distance from both sticks without touching them.

### Rules for the Face-off Man

- Have both hands on the handle of their stick touching the ground (the head of the stick cannot be touched by the glove).
- Keep the head of their stick straight up and down (not leaning forward or back).
- Never use your feet to kick the opponent's stick.
- Both hands and feet of each player must be to the left of the throat of his stick.

***RULE 34.1 ii: Once the players facing have taken up their positions for the face-off, then the players are "set", and any movement of a player's stick or gloves prior to the whistle will result in possession being awarded to the non-offending team. The player is allowed to move his feet or body, provided that this movement is not transmitted to the gloves or stick.***

### Stance

- Body crouched, balanced and powerful.
- Equal distribution of pressure on hands and feet.

### Feet

- Right foot as close to the right hand as possible.
- Left foot, parallel to right foot and one to three feet apart.

**Arms**

- Elbows low to the ground for leverage.
- Right arm inside right leg and left arm outside left leg.
- Right hand should be close to the throat of the stick with palm up or down depending on the choice of face-off techniques.
- Left hand is approximately 6–18 inches from the right hand with palm facing down.

**Stick**

- Two hands must be on the stick and the top hand cannot touch the head of the stick.
- Stick must be straight up and down.
- Stick and gloves must be stationary after “set” call by the referee.

**Coaching Tips for Face-off Men**

- Battle for the ball until someone gets possession.
- Use your body to gain possession.
- Always keep your eye on the ball.
- Anticipate the whistle.
- Communicate with wing players.
- Don't use the same technique too often.

**FACE-OFF TECHNIQUES/MOVES****Clamp**

On the Whistle

- Drive right hand down, clamp down on the ball and pull with left hand toward your shin.
- Step with right foot and drive right shoulder into opponent to drive him off the ball.
- Once clamp is gained, face-off man releases ball to an open area and attempts to gain possession. If unable to gain control by him, then attempt to direct the ball to a teammate coming in from the wing.

**Rake**

On the Whistle

- Drive stick forward into opponent's stick and draw your stick to the left.
- Keep stick parallel to the center line and pull down the center line.
- The ball should catch on the back edge of the top part of the head of the stick.



The Clamp (Step 1)



The Clamp (Step 2)



The Rake (Step 1)



The Rake (Step 2)

## GOALTENDING

This section will give a coach all the tools to teach a participant the basics of goaltending. The information will aid the person in learning the art of goaltending in field lacrosse.

### Choosing a Goaltender

- There should be no pressure when choosing a person to play goal. At younger ages it is a common practice to rotate interested participants to try new positions and one may become a goalie.
- The potential candidate may be a goaltender in other sports (i.e. hockey or soccer) and be interested in trying the position.
- Any person can make a good goaltender. Common traits of a successful candidate would be an outgoing, vocal participant who has adequate stick skills.
- A key once a goaltender has been chosen is to make goaltending a positive experience (i.e. proper warm-up, goaltending drills and skill emphasis).

### Skills to be Emphasized

- Verbal communication
- Stopping the ball
- Goaltender positioning

### Duties and Responsibilities

When on the defensive:

- He directs his defensemen and midfielders in their efforts to defend their goal area.
- He must attempt to stop the shots directed at the goal.

When on the offensive:

- He initiates the clear (fast break or settled clear).
- He begins the transition from defense to offense.

## VERBAL COMMUNICATION

Goaltender should be very vocal to help the defensemen and midfielders in defending their goal area. Ball positioning and simple commands can aid his teammates immensely. The following 'cue' words are terms to help aid the goaltender and defenders on the defensive side of the field.

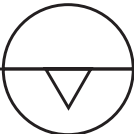
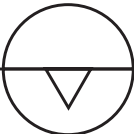


### Ball Direction

The defensive area should be divided up into zones and given a designated direction. As the ball moves around the goaltender communicates to his teammates as to the zone the ball is located in:

- Top (left, right, center)
- Middle (left, right, center)
- Post or Goal Line (left, right)
- Back or Behind (left, right)
- Center back or 'X'
- Middle or Hole

- The terms should be communicated and understood by all teammates prior to playing in a game situation.

Top Left	Top Center	Top Right
Middle Left	Hole 	Middle Right
Back Left	"X" 	Back Right

### Ball Position

"TOO FAR, TOO CLOSE"

Since the field is large and relatively unmarked, a defensive player checking the ball carrier may lose his positioning on the field. He may be marking his check too far or too near the goal area as com-manded by the goaltender.

"LOOSE BALL OR BALL DOWN"

The ball is loose and on the ground. Everyone should take a look and see if they can obtain posses-sion.

- Communicate where the ball is loose on the field, "loose left or loose right side".

## Other Commands

### “FAST BREAK OR SLOW BREAK”

A Fast Break is when the opponent is on a break and is closing in fast on the defensive team that is out-numbered—the defensemen will cover an area in their goal area rather than a single opponent.

A Slow Break is when the opponent is slowly advancing the ball up the field and the defensive team out-numbers the offense or has a match for all checks.

### “CALL CHECKS, MATCH-UP, OR TAKE NUMBERS”

When the opponent enters the defensive zone this instruction requires all defensemen and midfielders to identify their checks. You don't want two men checking the same opponent.

### “CHECK OR CLAMP”

This command is used when short passes are attempted by the attacking team to a man in front of the goal. The “check” or “clamp” call instructs the defender to slap check his opponent's stick or gloves so that he cannot receive the pass.

## STOPPING THE BALL

### Stance (Ready Position)

- The goaltender should be relaxed and not tense.
- Feet placed slightly wider than shoulder width apart, pointing outward with weight on the balls of feet.
- Knees should be slightly bent.
- Arms loose with elbows slightly away from the body.
- Top hand placed on shaft close to stick head, the bottom hand placed 30–50 centimeters (on shaft) from the butt end (hold the stick where it is comfortable—hands not too close together or too far apart).
- The head of the stick should be beside the goaltender's head at shoulder height with the butt end slightly angled away from his body.
- Hold the stick diagonally across the body with the butt end pointed slightly away from the body.
- Body and head always facing the position of the ball and watching the ball in the opponent's stick.



### **Stepping into the Shot**

- The goaltender should always lead with his hands and step to the area where the ball is travelling to begin the motion to block shots. All shots should be blocked with his stick.
- If a shot is directed to the goalie's left side, he should lead with the left foot. Right side shot he should lead with the right foot.
- Once the step motion has started, the body must follow the step naturally to back up blocking the shot if not blocked by the stick.
- The goaltender's eye must follow the path of the shot into his stick or body.
- The goaltender must then remain balanced in a position to make another save or obtain possession of the ball back to the ready position.
- During a bounce shot the goalie must place the head of the stick touching the ground so the ball cannot bounce under his stick.

### **GOALTENDER POSITIONING**

The goaltender must always face the ball carrier in order to communicate the message to his defenders as to where the ball is positioned on the field. He must also be in a position in his crease and goal to block shots or intercept passes.

- The goalie must concentrate on blocking the shots rather than intercepting passes. Intercepting passes could result in poor positioning in the goal.

### **Ball In Front of Goal**

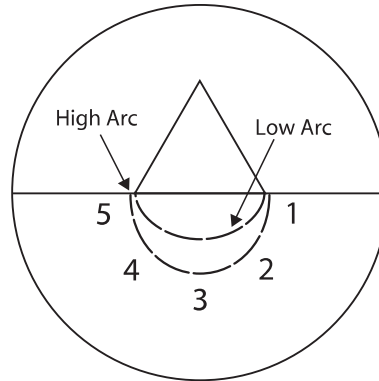
- As the ball is moved from side to side in front of the goal area the goaltender must move accordingly to cover the angle of the goal to increase his chances of blocking shots. He should follow the 5 points along an imaginary arc from each post. This arc should be one step off the goal line (see diagram on next page).

### **High Arc Versus Low Arc**

- An arc is an imaginary line that runs from post to post. A high arc is an imaginary line that is more than one step out from the goal line. The high arc is utilized when the opposing team is running their offense quite a distance from the goal area. Playing the high arc takes away the angle of the goal and gives less area for a shooter to score. The high arc should only be practiced when the ball is outside at the perimeter for shots from a distance.
- The low arc is an imaginary line that is closer to the goal line. This arc is utilized when the opposing team has moved the ball close to the goal area. The low arc allows the goaltender to move side to side in the goal and maintain a good position in the goal as quick passes are made.



5



1



4



3



2

### Ball Behind the Goal

- The goaltender must follow the movement of the ball behind the goal as well. In the ready position, he should “mirror” his opponent as he moves behind the goal. His feet should be open to the area where the opponent is, standing in the middle of the goal near the goal line. He should be patient and wait for the opponent to pass or drive to the net. If a pass is made the goaltender must make the “check” call to alert his defenders to check the opponents’ sticks.
- When the goalie is facing the opponent behind the goal, he should slightly rest the neck of the stick on the cross bar. His top hand remains close to the neck while the bottom hand is placed down the shaft closer to the butt end.

- The stick is placed against the cross bar to try and intercept passes and to ensure those intercepted passes are not deflected into your own goal.

### **Pass from Behind**

- Once a pass is made, the goalie must quickly pivot his body, following the direction of the ball in flight, back to the ready position preparing for a shot on goal.

### **Drive from Behind**

- If an opponent drives to the goal from behind, the goalie brings the stick off the cross bar, steps to the post where the player is driving while facing the ball. His body should be tight to the post and in the ready position.
  - As the driving player shoots the ball, the goalie follows the ball in the opponent's stick and moves his goal stick in the path of the opponent's shot to match stick to stick.
- 
- Goalie's body is tight to the post to block a short side shot on goal.

## 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. 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
- The Cradle
- The Pick-up – Ground Balls
- Catching
- Passing
- Shooting
- Individual Offence – Cutting
- Individual Offence – Dodging
- Team Offence – Sets
- Team Offence – Isolation Plays
- Fast Break Formations
- Extra Man Offence
- Clearing
- Face-offs

### DEFENSIVE

- Individual Defence – The Poke Check
- Individual Defence – The Slap Check
- Individual Defence Positioning
- Team Defence – Rotation Sliding
- Man Down Defence
- Riding
- Goaltending

**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 æ 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 ingredi-ent 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 in-struction, 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 in-haling 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” æ 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 focused 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 one's 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 and 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 than 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.

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## 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 re-quired 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 visualiz-ing, 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 circum-vent the situation whenever the stimulus occurs.
- Use a relaxation technique to ease the tension and to allow for visualiza-tion 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

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Relaxation

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Visualization

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Positive Self-talk

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Emotional Control

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**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

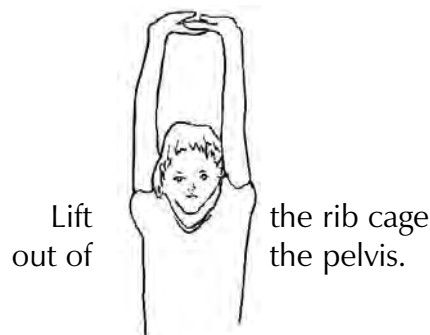
### 6. Arm and shoulder stretching.

Front



Thrust the chest forward

Overhead



Lift out of the rib cage the pelvis.

Behind the back.



Place the hands back to back

Glut



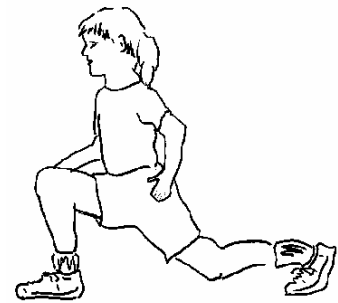
Relax the leg and pull with the hand.

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**



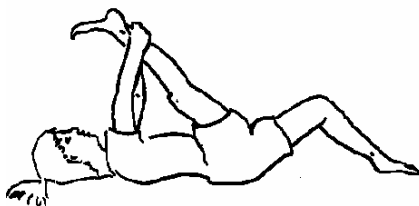
**Glut**



**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.

1. Anaerobic Alactic – for bursts of high-speed movement in less than 10 seconds.
  - A cut to the goal within the offensive zone
  - Chasing a ground ball
  - A save by the goaltender
2. Anaerobic Lactic – for bursts of activity lasting 10-90 seconds
  - Breaking out on a clear, and re-cutting until the ball is cleared to one of your players
  - Playing defense in your zone, covering repeating cutters until the ball is turned over
3. Aerobic – for prolonged efforts
  - To continue running up and down the field for an entire game

### 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 (6 reps equals 1 set)

### Activities to Train the Anaerobic Alactic Energy System

Encourage all-out effort when players work through the drills listed to maximum effort:

**Drills for warm-up portion of practice:**

## 1. Build-ups (40 m sprint):

- Start slow and continue to accelerate until the 30 m mark where athlete should be at top speed.
- Maintain this speed for last 10 m.

Note: Run takes < 10 seconds; walk back and recover for 60 seconds; repeat 3– 5 times.

## 2. Lunges (10 m distance):

- Oversized strides working quadriceps, hamstrings and gluteus muscles past their normal range of motion in the running stride.

Note: Run takes < 10 seconds; walk back and recover for 60 seconds; repeat 3– 5 times.

## 3. Ladders:

- Lay players sticks on ground in a straight line, parallel to each other—this forms the ladder.
- Players run through the ladder using a variety of footwork placements in between the sticks (i.e. one foot, two feet, carioca, backwards, sideways, etc.).

Note: Takes < 5 seconds; walk back and repeat 3– 6 times.

## 4. Four Corner Shooting Drill:

- Feeder from beside the goal passes to a cutter cutting diagonally 15 m away.
- Cutter receives pass and takes a shot on goal.
- Player to work on a quick release.

## 5. Rapid Fire Shots:

- Player stands 10 m from an empty goal in shooting position.
- A partner passes a number of balls repeatedly.
- Player releases the ball quickly while working on power and accuracy.

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

## ANAEROBIC LACTIC

<b>Strength</b>	<b>Endurance</b>
<b><u>2 minute energy</u></b> (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. (6 reps equals 1 set)	

### Activities to Train the Anaerobic Lactic Energy System

#### 1. 5 –10–30–30–10–5:

- Players sprint up field for 5 seconds, walk back & touch end line.
- Rest: 10 seconds.
- Sprint up field for 10 seconds, walk back & touch end line.
- Rest: 20 seconds.
- Sprint up field for 30 seconds, walk back & touch end line.
- Rest: 60 seconds.
- Sprint up field for 30 seconds, walk back & touch end line.
- Rest: 60 seconds.
- Sprint up field for 10 seconds, walk back & touch end line.
- Rest: 20 seconds.
- Sprint up field for 5 seconds, walk back & touch end line.

(total working time = 90 seconds, rest period is double what the work phase was)

Coach acts as timer; must start athletes all at the same time, rest time starts when all players are back to the end line.

NOTE: In 30 seconds players should be able to sprint the length of field and back, perhaps starting a third length as their endurance builds.

#### 2. 4 on 4 on 4:

- Mark off a playing area with pylons about 15–20 m by 10–20 m.
- Divide players in teams of four per side.
- Inside the playing area one team is on offense (has the ball) and another is on defense, while the other teams are on the sideline waiting to play.
- The objective is to make as many passes on offense maintaining possession within the playing space while the defense tries to intercept or check the ball away.

- When the defense gains possession they become offense, the team that lost possession leaves the drill and one of the sideline teams enters and plays defense.

NOTE: This is a continuous drill. Switches occur quickly. This is a good drill for training attention/focus, marking on defense and passing in tight spaces.

### 3. Ground Ball/Double Team Drill:

- Divide the players into 3 lines. The two outside lines are together against the middle line.
- The coach rolls a ball out and the three players run after the ground ball.
- The player who gets the ground ball becomes the one attacker, while the other two become defenders.

### 4. 4 Corner 1 on 1 Drill (“Survivor”):

- Feeders take four positions to the outside (10 m away) in the shape of a box.
- The attacking player must make a move on his defender to get free for a pass from one of the feeders and then go to goal for a shot.
- The defender tries to prevent the shot, or limit to a poor shot.
- The attacker is finished when he has shot all four balls.

### 5. Ground Ball Shuttle:

- Mark off a 10 m square playing area with pylons in each corner.
- Place 10 balls in a line half way (5 m).
- A player starts at one of the end lines and runs to the balls and, scooping one ball at a time, cradles it to the opposite end line then returns for another ball.

NOTE: This drill can be a timed test drill to rate the ability to pick up ground balls with speed and agility.

### 6. “Figure 8”:

- Players run in a figure 8 pattern around the two pylons alternating top and bottom, receiving a pass from the top feeder after circling the pylon behind the goal and a pass from the goal line feeder when circling the pylon at the Restraining Line.
- A shot is taken after receiving each pass.

NOTE: Increase difficulty by adding a defender.

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

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## AEROBIC



### Endurance

When using the endurance system, the by products are CO<sub>2</sub>, 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

### Activities to Train the Anaerobic Lactic Energy System

1. 8 a side full field game.
2. Run and cradle for 15– 20 minutes:
  - a) Individually
  - b) Follow the leader
  - c) Fartlek training style
3. Ultimate Lacrosse:
  - Divide the players up equally.
  - Each team lines up in their own half.
  - One team is given the ball and throws it into the opposing team's half.
  - All players take a man and play defense.
  - The team that gains possession of the ball attempts to move the ball up field and pass it across the other team's end line.
  - A ball carrier cannot hang on to the ball for longer than \_\_ seconds (Coach's choice).
4. Shuttles with 4– 5 players:
  - For this to be aerobic, passing and catching levels would have to be high.

NOTE: While jogging helps maintain preseason fitness, it hinders performance during the season if used as a training method.

### TASK 4 Design an Aerobic training activity for your team.

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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

"A proper diet can't make an average athlete elite, but a poor diet can make an elite athlete average" Costill. 1983

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.

### What to Pack

It is common that men's field lacrosse players play more than one game per day on a competition day (i.e. a tournament), so it's very important for players to keep up and replenish their energy levels over a period of 8 hours or longer. Recommended foods may not be available at the competition site, so athletes should "pack nutrition" as part of their equipment. Make use of the nearby grocery store to stock up, if necessary, on nutritious snacks without spending too much money.

- Portion packs of juice
- Fruit (fresh or dried)
- Fruit yogurt
- Cheese and crackers
- Muffins and quickbreads
- Bagels



- Pudding
- Fig newtons, arrowroot biscuits
- Small boxes of cereal
- Water

**COACHING TIP:**

Encourage players to stick to their packed lunch in between games. Save the trip to McDonald's until the end of the day. But remember, even when the games are over, players can still make healthy choices when eating "fast" food.

**Water**

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

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

- Two hours prior to exercising, drink at least two 8 oz glasses of water,
- One hour later, drink at least one 8 oz glass,
- Bring water along with you; when training, drink at least 8 oz of water every 15 – 20 minutes,
- After an activity, drink at least two more 8 oz glasses of water.

*If you're thirsty, you're dehydrated! If you're not thirsty and you've been working hard, then you're really dehydrated!*

Replacement of water is critical. If water loss is 2% of body weight, performance may suffer, and larger losses can have serious, life-threatening effects. Always have water at practices and have even more on hand when it is hot. Encourage participants to drink, and watch for signs of dehydration.

SIGNS OF DEHYDRATION		
Mild to Moderate	Severe	
• dry mouth	• very dry mouth	• fast and weak pulse
• no tears when crying	• sleepiness	• deep, rapid breathing
• inactivity or lethargy	• disorientation	• sunken eyes
	• dry and wrinkled skin	• no urination for several hours
	• fussy behavior	• cool and blotchy hands and feet
	• muscle cramps	

**COACHING TIP:**

1. Make sure every player has their own water bottle and brings it to all practices and games filled.
2. Allow for drinking breaks during practice and make sure every player has a drink whether they “feel like it” or not.
3. During games, at a time out or half time, allow time for players to have a drink; make sure the water bottles or glasses of water are handy for all players.

**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.

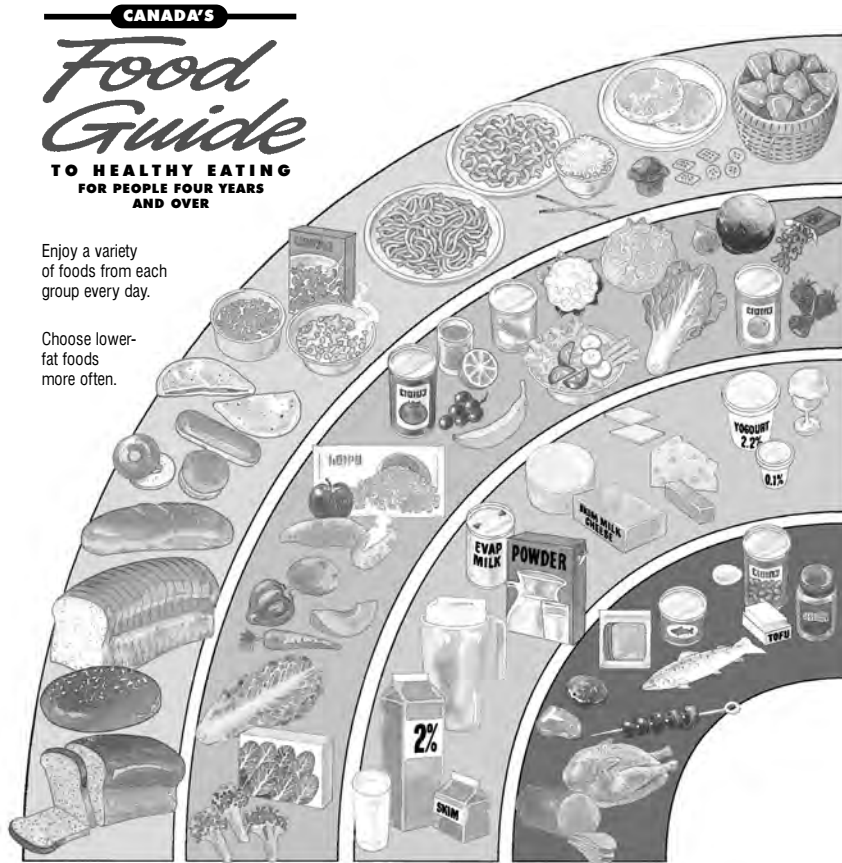
#### Proteins take 4 hours to digest

#### 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.

<b>Grain Products</b> <b>5-12</b> SERVINGS PER DAY	<b>1 Serving</b> 	<b>2 Servings</b> 
	<b>Vegetables and Fruit</b> <b>5-10</b> SERVINGS PER DAY	
<b>Milk Products</b> SERVINGS PER DAY Children 4-8 years: 2-3 Youth 10-18 years: 3-4 Adults: 2-4 Pregnant and Breast-feeding Women: 3-4	<b>1 Serving</b> 	<b>Other Foods</b> 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.
	<b>Meat and Alternatives</b> <b>2-3</b> SERVINGS PER DAY	

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.

<b>HIGH</b>	
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
<b>MODERATE</b>	
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
<b>LOW</b>	
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.

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



**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**

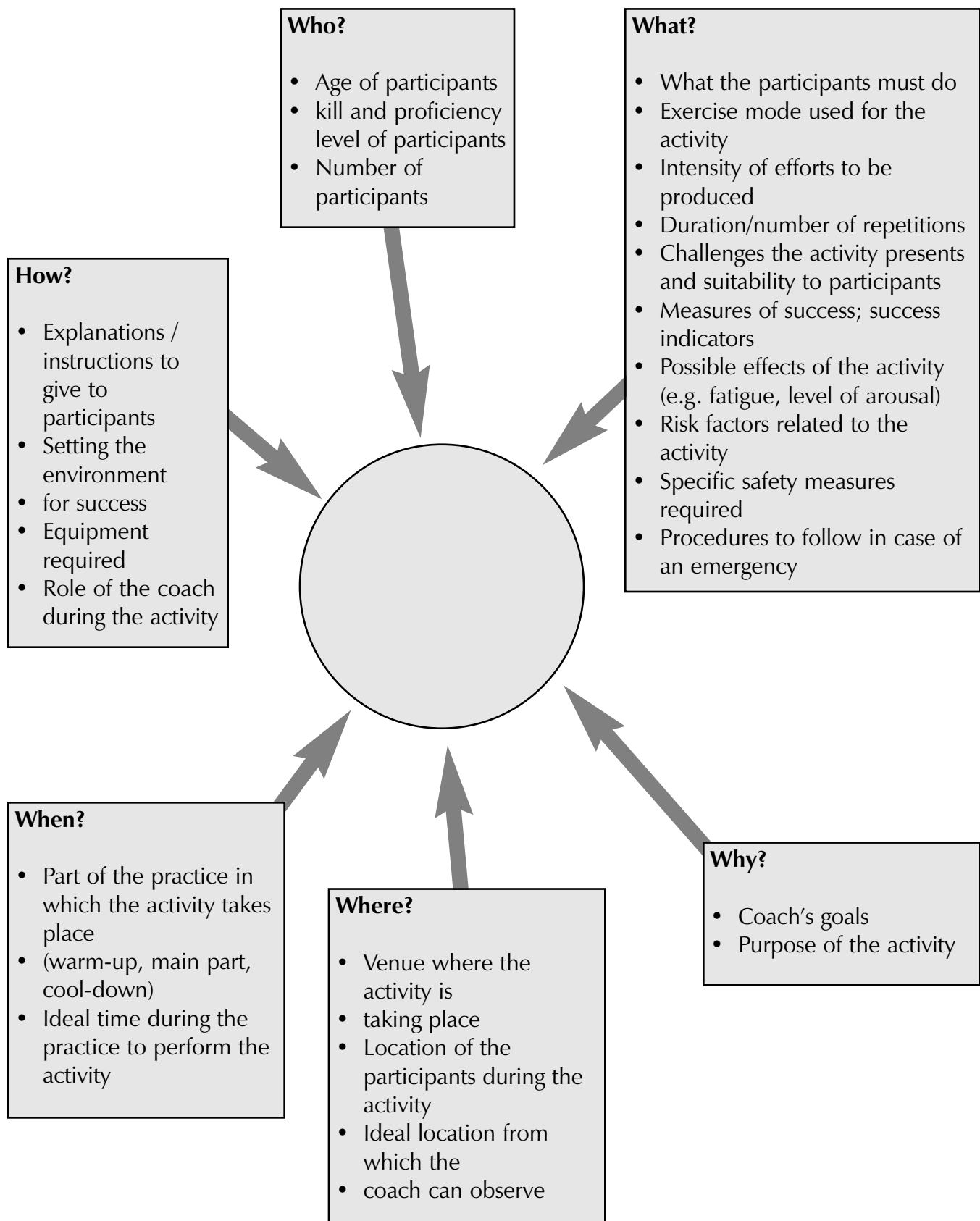
- The activities present reasonable challenges to the participants.
- The activities are chosen or designed so that the success rate by the participants when performing the task is no less than 70%.

**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.

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<b>Date:</b> _____ <b>Time:</b> _____ <b>to</b> _____ <b>Location:</b> _____		
<b>Objectives</b>		<b>Equipment and Reminders</b>
<b>Time Min.</b>	<b>Activity or Drill</b>	<b>Key Elements</b>
	<b>Warm-up</b>	
	<b>Introductory Activity</b>	
	<b>Learning Activities</b>	
	<b>Players' choice (Fitness)</b>	
	<b>Cool-down</b>	
<b>Evaluation</b>		<b>Things to work on</b>

# PLANNING DRILLS

## MAXIMIZE THE USE OF FIELD SPACE & PRACTICE TIME

One situation that depends on the completion of passes is the transition part of the game.

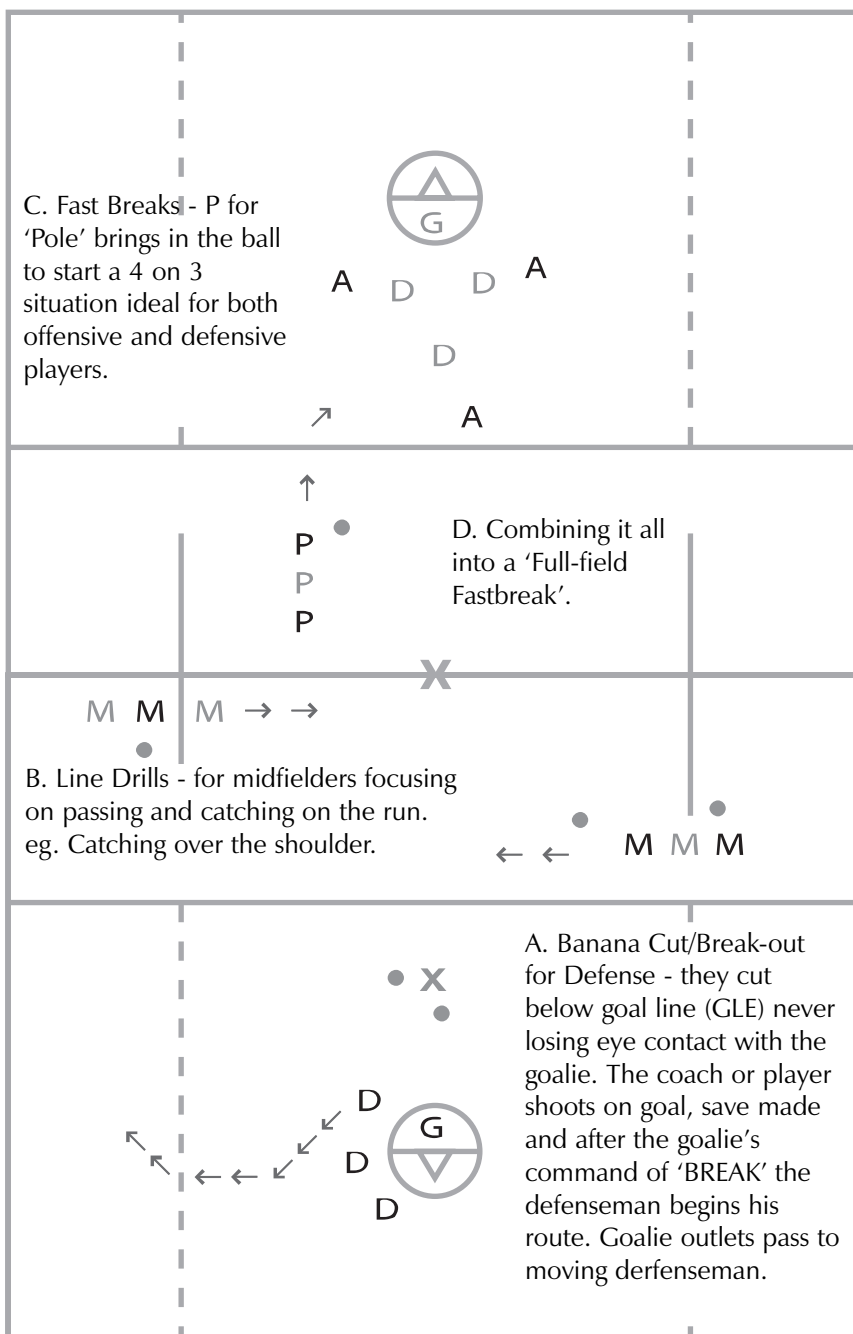
Unfortunately most clearing drills don't give players enough time to perfect their passing and catching skills.

The field layout illustrates how players can practice 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 field.

Initially, players can be put in the drills or stations according to their game assignments. Eventually all players will have an opportunity to practice at each station.

Once the players can successfully complete their passes, all the drills can be combined (see D).



**SPECIFICITY OF PRACTICE**

Players will play and react in a game directly relative to what and how they have been practicing.

All skills, including mental skills, must be practiced 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.

**COACHING TIP**

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**

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.

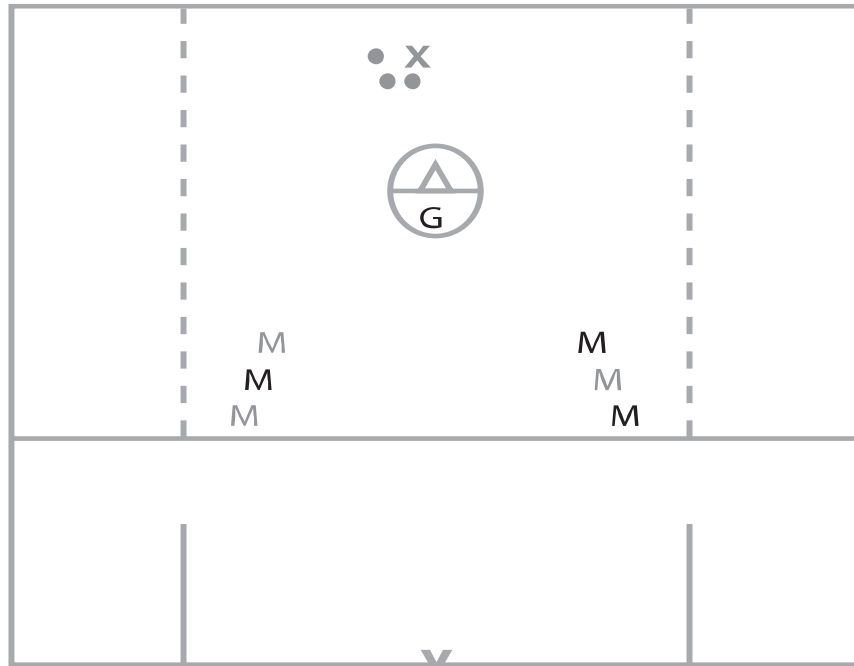
STEP 1: Find a drill that will solve a current coaching problem.

Example: Practising the Pass and Catch while running a goaltender's drill.

The following drill is set up as a typical lacrosse shooting drill. The Purpose the Drill is to develop the ability of the goaltender to move from side to side while covering the angle. The shots alternate between the left and right positions.

The goalie will concentrate on:

- footwork and balance,
- quickness,
- position and alignment with the shooter's stick,
- stepping to the ball.



The pass is coming from behind the goal or 'X'. The goalie is facing the passer and must turn and react to the shot coming from the outside. This is a goalie drill, so the shots should be from farther out.

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. Shooters can make one pass to the other shooter.
2. Decrease the time between shots.
3. Goalie starts from knees while facing the passer.
4. Shooters move closer to the goal.

# 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.**

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**Make a list of equipment a coach should have with him/her every game and practice.**

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**To prepare players for the game while in the dressing room, the players will need to know:**

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**To keep the bench and players organized during a game, the coach must:**

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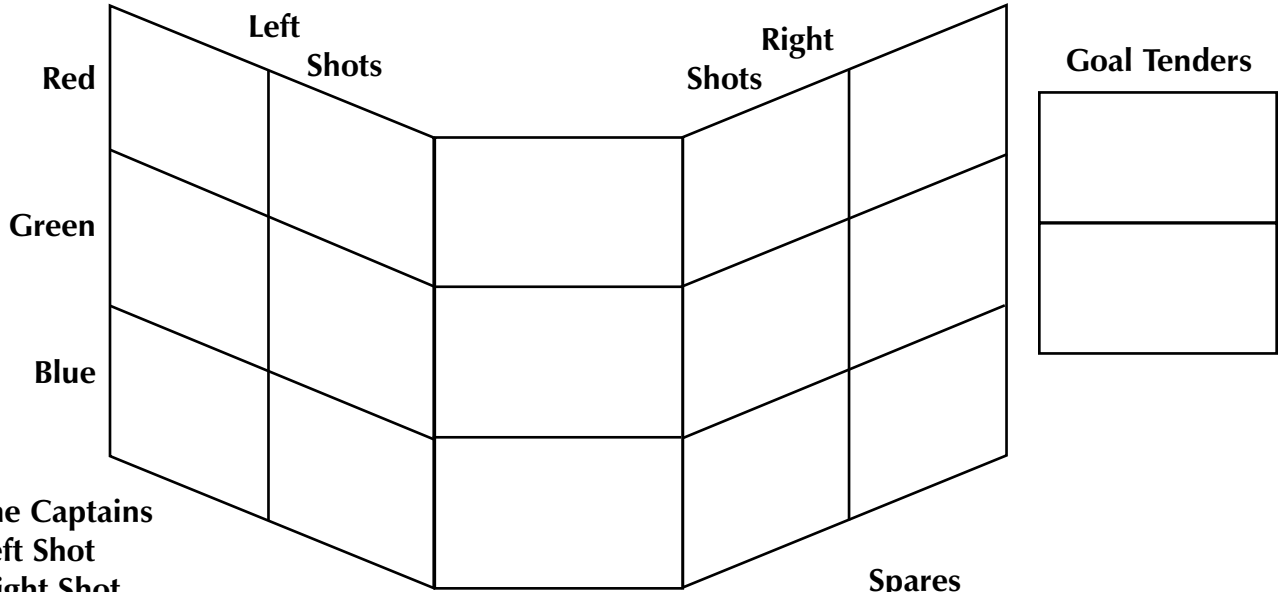




# Appendix C – Game Line-Up

Time: \_\_\_\_\_

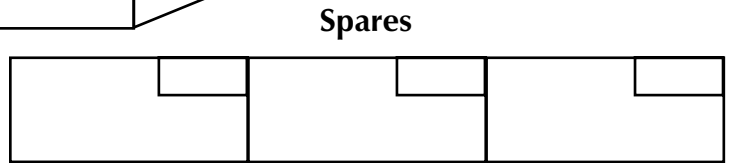
Place: \_\_\_\_\_



\* Line Captains

**L** Left Shot

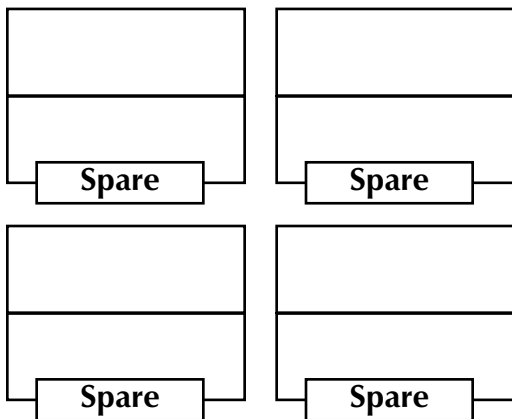
**R** Right Shot



## Power Play

Right

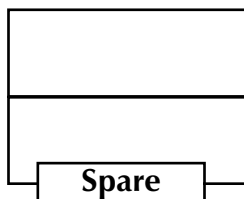
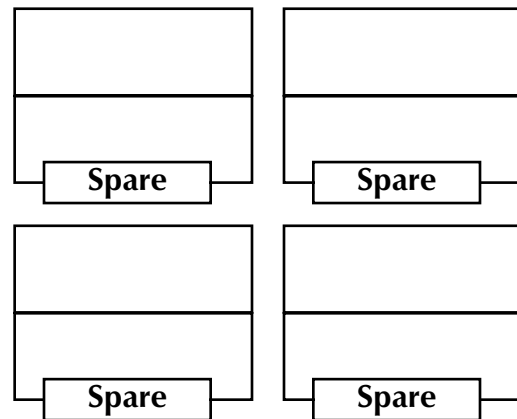
Left



## Power Play

Right

Left



Notes:

**Appendix D – Practice Planner**

<b>Date:</b> _____ <b>Time:</b> _____ <b>to</b> _____ <b>Location:</b> _____		
<b>Objectives</b>	<b>Reminders</b>	
<b>Time</b>	<b>Activity or Drill</b>	<b>Key Elements</b>
<b>Evaluation</b>	<b>Things to work on</b>	