



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



**National  
Coaching  
Certification  
Program**

Association  
canadienne  
de crosse



Canadian  
Lacrosse  
Association

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

### Partners in Coach Education



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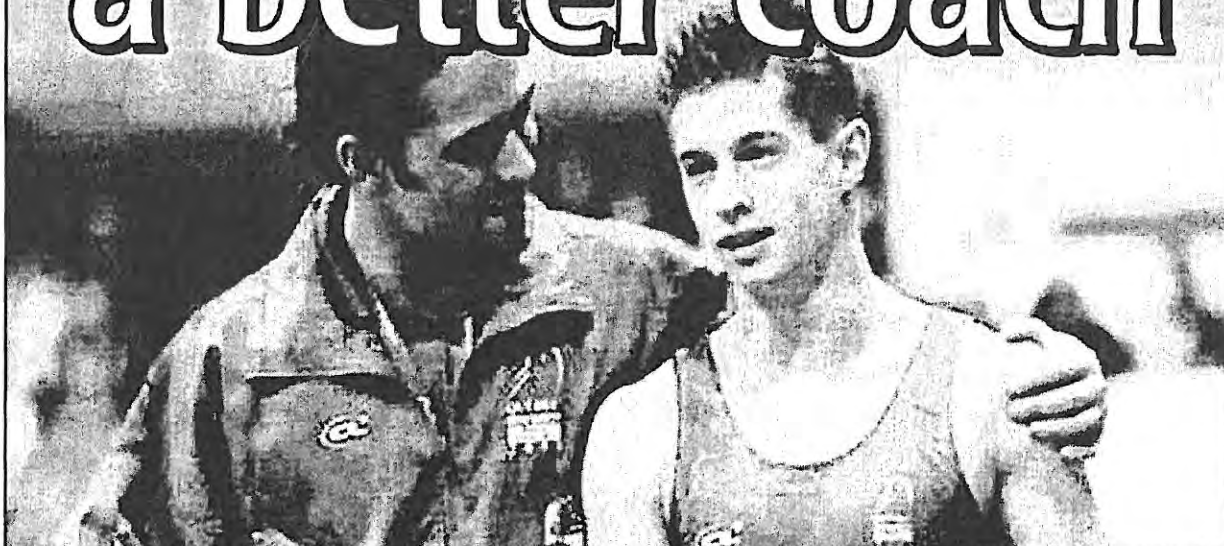
Lucie LeBel  
Julie Long

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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the Coaching Association of Canada [www.coach.ca](http://www.coach.ca)

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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;
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- and so much more!



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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 levels:

- **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 Multisport 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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## THE CLA LACROSSE COACHING DEVELOPMENT PROGRAM

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

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

### THE STRUCTURE

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

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

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

**In the LCDP, the Phases of Athlete Development are combined with the Streams and Multi-Sport Contexts of the NCCP.**



### **Community Coach - Initiation: The FUNdamental Phase of Player Development**

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

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

### **Community Coach - Development: The Learning To Play Phase of Player Development**

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

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

### **Competition - Introduction: The Learning to Compete Phase of Player Development.**

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

**Competition - Development: The Learning to Win Phase of Player Development**

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

**Competition - High Performance: Learning to be Number One**

Not yet developed.

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

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

**Lacrosse Community Coach - Development**

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



## THE GAME

## Module

# 1

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

**OBJECTIVES:** Coaching Competencies of the Level 1 Coach include the ability to:

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

### INTRODUCTION:

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

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

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

## A SHORT HISTORY OF LACROSSE IN CANADA

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

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

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

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

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

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

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

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



## CANADIAN LACROSSE MILESTONES

| Origin                        | A religious and combative event called "Baggataway" or "Tewaarathon" which was played by the North American natives. Baggataway was convened by the natives into a recreational game with 60-100 players per side.   |  |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |
|-------------------------------|--|--|------------------------|--|----------------------|----------------|-------------------|-------------------------|----------------|-------------------|-----------------------------|----------------|-------------------|-----------------------------|----------------|-------------------|--------------------------------|-------------------------------|-------------------|--------------------------------|-------------------------------|-------------------|--|-------------------------------|-------------------|--|-------------------|--|--|
| 1840's                        | First white men participation  |  |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |
| 1867                          | George de Beer's code of rules<br>First Major Lacrosse League<br>Lacrosse enjoys great popularity as a spectator sport   |  |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |
| 1890                          | Women's field lacrosse is originated at St. Leonards School for Girls (St. Andrews, Scotland)  |  |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |
| 1904-1916                     | Lacrosse is an Olympic Sport   |  |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |
| 1904-1932                     | Development of Box Lacrosse  |  |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |
| 1960                          | Development of Minor Box Lacrosse  |  |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |
| 1967                          | 1 <sup>st</sup> International Lacrosse Foundation (ILF) sanctioned Men's World Cup (Toronto, ON)   | Canada – 3 <sup>rd</sup>                             |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |
| 1970's                        | Development of Girls' Box Lacrosse   |  |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |
| 1974                          | 2nd ILF Men's World Cup (Melbourne, Australia). Canada ties with Australia & England   | Canada – 2 <sup>nd</sup>                             |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |
| 1975                          | Eagle Professional Box Lacrosse League Formed with teams from Montreal, Quebec, Long Island, Boston, Philadelphia and Rochester  |  |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |
| 1978                          | Box Lacrosse was the demonstration sport at the Edmonton Commonwealth Games<br>3rd ILF Men's World Cup (Manchester, England)   | Canada – 1 <sup>st</sup>                             |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |
| 1980                          | First World Box Lacrosse Championship (Vancouver, BC)  | Canada – 1 <sup>st</sup>                             |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |
| 1982                          | 4 <sup>th</sup> ILF Men's World Cup (Baltimore, MD)<br>First International Federation of Women's Lacrosse Associations (IFWLA) sanctioned World Championships (Nottingham, England)  | Canada – 3 <sup>rd</sup><br>Canada – 3 <sup>rd</sup> |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |
| 1984                          | Major Indoor Lacrosse League is formed with teams from Philadelphia, Baltimore, New Jersey, Washington   |  |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |
| 1985                          | <p><b>First CLA sanctioned Canadian Championships for Women's Field Lacrosse</b> (Saskatoon, SK) 7 provinces: BC, Alberta, Saskatchewan, Manitoba, Ontario, Quebec, Newfoundland</p> <p><u>The Robertson Cup</u><br/>                     The Robertson Cup first came into existence in July of 1978 when it was first awarded to the Champions at the first National Tournament for girls box lacrosse held in White Rock, B.C.<br/>                     The White Rock Titans club gathered together a hardworking committee and secured G&amp;B Sports as one of the major sponsors. It was this enterprising company that donated the trophy. Bonnie Allen of G&amp;B Sports contacted Dorothy Robertson to ask if the trophy could be named for her as emblematic of women who are involved, participating and working for lacrosse.<br/>                     The Cup was awarded to the National Girls Box Lacrosse Champions in 1978 in White Rock, 1979 in Nova Scotia, 1980 in Montreal, 1981 in Hamilton and 1982 in Mississauga.<br/>                     With Canada's participation at the first World Cup for women's lacrosse in Nottingham, England in 1982, the emphasis and interest shifted from the box game to the international field game for women.<br/>                     The Robertson Cup has been awarded annually since 1983 to the Canadian Senior Women's Field Lacrosse National Champions.<br/>                     This is formerly the G and B Sports Club Trophy used for Women's "Box Lacrosse" from 1978-82.</p> <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: left;"><u>Field Champions</u></th> <th style="text-align: left;"></th> <th style="text-align: left;"><u>Box Champions</u></th> </tr> </thead> <tbody> <tr> <td>1997 - Ontario</td> <td>1989 - BC Selects</td> <td>1982 - Mississauga (ON)</td> </tr> <tr> <td>1996 - Ontario</td> <td>1988 - BC Selects</td> <td>1981 - Richmond Titans (BC)</td> </tr> <tr> <td>1995 - Ontario</td> <td>1987 - BC Selects</td> <td>1980 - Richmond Titans (BC)</td> </tr> <tr> <td>1994 - Ontario</td> <td>1986 - BC Selects</td> <td>1979 - Burnaby Klippettes (BC)</td> </tr> <tr> <td>1993 - Adanacs, Coquitlam, BC</td> <td>1985 - BC Selects</td> <td>1978 - Burnaby Klippettes (BC)</td> </tr> <tr> <td>1992 - Adanacs, Coquitlam, BC</td> <td>1984 - BC Selects</td> <td></td> </tr> <tr> <td>1991 - Adanacs, Coquitlam, BC</td> <td>1983 - BC Selects</td> <td></td> </tr> <tr> <td>1990 - BC Selects</td> <td></td> <td></td> </tr> </tbody> </table> |  | <u>Field Champions</u> |  | <u>Box Champions</u> | 1997 - Ontario | 1989 - BC Selects | 1982 - Mississauga (ON) | 1996 - Ontario | 1988 - BC Selects | 1981 - Richmond Titans (BC) | 1995 - Ontario | 1987 - BC Selects | 1980 - Richmond Titans (BC) | 1994 - Ontario | 1986 - BC Selects | 1979 - Burnaby Klippettes (BC) | 1993 - Adanacs, Coquitlam, BC | 1985 - BC Selects | 1978 - Burnaby Klippettes (BC) | 1992 - Adanacs, Coquitlam, BC | 1984 - BC Selects |  | 1991 - Adanacs, Coquitlam, BC | 1983 - BC Selects |  | 1990 - BC Selects |  |  |
| <u>Field Champions</u>        |  | <u>Box Champions</u>                                 |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |
| 1997 - Ontario                | 1989 - BC Selects  | 1982 - Mississauga (ON)                              |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |
| 1996 - Ontario                | 1988 - BC Selects  | 1981 - Richmond Titans (BC)                          |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |
| 1995 - Ontario                | 1987 - BC Selects  | 1980 - Richmond Titans (BC)                          |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |
| 1994 - Ontario                | 1986 - BC Selects  | 1979 - Burnaby Klippettes (BC)                       |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |
| 1993 - Adanacs, Coquitlam, BC | 1985 - BC Selects  | 1978 - Burnaby Klippettes (BC)                       |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |
| 1992 - Adanacs, Coquitlam, BC | 1984 - BC Selects  |  |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |
| 1991 - Adanacs, Coquitlam, BC | 1983 - BC Selects  |  |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |
| 1990 - BC Selects             |  |  |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |
| 1986                          | 5 <sup>th</sup> ILF Men's World Cup – Toronto, ON<br>2 <sup>nd</sup> IFWLA Women's World Cup – Philadelphia, PA  | Canada – 2 <sup>nd</sup><br>Canada – 4 <sup>th</sup> |                        |  |                      |                |                   |                         |                |                   |                             |                |                   |                             |                |                   |                                |                               |                   |                                |                               |                   |  |                               |                   |  |                   |  |  |

|      |   |                          |
|------|---|--------------------------|
| 1988 | First ILF Junior Men's World Cup - Adelaide, Australia  | Canada – 2 <sup>nd</sup> |
| 1989 | 3 <sup>rd</sup> IFWLA Women's World Cup – Perth, Australia  | Canada – 4 <sup>th</sup> |
| 1990 | 6 <sup>th</sup> ILF Men's World Cup – Perth, Australia  | Canada – 2 <sup>nd</sup> |
| 1992 | 2 <sup>nd</sup> ILF Junior Men's World Cup – Long Island, NY  | Canada – 3 <sup>rd</sup> |
| 1993 | 4 <sup>th</sup> IFWLA Women's World Cup – Edinburgh, Scotland   | Canada – 4 <sup>th</sup> |
| 1994 | <b>First CLA sanctioned Canadian Championships for Junior Women's Field Lacrosse (4 provinces) competed for the Kyle Cup.</b>   |                          |
|      | <u>Kyle Cup</u>   |                          |
|      | The Kyle Cup was donated to the Canadian Lacrosse Association in 1994 by Jennifer "Jenny" Kyle, a long time supporter of women's field lacrosse in Canada.  |                          |
|      | Jenny's English grandparents, Arthur Henderson and Muriel Hanbury were both keen tennis players and in 1909 won a silver cup as second prize in a tennis doubles tournament in Bangalore, India. Sadly, Arthur was killed near Paris by a sniper's bullet in 1914 (WWI) and Muriel died in England in 1948. The cup gathered dust in Jenny's mother's attic for 50 years. Her mother, a lacrosse goalie in the days when goalies did not wear helmets because no shot over a goalie's shoulder counted, was delighted when asked by Jenny if she could use the cup. |                          |
|      | Jenny was instrumental in the development of the women's field lacrosse program when it made its appearance on the sporting scene in the early '80's. Jenny travelled across the country introducing the game and putting on clinics in areas where the game was just beginning.  |                          |
|      | She was one of the first members of the CLA Steering Committee for the Women's Sector in 1985, and was a member of the CLA Board of Directors from 1987-89. She served as manager for the National Team from 1983-1986.   |                          |
|      | Jenny is also well known within the International Federation of Women's Lacrosse Associations (IFWLA), serving as an officer from 1988-1993.  |                          |
|      | <u>Junior Champions</u>   |                          |
|      | 1997 - Ontario  |                          |
|      | 1996 - Ontario  |                          |
|      | 1995 - Ontario  |                          |
|      | <b>1994 - Ontario</b>   |                          |
|      | Bill C-212 made Lacrosse Canada's National Summer Sport   |                          |
|      | Field Lacrosse is a demonstration sport at the Commonwealth Games (Victoria, BC). Players representing all parts of Canada took part on three women's field teams in a round robin competition.   |                          |
|      | 7 <sup>th</sup> ILF Men's World Cup – Manchester, England   | Canada – 3 <sup>rd</sup> |
| 1995 | 1 <sup>st</sup> IFWLA Women's U-19 World Championships – Haverford, PA  | Canada – 4 <sup>th</sup> |
| 1996 | 3 <sup>rd</sup> ILF Junior Men's World Cup – Tokyo, Japan   | Canada – 3 <sup>rd</sup> |
| 1998 | 8 <sup>th</sup> ILF Men's World Cup – Baltimore, MD   | Canada – 2 <sup>nd</sup> |
| 1997 | 5 <sup>th</sup> IFWLA Women's World Cup – Edogawa, Japan  | Canada – 5 <sup>th</sup> |
| 1999 | 4 <sup>th</sup> ILF Junior Men's World Cup – Adelaide, Australia  | Canada – 2 <sup>nd</sup> |
|      | 2 <sup>nd</sup> IFWLA Women's U-19 World Championships – Perth, Australia   | Canada – 3 <sup>rd</sup> |
|      |   | Canada – 3 <sup>rd</sup> |
| 2001 | 6 <sup>th</sup> IFWLA Women's World Cup – High Wycombe, England   | Canada – 4 <sup>th</sup> |
| 2002 | 9 <sup>th</sup> ILF Men's World Cup – Perth, Australia  | Canada – 2 <sup>nd</sup> |
| 2003 | NCCP Levels renamed to Community Coach-Development (formerly Level 1).<br>Competitive Coach-Introduction (Level 2). NCCP course for Women's Lacrosse<br>Competitive Coach-Intro was piloted.<br>The Level 1 NOCP (National Officials' Certification Program) was piloted.   |                          |
|      | 3 <sup>rd</sup> IFWLA Women's U-19 World Championships – Towson, MD   | Canada – 3 <sup>rd</sup> |
|      | 5 <sup>th</sup> ILF Junior Men's World Cup – Towson, MD   | Canada – 2 <sup>nd</sup> |
|      | ILF World Indoor Box Championships – Mississauga, Ontario   | Canada – 1 <sup>st</sup> |
| 2005 | 7 <sup>th</sup> IFWLA Women's World Cup – Annapolis, MD   | Canada – 4 <sup>th</sup> |
| 2006 | 10 <sup>th</sup> ILF Men's World Cup – London, Ontario  | Canada – 1 <sup>st</sup> |
| 2007 | 4 <sup>th</sup> IFWLA Women's U-19 World Championships – Peterborough, Ontario  |                          |
| 2008 | 6 <sup>th</sup> ILF Junior Men's World Cup – Victoria, BC   |                          |
|      | ILF World Indoor Box Championships – Halifax, NS  |                          |

## THE GAME AND ITS PLAYERS

### Women's Field Lacrosse ...

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

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

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

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

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

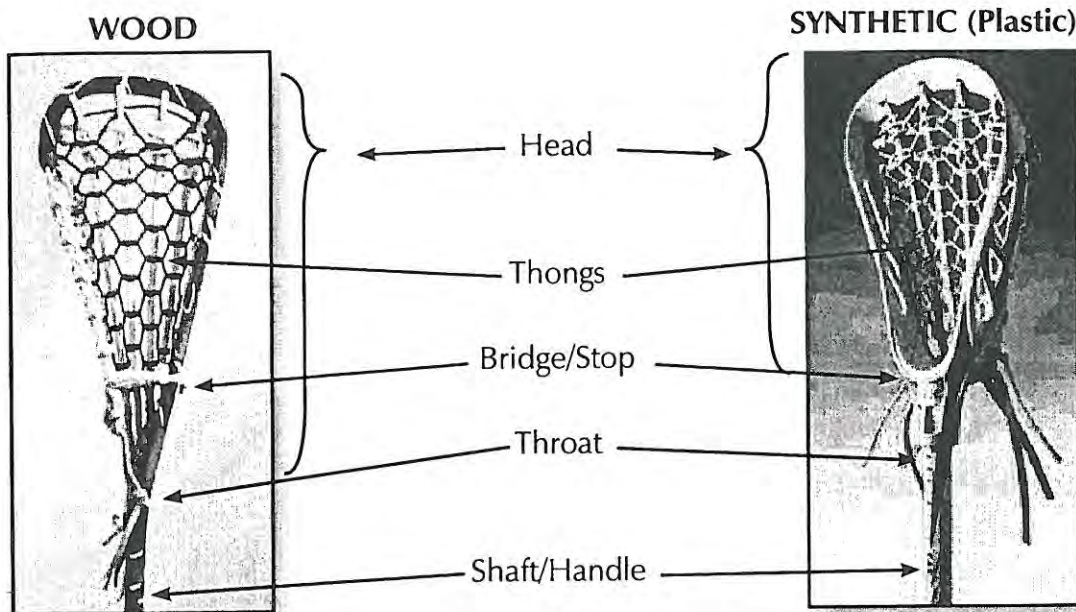
### Women' Field Lacrosse is unique...

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



## THE LACROSSE STICK

In 2003, the IFWLA introduced detailed specifications and began approving women's field lacrosse sticks for IFWLA sanctioned play. The CLA follows the IFWLA requirements and only IF approved sticks may be used for play at any sanctioned CLA or Provincial lacrosse event. The complete updated list can be found at the IFWLA website: [www.womenslacrosse.org](http://www.womenslacrosse.org).



| TREATMENT & CARE  |  |
|---|--|
| Wood  | Plastic  |
| <p><b>Frame:</b> A protective lacquer coating is on the frame, and no additional treatment is necessary.</p> <p><b>Handle:</b> No treatment necessary.</p> <p><b>Rawlon Wall:</b> If wall becomes soft, reshape and coat with a lacquer product to stiffen. Wall is replaceable.</p> <p><b>Rawhide Wall and Stop:</b> If misshapen or brittle due to dryness, wrap wall in a wet towel, leave for several hours until soft. Reshape and allow to dry naturally. This procedure replaces the natural moisture in rawhide (gut) and increases the durability. <b>DO NOT</b> lacquer or oil.</p> <p><b>Pocket:</b> No treatment necessary. Individual thongs are replaceable.</p> <p><b>Storage:</b> Hang by the head in a cool place.</p> | <p><b>Head:</b> No special care required. Do not apply heat, engrave, carve or cut into plastic.</p> <p><b>Pocket:</b> No treatment necessary. Individual thongs are replaceable.</p> <p><b>Storage:</b> Hang by the head in a cool place.</p> |

### STICK DIMENSIONS

Length: 9cm - 110cm      Width: 18cm – 23 cm (widest point)      Weight: Not greater than 567g

***Be sure about the length before cutting any stick.***

## SELECTING A STICK

### Beginners

The most important thing for new players is that they feel comfortable with their new stick. The more a player likes her stick, the more likely she is to use it.

- the rules of the game allow for shorter sticks to be used by smaller players
- players can now choose from a variety of colours
- weight is also an important factor

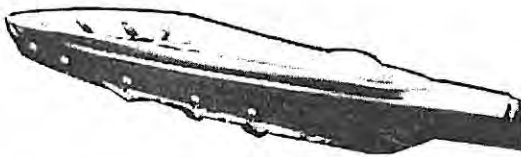
### Experienced players

Players will choose sticks according to “feel” and performance relative to what they are currently using.

### The Pocket

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

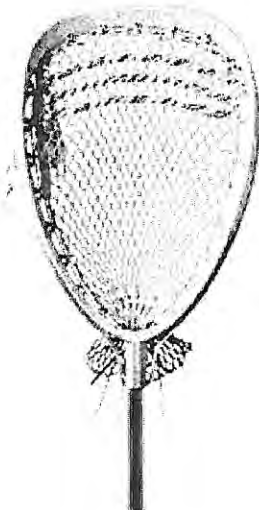
Legal Pocket



Illegal Pocket



### The Goalkeepers Stick



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



# EQUIPMENT

Stick plus ...



Mouthguard  
(mandatory)

## FIELD PLAYER



Jersey



Goggles  
(optional)



Gloves  
(optional)

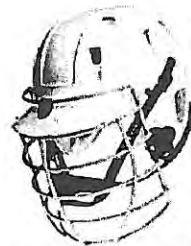


Cleats  
(no metal spikes)

**NO Jewellery!**

## GOALKEEPER

The goalkeepers equipment must fit firmly and must not be more than 3cm in thickness.



Helmet



Throat Protector  
(mandatory)



Chest Pad



Gloves



Pants  
with pads



Jill



Shin pads

## THE RULES

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

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

1. **Learn the rules.**
2. **Teach the rules to the players and encourage them to play within the rules.**

You can accomplish this by following these guidelines.

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

### Preventing Dangerous Play

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

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

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

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

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

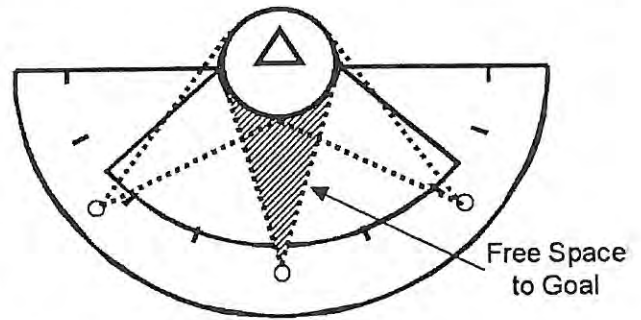
- a) must be on the attacker's stick side
- b) must be one step in front of the attacker before attempting the check.

3. **Obstruction** – Defensive players in the marking area (11m) leave their check to move to the ball carrier, resulting in 2 (or more) defensive players entering the shooting space of the attacker. This may also result if the defensive player waits for the attack to "come to them."

Correction: Teach defenders to stay with their own checks and when moving toward the ball carrier, to lead with their sticks rather than their bodies when moving to help another defender.

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

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



## CARD SYSTEM SUMMARY

The following chart summarizes the consequences of breaking the rules. It is imperative that all players are aware of these consequences and are properly taught the rules of the game. The “rules summary” chart is a good starting point for parents. Copy the page and hand it out to your parents to help them to begin to understand Women’s Lacrosse.

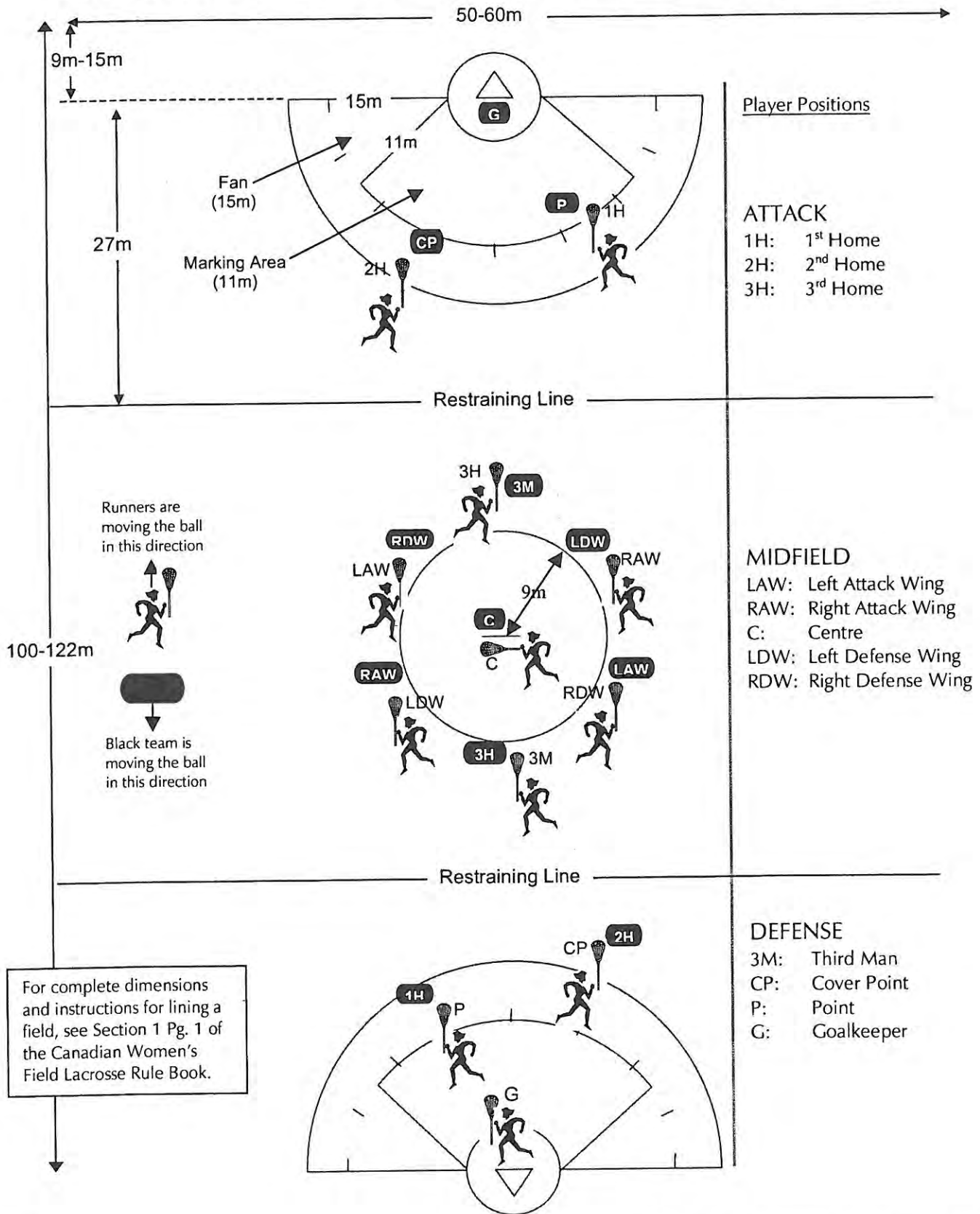
**Dangerous check, swiping and obstruction are all MAJOR fouls and result in the defensive player moving 4m behind the ball carrier.**

| GREEN – INTENTIONAL DELAY OF GAME               |   |  |
|---|---|--|
| <b>1st Green</b>                                | WHY:<br>- Team warning<br>- Delay of game             | WHAT:<br>- Minor foul<br>- Given to captain<br>- No suspension                   |
| <b>Green/Yellow</b>                             | WHY:<br>- Next offender                               | WHAT:<br>- Major foul<br>- Player may remain in game                             |
| <b>Green/Red</b>                                | WHY:<br>- Next offender                               | WHAT:<br>- 5 minute suspension<br>- Player down<br>- May return to play          |
| YELLOW / YELLOW-RED / RED – PERSONAL MISCONDUCT |   |  |
| <b>1st Yellow</b>                               | WHY:<br>- Serious personal foul                       | WHAT:<br>- 2 minute suspension<br>- Substitution allowed<br>- May return to game |
| <b>2nd Yellow</b>                               | WHY:<br>- 2 <sup>nd</sup> serious foul by same player | WHAT:<br>- Player ejected<br>- Player down – 5 min                               |
| <b>Red</b>                                      | WHY:<br>- Flagrant foul<br>- Gross misconduct         | WHAT:<br>- Player ejected<br>- Player down – 10 min                              |

## RULES SUMMARY

| The Structure of Play   | The Game   | Fouls   |
|---|--|---|
| <p><u>The Teams</u></p> <ul style="list-style-type: none"> <li>- 12 players:                             <ul style="list-style-type: none"> <li>▶ 3 attack</li> <li>▶ 5 midfield</li> <li>▶ 3 defense</li> <li>▶ 1 goalkeeper</li> </ul> </li> <li>- except for the goalkeeper, players may move anywhere on the field</li> <li>- no more than 8 offensive players can be below the restraining line at any one time (and 8 defensive players + goalkeeper)</li> </ul> <p><u>The Playing Area &amp; markings</u></p> <ul style="list-style-type: none"> <li>▶ marked boundary</li> <li>▶ goal cage (6' x 6')</li> <li>▶ goal crease 6m dia.</li> <li>▶ 11m Marking Area</li> <li>▶ 15m Fan</li> <li>▶ Restraining Line (27m)</li> <li>▶ Centre Circle 9m dia.</li> <li>▶ substitution area</li> </ul> <p><u>The Equipment</u></p> <ul style="list-style-type: none"> <li>- Mouthguard</li> <li>- Stick – length, pocket</li> <li>- Cleats – moulded rubber</li> </ul> <p><u>The Officials</u></p> <ul style="list-style-type: none"> <li>- at least 2 umpires (3 in International matches)</li> <li>- maintain safety of all participants by enforcing the rules of the game</li> </ul> | <p><u>Starting &amp; stopping play</u></p> <ul style="list-style-type: none"> <li>- Draw: starts the game and is taken after each goal</li> <li>- players must “stand” on every whistle</li> </ul> <p><u>How the Game is Played</u></p> <ul style="list-style-type: none"> <li>- Two halves</li> <li>- Substitution: on the fly or after goals, unlimited</li> <li>- Ball out of bounds results in a turnover</li> <li>- No possession time rules or time requirement for taking a shot</li> <li>- Crease violations: cannot step on or into crease during or after a shot</li> <li>- Throws: when coinciding fouls of the same magnitude occur (ie., two minor fouls)</li> <li>- A game will only be called due to weather if there is lightening or if conditions are a hazard to the safety of the participants.</li> </ul> | <p><u>Minor Fouls</u></p> <ul style="list-style-type: none"> <li>- everyone moves 4m away from ball carrier in the direction they came from</li> <li>- maintain safety</li> <li>- examples: covering a ball on the ground with the stick, empty stick check, body ball</li> </ul> <p><u>Major Fouls</u></p> <ul style="list-style-type: none"> <li>- offender moves 4m directly behind the ball carrier, everyone else moves 4m away</li> <li>- may result in yellow or red card</li> <li>- maintain safety</li> <li>- examples: swiping, check to the head, cradling to close to face, charging, dangerous shot</li> </ul> <p><u>Free Position Shots</u></p> <ul style="list-style-type: none"> <li>- awarded to the attacking team when defense commits an infraction in the marking area (11m) (ie. obstruction)</li> <li>- taken from closest hash mark to where infraction occurred</li> </ul> <p><u>Misconduct &amp; Suspensions</u><br/>[carding system]</p> <ul style="list-style-type: none"> <li>- Green = 1<sup>st</sup> team warning</li> <li>- Green/Yellow = next person</li> <li>- Green/Red = next person</li> <li>- Yellow = first individual offense for the following:                             <ul style="list-style-type: none"> <li>▶ check to the head</li> <li>▶ dangerous propelling</li> <li>▶ swiping</li> <li>▶ team fouls following a green card caution</li> </ul> </li> <li>- Red = second offense or first gross misconduct and ejection from game</li> </ul> <p><u>Advantage Flag [flag is yellow]</u></p> <ul style="list-style-type: none"> <li>- “held” flag on a scoring drive where infraction has been caused by defense (attacking team maintains possession)</li> <li>- hand signal indicates advantage in “non-scoring” areas</li> </ul> |

# THE FIELD AND PLAYER POSITIONS (THE CENTRE DRAW)





## PLAYER CHARACTERISTICS

| ATTACK  | MIDFIELD  | DEFENSE  | GOAL  |
|---|---|--|---|
| 1H – 2H – 3H  | LAW/RAW<br>C<br>LDW/RDW   | P – CP – 3M  |   |
| Good stick skills <ul style="list-style-type: none"> <li>- can catch and pass and handle the ball in tight spaces</li> <li>- natural goal scorer</li> <li>- quick shot</li> </ul>   | Good stick skills <ul style="list-style-type: none"> <li>- can catch and pass at speed</li> <li>- good on loose balls</li> <li>- good ball control in transition</li> </ul> | Good stick skills <ul style="list-style-type: none"> <li>- can block and intercept</li> <li>- can make accurate passes on transition</li> <li>- good on loose balls</li> </ul> | Good stick skills <ul style="list-style-type: none"> <li>- can catch, block and pass well</li> </ul>  |
| Attitude <ul style="list-style-type: none"> <li>- patient, confident</li> <li>- good under pressure</li> <li>- assertive: doesn't back away from defenders</li> <li>- get into defensive position when the ball is turned over</li> </ul> | Attitude <ul style="list-style-type: none"> <li>- patient, determined</li> <li>- plays good positional defense</li> </ul>   | Attitude <ul style="list-style-type: none"> <li>- patient, determined</li> <li>- plays good positional defense</li> <li>- aggressive: can bump and get bumped</li> </ul>       | Attitude <ul style="list-style-type: none"> <li>- stays positive</li> <li>- aggressive: not afraid of shooters and the ball</li> </ul>                              |
| Good Communicator <ul style="list-style-type: none"> <li>- uses silent cues</li> </ul>  | Good Communicator <ul style="list-style-type: none"> <li>- uses combination of silent cues and audible calls</li> </ul>   | Good communicator <ul style="list-style-type: none"> <li>- calls the cuts and open men</li> </ul>  | Good communicator <ul style="list-style-type: none"> <li>- directs defense</li> <li>- calls the clear</li> </ul>  |
| Speed <ul style="list-style-type: none"> <li>- quick footwork</li> <li>- quick bursts to make cuts for ball or to goal</li> </ul>   | Speed + Endurance <ul style="list-style-type: none"> <li>- tireless runner</li> </ul>   | Speed <ul style="list-style-type: none"> <li>- quick footwork</li> <li>- quick bursts to cover cutters or get into position to take away space</li> </ul>                      | Speed <ul style="list-style-type: none"> <li>- quick footwork</li> </ul>  |
| Anticipation <ul style="list-style-type: none"> <li>- can read and anticipate</li> <li>- good playmaker</li> <li>- knows how to cut</li> <li>- can create space</li> </ul>  | Anticipation <ul style="list-style-type: none"> <li>- on centre draw</li> <li>- knows how and when to cut on transition</li> </ul>  | Anticipation <ul style="list-style-type: none"> <li>- knows when to go for interception</li> <li>- knows how and when to cut on clears</li> </ul>                              | Anticipation <ul style="list-style-type: none"> <li>- knows when to go for interceptions</li> <li>- good eye/hand-coordination</li> <li>- quick reflexes</li> </ul> |

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



**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.



## THE PRINCIPLES OF FAIR PLAY

One of your greatest responsibilities as a coach is to develop your athletes' sense of fair play. Fair play embodies the principles of integrity, fairness and respect.

- Respect the rules of the game
- Respect officials and accept their decisions
- Respect the opponent
- Provide all participants with equal opportunities
- Maintain dignity and self control under all circumstances

The principles of Fair Play apply to EVERYONE involved in sport:

✓ Athletes      ✓ Coaches      ✓ Officials      ✓ Parents      ✓ Spectators

### How are you doing?

- Do you insist that your players play fairly?
- Do you encourage and promote good sportsmanship among players?
- Do you employ every available means to promote good sportsmanship among spectators?
- Do you set a good example of sportsmanship for others to follow by your conduct both on and off the field?
- Do you openly applaud a brilliant play of your opponent?
- Do you treat officials with respect?
- Do you lose a game with dignity?
- Do you always try to impart more than just game skills to your players?
- Do you give equal attention to the average players as well as to the stars?
- Do you exploit "teachable moments" to install sound sporting attitudes and practices?
- Do you analyze yourself, your habits, practices and teaching methods regularly?
- If you had a young relative, would you be the person whom you would choose to lead her?

If you can answer to yes to most of these questions, you are well on your way to putting the principles of Fair Play into action.

## 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 report all suspected cases of abuse.

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

#### 3. Identify all the ethical issues

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

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

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

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

### The 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:**    The coach is upset because the opponents are creeping. Her girls are getting frustrated because the umpires are not calling it, and they too begin creeping before and after the whistle in order to eliminate the advantage the opponents are gaining.

The Issues?

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The Solutions

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**Incident 2:**    Earlier in the week, the coach has developed an entire practice to proper defensive positioning, especially in the 11m fan. With time running out in the game and his team leading by a goal, one of his players strays too far off her check and is called for “3 seconds in the fan”. The free position shot results in the tying goal. The coach is livid, takes the player off the field and begins berating her on the sideline.

The Issues?

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The Solution

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**TASK 6      TEACHING VALUES**

**Incident 1:** The coach started watching her player who was having unusual success at beating her check and consequently getting very good scoring chances. She 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 Solutions

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**Incident 2:** A player from the visiting team scores her third quick-stick of the game. The coach recognizes the talent this player possesses, hoping his girls are learning something from her play. However, he hears one of his players say, "What a fluke, another lucky shot. I can't believe how lucky that girl is, and she thinks she's so good."

The Issues?

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The Solution

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**TASK 7      EQUAL PLAYING TIME**

**A.** At the beginning of the season Coach A allocates half of her practice focussing on her attack players, taking them through new plays until they understand them and can run through them with no problem. She then brings in the defense who have been standing around and talking at the other end of the field, unaware of what the attack has been doing to make it more realistic for the attacking unit.

**B.** At the end of the season Coach B does the same thing.

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 ex-planations 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 – teasing or harassment**

**Incident 1:** During practices, the players tease each other with seemingly harmless checks or call each other racially charged names.

The Issues?

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The Solution.

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**Incident 2:** During half-time, the coach overheard her 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 response; this passive response can indicate that you are OK with what was said or done. A passive response, although leaving you at little personal risk, does nothing to change or stop the behaviour from happening again.

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

### Choose a positive response to intervene effectively

|  |   |
|--|---|
| <p>Passive response –<br/>“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 -<br/>“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 -<br/>“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 hurtful. How about treating that person as you would like to be treated, and as we agreed to treat one another as team members?”</p>                    |



# THE COACH'S RESPONSIBILITIES

Task 11 \_\_\_\_\_ Discuss and list the responsibilities of:

The Coach

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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:

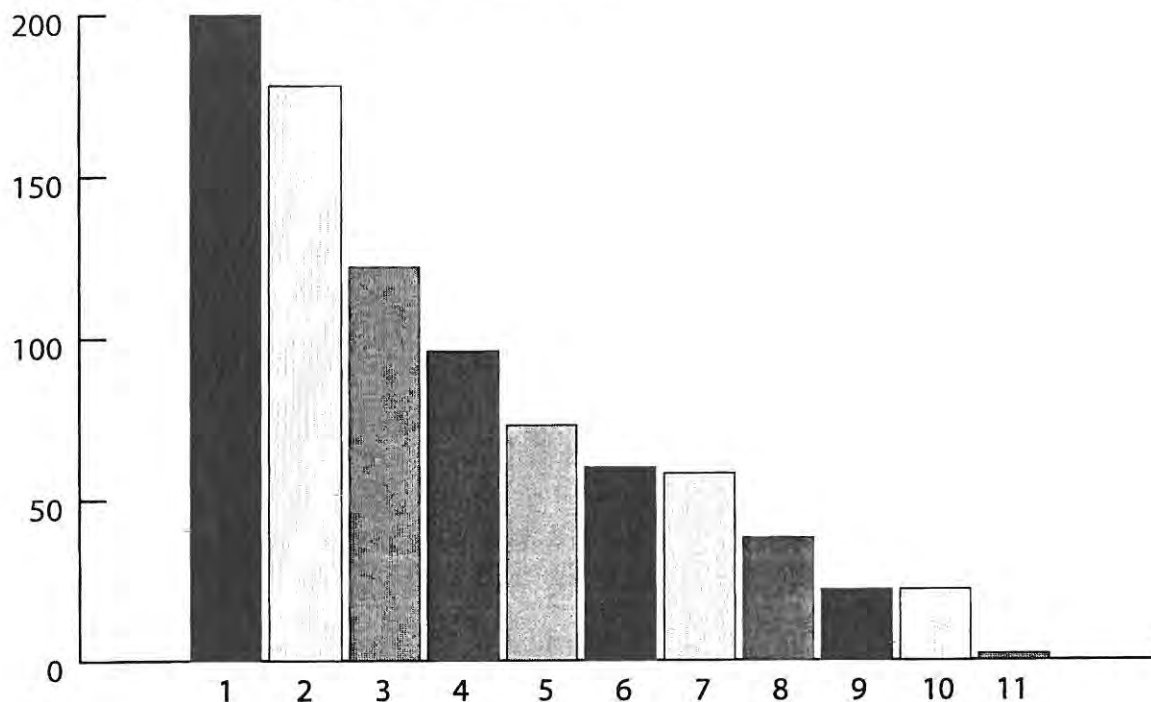
##### Boys

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 feed back 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.

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

**TASK 13      Player-Centred Coaching**

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

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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.

**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

**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**

**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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## PLAYER ASSESSMENT

### Stages of Skill Development

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

| <b>LEARNING LEVELS OF WOMEN'S FIELD LACROSSE</b> |   |  |  |  |  |
|--|---|--|--|--|--|
|  | <b>1<br/>Beginner</b>   | <b>2<br/>Beginner<br/>– Intermediate</b> | <b>3<br/>Intermediate</b>  | <b>4<br/>Intermediate<br/>– Advanced</b> | <b>5<br/>Advanced</b>  |
| STAGES OF SKILL DEVELOPMENT                      | <b>PERCEIVING</b><br>Movements are those in which players become aware of and come to understand the fundamental positions, stances, and patterns of their sport        |  | <b>ADAPTING</b><br>Movements are those in which participants modify selected movement to perform them under different conditions and in different locations  |  | <b>IMPROVISING</b><br>Movements are those in which participants invent responses on the spur of the moment   |
|  | <b>PATTERNING</b><br>Movements are those in which players execute the components of movement in the correct order – but usually in an awkward and unsynchronized manner |  | <b>REFINING</b><br>Movements are those in which movements are smooth and efficient and are consistent under more complex conditions  |  | <b>COMPOSING</b><br>Movements are personal interpretations of movement or personal combinations of movement into unique motor patterns. Composing movements are the ultimate movement of sport. The creations of the superstars of sport |
|  |   |  | <b>VARYING</b><br>Movements are those in which participants invent personal responses to competitive situations. At this level, these responses are limited to different ways of performing specific movements and the result of the immediate situation |  |  |

The **Skill Assessment Charts** are provided in this module to:

1. Help the coach understand proper technique of the fundamental skills.
2. Enable the coach to quickly get a read on the skill level of his/her players. This could be used as a teaching tool.
  - Levels 1 –2 = Low level of execution
  - Level 3 = Average (correct form)
  - Levels 4 –5 = High level of execution
3. Assist in goal setting for individuals and the team in terms of skill development over the course of the season.

It is not the intention that coaches would complete one of these charts for each player but merely to use them as a guide in determining the overall level of your team.





### Skill Assessment Chart: GRIP & CRADLE

| Stage                       | Perceiving – Patterning  |  | Adapting – Refining – Varying   |  | Improv. – Compos.   |
|-----------------------------|--|--|---|--|---|
|                             | 1<br>Beginner  | 2<br>Beginner-<br>Intermediate   | 3<br>Intermediate   | 4<br>Intermediate<br>-Advanced   |   |
| <b>Top hand Grip</b>        | - Tight grip<br>- V is not at the back of the head<br>- Top hand slides too far down the shaft of stick resulting in limited control of cradle | - Top hand slides too far down the shaft of stick resulting in limited control of cradle                                 | - Top hand is positioned comfortably near the throat of stick<br>- Relaxed grip   | - Top hand is positioned comfortably near the throat of stick<br>- Relaxed grip<br>- Demonstrates some ability to use one hand on stick                          | - Top hand near the throat of stick at appropriate times<br>- Relaxed grip<br>- 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;  | - 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);<br>- 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);<br>- 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 her advantage  |

## Skill Assessment Chart: GROUND BALLS

| Stage  | Perceiving – Patterning  |   | Adapting – Refining – Varying  |  | Improv. – Compos.   |
|--|--|---|--|--|---|
|  | 1<br>Beginner  | 2<br>Beginner-<br>Intermediate  | 3<br>Intermediate  | 4<br>Intermediate<br>-Advanced   | 5<br>Advanced   |
| <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</li> <li>- 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

| Stage                       | Perceiving – Patterning  |  | Adapting – Refining – Varying  |  | Improv. – Compos.  |
|-----------------------------|--|--|--|--|--|
| Criteria / Level            | 1<br>Beginner  | 2<br>Beginner-Intermediate   | 3<br>Intermediate  | 4<br>Intermediate-Advanced   | 5<br>Advanced  |
| <b>Giving a Target</b>      | - Standing stationary when giving a target<br>- 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<br>- Often bobbles the ball<br>- Stationary catch only                          | - Starting to cushion the ball better<br>- Catching most of the time, even though not technically correct<br>- Can't maintain speed while catching | - Cushions the ball by absorbing with arms<br>- able to catch at all levels with both hands<br>- Able to maintain good foot speed when catching the ball | - ability to catch at all levels with both hands<br>- Capable of catching while closely marked<br>- Performed at top speed                                       | - Catches at all levels with both hands<br>- Capable of catching while closely marked<br>- Performed at top speed<br>- Effective catch in heavy traffic                    |
| <b>Transition to cradle</b> | - No cradle, so focused on catching the 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);<br>- 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);<br>- Bottom arm providing power to cradle                    |
| <b>Practice situations</b>  | - Requires constant reminders / demonstrations of proper technique   | - Requires some reminders of technique<br>- Works on weak hand in practice situations; wouldn't use in a game yet                                  | - Demonstrates good technique in drill situations; concentrates well on technique<br>- Developing confidence in weak hand                                | - Concentrates on tight marking situations<br>- 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<br>- Panics under pressure resulting in drop ball situations                   | - Open field catches are executed properly; not as confident in tight situations; primarily uses predominant hand (strong); starting to use weak hand    | - Comfortable catching in tight situations and at different levels<br>- 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<br>- 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**

| Stage                      | Perceiving – Patterning  |  | Adapting – Refining – Varying  |   | Improv. – Compos.  |
|----------------------------|--|--|--|---|--|
| Criteria / Level           | 1<br>Beginner  | 2<br>Beginner-<br>Intermediate   | 3<br>Intermediate  | 4<br>Intermediate<br>-Advanced  | 5<br>Advanced  |
| <b>Top hand</b>            | - Top hand slides too far down the shaft resulting in poor pass<br>- Elbow positioned well below shoulder to begin the motion; result: poor mechanics to throw | - Top hand slides too far down the shaft, resulting in lack of control in pass<br>- elbow positioned below shoulder to begin the motion on most passes; result: short pass | - Top hand begins near the throat of stick, slides down shaft slightly to make pass<br>- Follow through after release<br>- Elbow positioned at or slightly above shoulder to begin the motion on most passes | - Top hand begins near the throat of stick, slides down shaft slightly to make pass<br>- Follows through in the direction ball is to travel<br>- 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<br>- 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 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  |



**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> |                       |                       |                    |  |  |  |  |  |  |
|   | Current Level of Team | Name of Drill         |                    |  |  |  |  |  |  |
|   |                       | Overhand Pass Shuttle | 5 Point Star Drill |  |  |  |  |  |  |

## THE PLAYERS' FAIRPLAY CODE

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

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

| Issues | 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, ie., how to:

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

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

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

### How it all Fits

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

- Achievement
- Self-Determination
- Affiliation
- Sensation

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

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

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

## Practical Application

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

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

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

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

| Motivational Needs | Emotional Skills Learned |
|--------------------|--------------------------|
| Achievement        |                          |
| Self-determination |                          |
| Affiliation        |                          |
| Sensation          |                          |

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

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

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

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

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



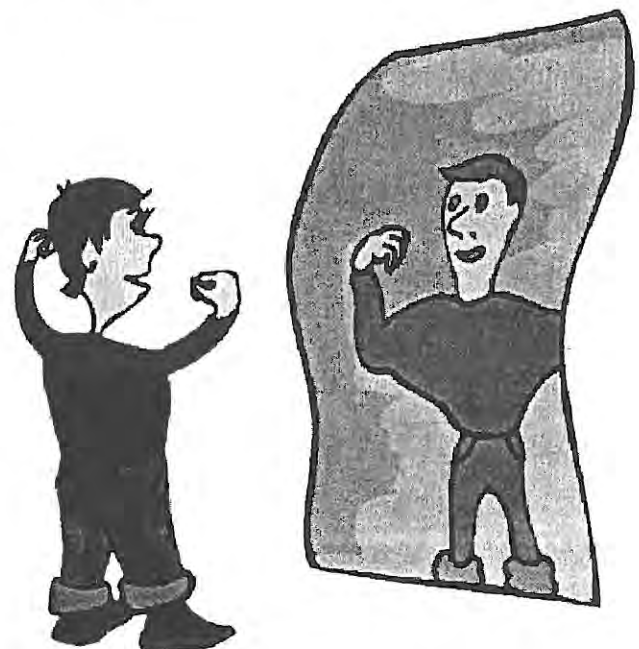
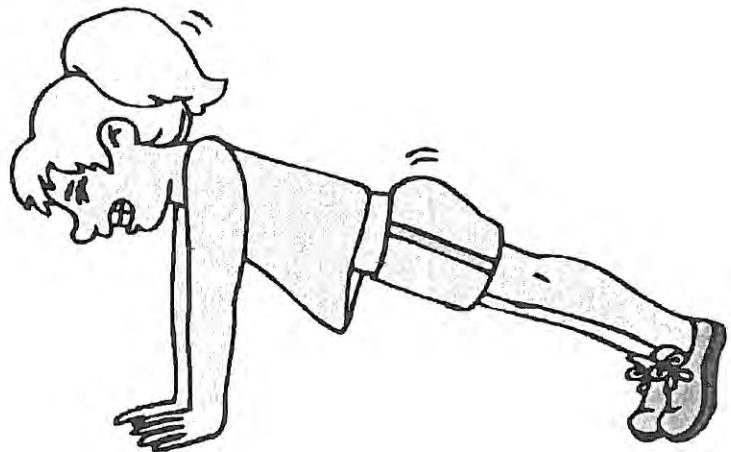
## What is self-esteem?

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

## The importance of self-esteem in sport

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

Even remarks that seem insignificant to the person that made them may have an impact on a participant. Parents and coaches should always point out things that the participant is doing well, as well as those that need to be improved. Positive reinforcement can be given on how a participant is performing a skill/activity, and can also be provided for aspects of behaviour that have little to do with performance in sport (e.g. following the rules, playing fair, being on time, taking good care of equipment, making others laugh or relax). What you say matters a lot to the participants. Coaches can directly impact the self-esteem of the participants, and therefore must carefully assess the potential impact of the words they use and the comments they make on the participants before they are made.



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

### During a selection

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

### When commenting or providing feedback about the practice

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

### During a pre-competition talk

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

### After a competition win

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

### After a Competition loss

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

## Indicators of Low Self-Esteem in Players

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

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

## Tips to Help Players Improve Their Self-Esteem

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



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

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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.

| RISKS                    | PREVENTIVE ACTION PLAN |
|--------------------------|------------------------|
| Health History           |                        |
| Weather                  |                        |
| Equipment and Facilities |                        |
| Human Factors            |                        |

## Medical History

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

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

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

## Weather

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

## Equipment

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

## Human Factors

Minimize accidental contact by:

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

# Medical History Card

Name: \_\_\_\_\_ Birth date: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Personal Health Number: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Address (If different from above): \_\_\_\_\_

Phone (home): \_\_\_\_\_ Phone (work): \_\_\_\_\_

Contact person

(if parent is unavailable): \_\_\_\_\_ Phone: \_\_\_\_\_

Family Physician: \_\_\_\_\_ Phone: \_\_\_\_\_

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

Asthma

Diabetes

Heart Disease

Seizures

Other: \_\_\_\_\_

(Specify) Other problems, previous injuries or surgery

Headaches

Blackouts

Chest Pain

Fractures

# of Concussions \_\_\_\_

Other: \_\_\_\_\_

Are corrective lenses required No  Yes

Immunization: Year of last tetanus shot: \_\_\_\_\_

List allergies and/or medications taken regularly:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date card completed: \_\_\_\_\_

\_\_\_\_\_

Signature of parent or guardian

## Facility Safety Checklist

Facility: \_\_\_\_\_

Date: \_\_\_\_\_

Inspected by: \_\_\_\_\_

| Item                              | Adequate | Inadequate | Corrective Measures* | Observations |
|-----------------------------------|----------|------------|----------------------|--------------|
| Playing surface and installations |          |            |                      |              |
| Dressing Room                     |          |            |                      |              |
| Team Equipment                    |          |            |                      |              |
| Individual Equipment              |          |            |                      |              |

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

## Strategies For Managing Risk

| Information to gather  | Actions to take   |
|--|---|
| <ul style="list-style-type: none"> <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.

# 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

**Step 7 Treatment of sprains, strains, and bruises - P.I.E.R****P.I.E.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 (Removal from activity)
- **I**ce or **C**old
- **C**ompression or **P**ressure
- **E**levation

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

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

**Rest, Ice, Compression & Elevation**

For bleeding use:

**Pressure, Ice, Elevation & Rest**

For fractures use:

**Rest, Immobility, Cold & Elevation**

## Appendix 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 must be quick without hesitation</b>   |
| <b>Pupils</b><br>Practise ahead of time | Cover the eye and then expose the eye to light.<br><b>The pupil should get smaller quite quickly.</b><br>Both pupils should be dilated by the same amount.<br>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 headidness
- 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                         |





**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 the fundamentals of the individual skills and team play of women's field lacrosse.*

**OBJECTIVES:** Coaching Competencies of the Level 1 Coach include the ability to:

- Break down each skill of Women's Field Lacrosse into its five phases
- Demonstrate each lacrosse skill in the technically correct manner
- Identify the common errors in performing the skills and provide feedback
- Understand the principles of offense and defense

**INTRODUCTION:**

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

*New coaches should not be intimidated by the amount of information or the complexity of it. It may take several seasons to incorporate all the information within your practices and games.*

*More experienced coaches should use this module as a review to confirm that their knowledge of the game is fundamentally correct and then design their practices to 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 progression, to pinpoint problem areas and to separate the cause of problems from their symptoms.

#### 1. Preliminary Movements

The Preliminary Movement 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.

- Feet position
- Body orientation
- Knee flex
- Stick position

#### 2. 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 transfer

#### 3. The Force Producing Movements

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

- Weight transfer
- Hip, trunk and shoulder rotation
- Leg and arm extension

#### 4. The Critical Instant

The Critical Instant is the point of release or contact.

#### 5. 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 FUNDAMENTALS OF OFFENSE

### THE GRIP

- Have a comfortable hold on the stick.
- Control it with your fingertips (see below).
- In each hand, you should be able to fit a pencil between your palm and the stick.

### Top Hand

- Open your top hand and locate the inside of your knuckles
- Lie the stick across your knuckles and hold the stick with your FINGERTIPS (not on your palm because this will decrease the range of motion and flexibility of your stick)

**Plastic sticks:** top hand should be at LEAST 10 cm (4") to 15 cm (6") down the shaft

**Wooden sticks:** top hand should be around the bottom of the leathers so you have more control

- Hold the stick upright, above your shoulder and cock your wrist back at a 45 degree angle (the ball will sit in the stick, above your shoulder)
- Lift the elbow so it is away from the body (this will become easier when we add the bottom hand)

**Note:** all motion comes from top hand, top hand wrist to allow for quicker release, more snap on the passes and shots

### Bottom Hand

- Hold your bottom hand all the way at the bottom of the stick
- Bring the butt end of the stick in front of your body (within the framework)

**Note:** the bottom hand is a glide on the stick – it should not dictate the cradle

#### RECAP

Hold stick with fingertips, keeping the top hand wrist cocked at 45° above shoulder – elbow out. Bottom hand at the bottom of the stick and acts as a guide only – butt end in front of body.



## THE CRADLE

### Why is it important?

- i) To maintain possession of the ball. Cradling the ball is the most basic skill in this game as “possession is everything.” It must be practised until it feels as comfortable on the left side as on the right. It should be effective whether you're standing, walking, running at top speed, rolling on the ground, etc.
- ii) the position of your stick while cradling is extremely important – you should be prepared to DRIVE, SHOOT, or PASS at any time.
- iii) work on flexibility in your upper body. You rarely get to cradle in a natural (comfortable) position. You are always rotating your upper body to draw your stick away from defenders
- iv) develop a tight legal cradle – don't give your defender any opportunity for a check
- v) get used to constantly moving your cradle from left hand, right hand, high, low, pull hard to your strong side, back across to the other side.

#### Things to think about when cradling:

- where is the defender
- keep the stick away from trouble



In time, players develop their own cradle style which is both comfortable and effective.

## GROUND BALLS

**PURPOSE:** To gain control of loose balls on the ground

### PRELIMINARY MOVEMENTS

- move toward the ball
- top hand is at the throat of the stick
- bottom hand is at the butt end

**CUE WORDS:**  
**“Butt Down”**  
**“Two Hands”**

### PREPARATION MOVEMENTS

- plant front foot beside the ball (same foot as the top hand on the stick)
- stick moves to the side of the body opposite the front foot and remains parallel to the ground
- the head of the stick approaches the ball from behind
- bend knees and hips, and lower upper body

### FORCE PRODUCING MOVEMENTS

- transfer weight onto the front foot
- extend the arms and push the head of the stick under the ball
- brush the ground with the knuckles from both hands

### CRITICAL INSTANT

- the ball rolls into the stick

### FOLLOW-THROUGH

- push off with the back foot and explode away
- protect the stick from opponents
- cradle right away

**Things to think about for ground balls:**

Before picking up the ball:

- maintain speed
- look for players from the other team near the ball to block out
- look for teammates near by who can help

After picking up the ball:

- pull the stick in to protect it from being checked and cradle
- look to pass the ball to someone in a better position

| GROUND BALLS   |   |
|--|---|
| Common Errors  | Result  |
| - player tries to pick the ball up from directly behind it instead of moving beside it | - holding the stick in front of the body can cause injury                         |
| - player bends at the waist only not at the knees                                      | - knuckles not brushing the ground - player pushes the ball and cannot pick it up |
| - player uses one hand only  | - less control and the stick can be easily checked                                |
| - arms are stiff   | - can't give with the ball  |
| - player slows down before getting to ball or after picking ball up                    | - loses the advantage on her opponent   |
| - after picking up the ball, the arms are extended forward                             | - the stick can be easily checked   |
| - overruns the ball  | - may illegally cover the ball<br>- unable to gain control                        |

## CATCHING

**PURPOSE:** To help a team maintain possession of the ball and generate scoring opportunities by advancing the play up field and moving the play and the ball around the critical scoring area.

**CUE WORDS:**  
 "Give a target"  
 "Cushion"  
 "Soft hands"

### PRELIMINARY MOVEMENTS

- bottom hand foot is slightly forward
- face the passer
- keep the "V" of top hand at/near the throat of the stick
- move the head of the stick into position as a target for the passer to hit
- elbows slightly flexed and arms relaxed
- keep the head of the stick perpendicular to the path of the flight of the ball

### PREPARATION MOVEMENTS

- weight is transferred to the front foot as you are reaching toward the ball
- extend the arms (and stick) toward the ball
- keep the stick between the shoulders

### FORCE PRODUCING MOVEMENTS

- bend the arms and knees to "give with the ball" to initiate the cushioning action

### CRITICAL INSTANT

- the ball hits the pocket of the stick

### FOLLOW-THROUGH

- continue to cushion the ball as it hits the pocket
- begin to cradle immediately

**Things to think about before making the catch:**

- Before catching the ball:
- make a cut to get away from your defender then cut directly toward the passer leaving your defender behind you
  - hold your stick up as a target on the opposite side from where your defense is covering you

| CATCHING   |  |
|--|--|
| Common Errors  | Result                                     |
| - the pocket of the stick is not open and in line with the incoming ball | - hits the sidewall or misses the pocket   |
| - the player does not see the ball into their stick                      | - hits the sidewall or misses the pocket   |
| - knees and elbows do not bend enough                                    | - not able to generate the "giving" action |
| - the upper arm is too stiff and doesn't allow for the cushioning action | - is not able to give with the ball        |
| - stick has not been initially extended to meet the ball                 | - there is no room to give with the ball   |



## PASSING UNDERHAND

**PURPOSE:** To move the ball from player to player in order to advance the play up the field or move the play around in the attacking end to create a scoring opportunity. Most effective when used to elude a defender's stick, or make a short pass.

**CUE WORDS:**  
"Shovel"

### PRELIMINARY MOVEMENTS

- proper grip
- cradling the ball

### PREPARATION MOVEMENTS

- shoulder and hip of top hand point toward the target
- move the stick to the bottom hand side of the body
- elbow of the bottom hand pulls back, drawing the stick towards a horizontal position
- upper body rotates toward the bottom hand hip

### FORCE PRODUCING MOVEMENTS

- transfer weight to the front foot (same as top hand and still pointing towards the target)
- top arm extends towards the target and the bottom hand pushes down on the butt end of the stick creating a lever action
- top hand wrist flexes (snaps) at the point of release

### CRITICAL INSTANT

- point of release = ball comes out of the stick

### FOLLOW-THROUGH

- top arm is straight pointing the head of the stick directly at the target

| PASSING UNDERHAND   |   |
|---|---|
| Common Errors   | Result  |
| - the top and bottom hand are not working together  | - ball does not come out at the right trajectory    |
| - head of the stick drops too far below the bottom hand when being pulled back  | - the ball drops out of the pocket                  |
| - the stick remains in front of the body  | - no back swing and can be easily checked           |
| - the body faces the direction of the pass. Instead, the player should slightly rotate her shoulder and place the top hand foot forward |   |
| - the head of the stick is too high on the follow-through   | - the pass rises too high in the air and off target |

## PASSING OVERHAND

**PURPOSE:** To move the ball to a teammate to advance the play up the field or move the play around in the attacking end to create a scoring opportunity.

**CUE WORDS:**  
 “elbow up”  
 “follow through”

### PRELIMINARY MOVEMENTS

- proper grip
- cradling the ball
- bottom hand foot is slightly forward and pointing towards the target

### PREPARATION MOVEMENTS

- weight is on the rear foot
- top hand can slide down from the throat (6-7")
- shoulders and hips rotate toward the top hand side while the top hand moves above the head bringing the stick into passing position
- bottom hand points the butt end of the stick in the direction of the target

### FORCE PRODUCING MOVEMENTS

- rotated upper body unwinds and weight is transferred to the front foot (opposite to the top hand) as it is planted
- top hand throws the head of the stick towards the target and bottom hand pulls the butt end towards the body (keep the stick to the throwing arm side of the body)
- the head of the stick is square to the target
- top hand wrist flexes (snaps) at point of release

#### Things to think about when passing:

- Keep your stick within the framework of your body to prevent a stick check
- Take into consideration the speed of the receiver in determining where to pass the ball. The pass should always lead the receiver.

### CRITICAL INSTANT

- point of release = ball comes out of the stick
- release point is generally near the ear

### FOLLOW-THROUGH

- top arm is extended and points the head of the stick directly at the target
- bottom hand finishes underneath the throwing arm
- weight is transferred to the other foot

| PASSING OVERHAND  |  |
|---|--|
| Common Errors   | Result   |
| - The pocket is lower than the shoulder in the back, indicating that the lower hand is too high.  | - ball falls out                                   |
| - The body faces the direction of the pass. Instead, the player should slightly rotate her shoulder and place the opposite foot forward | - no force producing rotation<br>- lack of control |
| - A pass or throw heading toward the ground indicates that the upper hand is pushing forward instead of upward                          | - pass off target                                  |
| - A pass or throw rising too high in the air indicates that the lower hand imprinted too much power.                                    | - pass off target                                  |



## SHOOTING

**PURPOSE:** To score goals.

The skill of shooting is similar to that of the Overhand Pass (see previous page) with the main difference being that of "Power". A good shooter creates scoring opportunities to enable her to score often, by habitually using the 4 "P's".

**CUE WORDS:**  
"See the mesh"

### POWER

How to Generate Power?

1. by sliding the top hand slightly down the shaft of the stick [Fig. 13]
2. by transferring weight from the rear foot to the front foot
3. by pulling hard with the bottom hand on the stick toward the body
4. by snapping the wrist at the point of release

### Drills:

1. "Rapid Fire" – Arrange players in pairs. One player is the shooter and stands in a ready position to shoot (at approx. 11 m), and the other is the feeder. The feeder places a ball in the shooter's stick, the shooter releases the ball as quickly and with as much power as possible toward the net. As soon as the stick returns to the start position another ball is placed in it. The shooter should complete 8 – 10 shots before switching. Emphasis is on quick release and hard shots; not where the ball ends up.
2. Weighted stick – tie a weight of some sort into the pocket of the stick; have players go through the motion of shooting, repeat in sets of 10. Then have them return to drill #1, should see an improvement in their power!



**POISE**

Good shooters choose their timing and shots wisely. They wait for, and capitalize on, the best opportunity to shoot (ie., incorporate a stick or head fake to beat a defender or get the goalkeeper moving and get themselves into a better position). Patience under pressure will increase a shooter's odds of guaranteeing that their shot hits the back of the net, and not the front of the goalkeeper or a defender's stick.

**Drill:**

1. Obstacle Shots – set up obstacles in front of the net for the shooter to dodge / fake around and then shoot. Add visual and audible distractions (ie., players yelling and waving sticks).

**PLACEMENT**

Aim for an open space in the net (corners); focus on the mesh of the net and not the keeper.

**Drills:**

1. Place targets in the corners of the net. Pick one target. Start by concentrating only on hitting the target, and gradually increase speed and power of shot until the target is being hit consistently with the greatest power. Once you've developed the ability to hit the target with power, set a goal of hitting the target 30 times in a row before moving on to the next target.
2. Practice shooting at various levels and with different release points.

**Recommendation:** Construct a goalie in the cage (plywood, an old bedsheet, plastic sheet supported by bungy cords); encourage players to aim for an opening every time they shoot on the net.

**PRACTICE**

**Practice** doesn't make perfect. **Perfect practice** makes perfect. Players should regularly practice a wide variety of shots to expand their shot selection.

| SHOOTING   |                                  |
|--|----------------------------------|
| Common Errors  | Result                           |
| - not practicing shots   | - shots are ineffective          |
| - not shifting weight from back leg to front leg to generate power   | - weak shot                      |
| - not looking specifically where you want the ball to go (ie., shooting at the net instead of shooting at the open mesh in the corner) | - low accuracy                   |
| - not lifting the arms high enough   | - may be checked                 |
| - not extending the arms back far enough   | - may be checked                 |
| - keeping the hand at the top of the stick   | - decreased leverage – weak shot |
| - not following-through with the stick after the ball is released  | - lack of control                |

## OTHER OFFENSIVE SKILLS

### SWITCHING HANDS

#### 1. Slide Technique

- slide the bottom hand up first and then slide the top hand down
- keep the head of the stick close to your body to protect it from defenders
- incorporate the switch into the cradling drill: pull your stick across your body, cradle and switch; or switch and cradle - practice both
- practise other moves incorporating the switch, ie., running, pivot, switch, pull, switch, repeat...

#### 2. Replace Technique

- holding your stick at the throat with your right hand, pass it over to your left hand, keeping it at the throat, then put your bottom hand on to cradle
- be sure to keep your stick close to your body
- leaving your stick out in open space is giving your defender a good opportunity to check

### DODGING

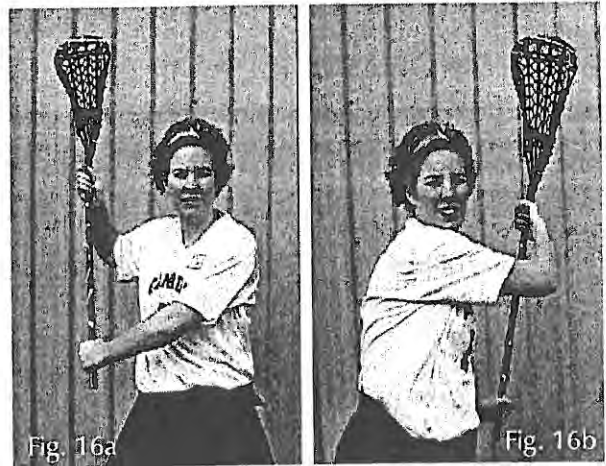
Dodges can be made more effective if performed:

- at full speed
- when incorporated with a change of speed.

## 1. Face Dodge

- run directly at your defender
- pull your stick across your body (or face) from right to left (or left to right depending on where the defender is) [Fig. 16a-16b]
- shoulders will rotate and your back should be facing the defender and protecting your stick
- explode away from the defender

NOTE: use as a fake, by taking a deliberate step to the left when pulling the stick left, and when the defender makes a move in that direction, pull the stick back hard across the body and take off to the right



## 2. Change of Hands Dodge

- run directly at your defender
- pull your stick across your body, switch hands and resume the cradle on the other side your body (with the other hand at the top of the stick)
- protect your stick from your defender
- explode away from the defender or look to pass

## 3. Roll Dodge (Pivot)

- approach your defender straight on
- if your right hand is at the top of your stick, plant your left foot about 6 inches in front and centre of your defenders feet
- keep the stick head back by the right shoulder (protected)
- take a large drop step onto right foot turning your back to your defender
- quick step with the left
- push off onto the right foot diagonally in front of the defender to cut them off
- accelerate to leave your defender directly behind you

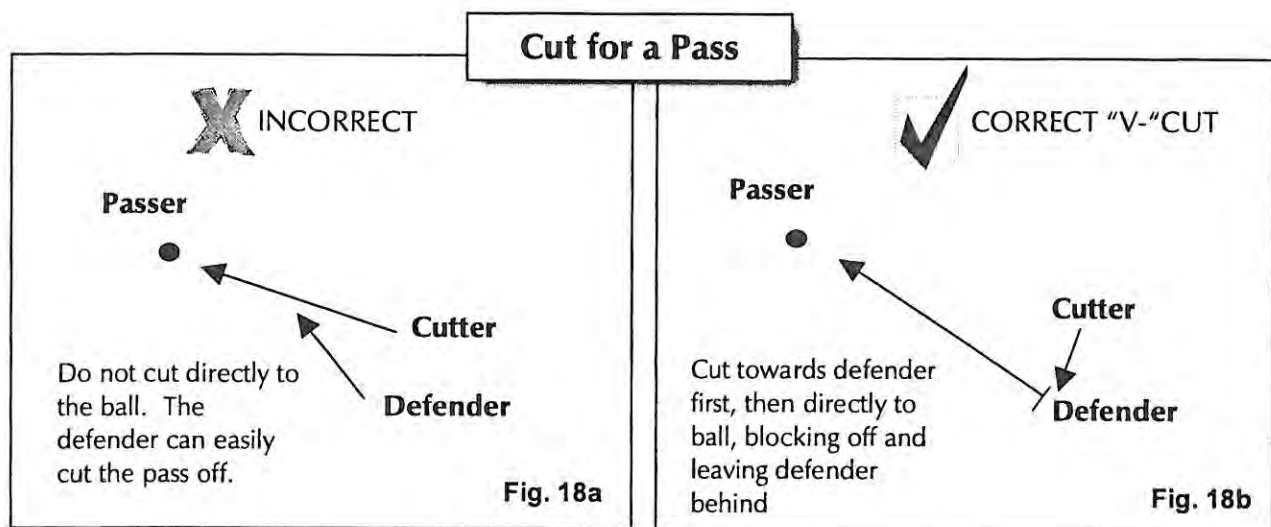


Fig. 17



## CUTTING

1. Cuts should be made only when the passer is ready to pass (make eye contact)
2. Cuts should be made directly to the ball carrier to minimize the possibility of an interception
3. Cutters should make a preliminary cut (V-Cut) away from the ball to lose their defender (cutting towards the defender then directly away from them will leave them directly behind you)
4. Cutters should have their sticks up asking for the ball and be prepared to catch
5. Cutters should always be perceived as a threat no matter what your role is in the play. Cut like you mean it!
6. Send one cutter at a time through the marking area
7. When you're not the primary cutter, keep moving to distract your defender from the ball carrier. An attacker who stands watching the play is very easy to defend.
8. Do not bring additional pressure to the passer; don't run toward ball unless you are open for a pass
9. If you don't receive the ball clear out of the marking area (11 m) as fast as you go in and look to keep the field balanced





## PLAYING OFFENSE

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

**Smart Cuts + Accurate Passes = Possession**

Level I will focus on two basic team offensive tactics:

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

### 1. CLEARS

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

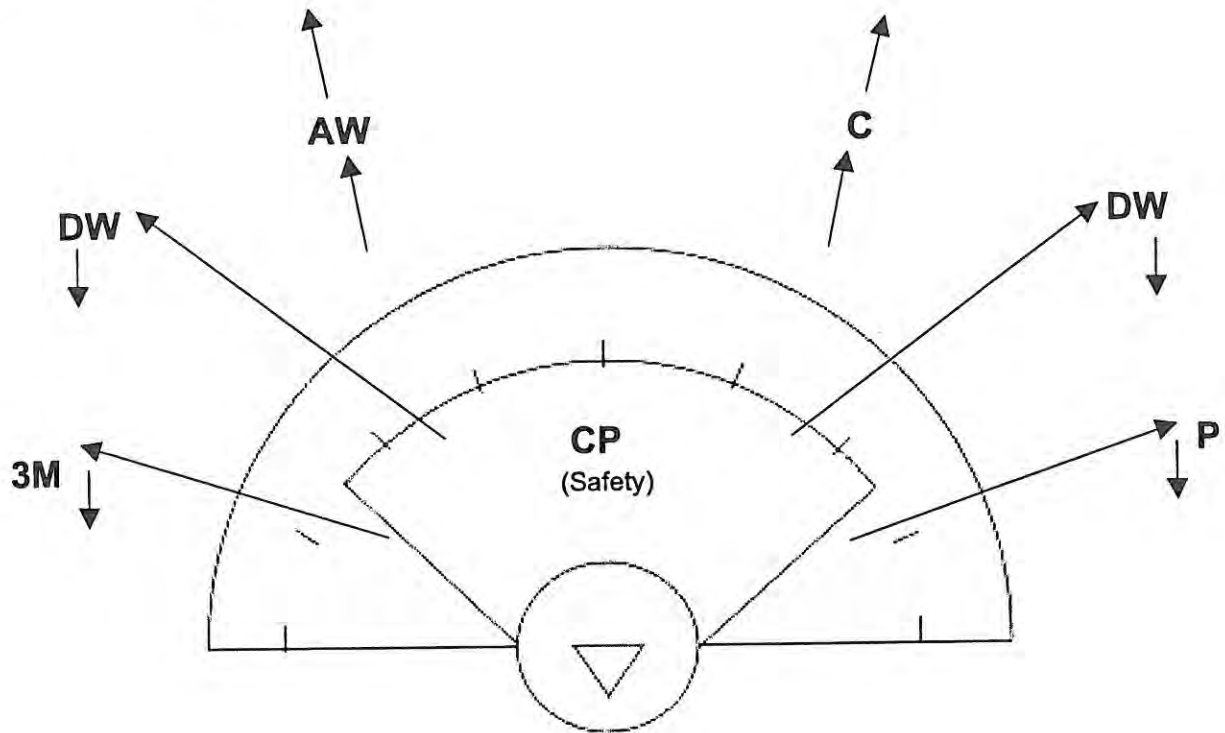
A Clearing Pass is a basic way to initiate your attack to move the ball quickly out of your end.

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

### CLEARING DO's & DON'Ts

| DO's:   | DON'Ts   |
|---|--|
| <ol style="list-style-type: none"> <li>1. goalkeeper should call out "clear" very loudly when she is ready to make a pass so players can react appropriately</li> <li>2. players must cut out and away from the centre of the field (the critical scoring area) to receive a pass towards the outside of the field</li> <li>3. time the cuts so the goalkeeper is ready to pass as the player has beaten her defender</li> <li>4. each player must know exactly where she has to go and what she has to do</li> <li>5. have one player act as the "safety" . This can either be a designated player or the lowest off-ball player ie., if the ball is passed to the right side of the field, the person closest to the goal on the left side draws into the middle of the fan as a "safety" in case a pass is intercepted and the play comes back to the goal.</li> <li>6. incorporate variations once your players understand the basic concept</li> </ol> | <ol style="list-style-type: none"> <li>1. give the defense time to react and get to their checks. React quickly to move the ball out</li> <li>2. clear to a player anywhere in the 15m fan; cutters should NEVER look to receive a pass in the critical scoring area</li> <li>3. stop cutting; KEEP recutting to get your defender out of position and get open – KEEP moving a clearing pass is made and the ball is moving upfield – No standing STILL!</li> </ol> |

Fig. 19

**A Basic Clearing Pattern**

**CP:** plays "safety" to defend the fan in case of an interception

**3M/P:** cut relatively low but well beyond the 15. Their cut is straight away from the goal and then sharply back to lose of their defender and move into an open space to safely catch the ball.

**DW/DW:** make higher cuts well beyond the 15 and cut sharply back to the ball. C and AW can help with overthrows.

**AW/C:** should be running straight up field to be ready to cut back for the second pass

**TASK 1**

1. What are the main skills you should be developing in your players to perfect a clear:

a) Goalkeeper

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---

b) Field Player

---

---

2. How should players position themselves in relation to their defender to receive a clearing pass?

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3. Where should a player's stick be when receiving a clearing pass:

a) in relation to the position of their defender?

---

---

b) in relation to where they are on the field?

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---

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4. What are the three most important points in perfecting the clear?

1.

---

---

2.

---

---

3.

---

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## 2. A BALANCED ATTACK

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

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

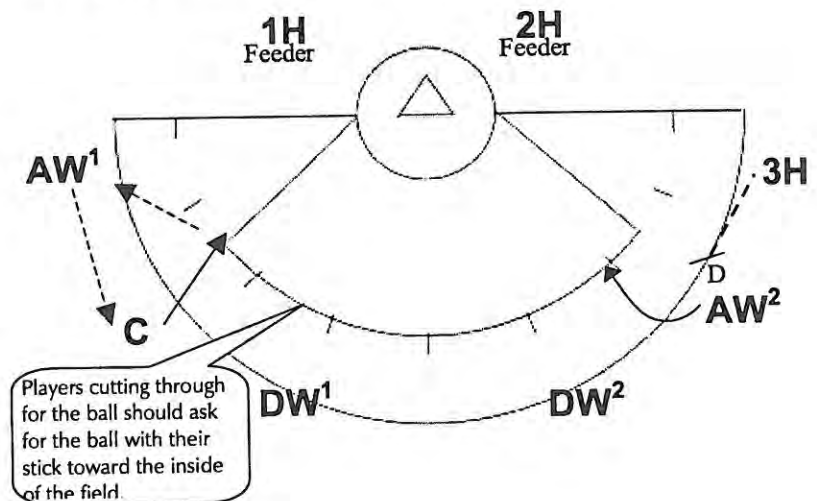
The players can then begin to work together to create good scoring opportunities by cutting through the fan one at a time. This basic attacking strategy takes time to develop. Timing and communication between players is key.

### Why Balance the Field?

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

**Fig. 20**  
**Balanced**  
**Two-Feeder**  
**Offensive Set**

In this set up, the feeders take the ball to the side or behind the net where they have extra space and time to look to complete a pass. Note: The defender covering a player behind the net will normally play in front of the net, rather than chase behind.



## MOVEMENT ON ATTACK

### CUTTING

- assign players to an initial position to start the offence (as per Figure 20)
- assign an order in which players will cut. For example, C starts by cutting towards the goal (with stick up for a target); AW1 moves up to fill her spot; if C does not receive a pass, she slides in to fill the spot where AW1 was. The second cut is made by AW2 from the other side in the same way, with 3H moving up to fill her spot, etc. Movement and cuts continue and the field remains balanced.
- emphasize that as soon as one player has cut through the critical scoring area and is moving out, the next player should start her cut – movement should be continual
- players in the AW1 and 3H position should look to support the feeders (1H and 2H) and replace behind the goal cage if they need help



## PICKS

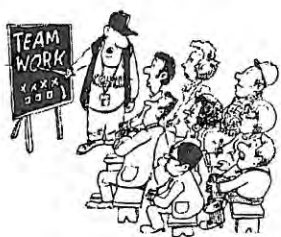
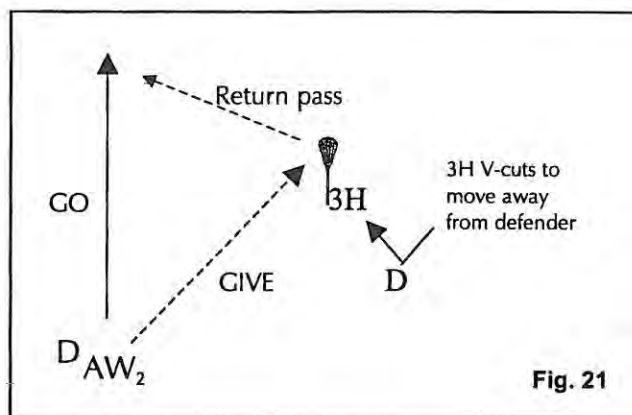
Players can work one-on-one against their defender to get open for a pass (ie., use a dodge, fake or V-cut), or they can use a “pick” to help a teammate get open. In Fig. 20, 3H sets a pick for AW2 helping her get away from her defender (D) and open for a pass. 3H must make sure that:

- a) she comes to a complete stop when she sets the pick
- b) she is within the visual field of AW2's defender
- c) AW2's defender has time and space to stop or change direction

After setting the pick, 3H now occupies AW2's original position. AW2 cuts to goal (stick up asking for the ball). If she doesn't receive a pass, she fills in the original position of 3H. Balance is achieved once again.

## GIVE & GO

- in Fig. 21 the ball carrier AW2 looks for open teammates
- passes to open teammate (3H) leading her stick away from the defender (D) (GIVE)
- as soon as the pass is released, AW2 cuts away from her defender (GO) and gives a target for a return pass
- cuts can be in any direction
- players must react to field situation to optimize the give and go
- remember all players are continually moving



### Coaching Tip

1. Offensive plays don't start from static positions
2. Encourage your players to continually communicate with one another while on attack by:
  - eye contact
  - visual cues with their stick
  - verbal cues

## Recognizing & Reacting To A Double Team

- move to avoid the defense if you see two defenders moving to cover you
- if it's too late and the double team is formed step backwards to move out of it and look to pass
- players who see a double team forming must communicate it to their teammates
- the player who's check moves to double must take the initiative to get open for a pass
- protect the ball

## TEAM OFFENSE SUMMARY

### PRINCIPLES

1. Patience and control – possession is key.
2. Movement - continuous, ball & feet!
3. Passes – short, sharp, accurate (not to the side of the receiver where the defense is covering them )
4. Balance – spacing of attackers will spread the defense creating more scoring opportunities; utilize a player behind the goal
5. Be a threat – attackers must always “look” like a threat to score, with and without the ball – cuts to goal cage must be purposeful and well-timed
6. Communication – both verbally and non-verbal (eye contact); “ask” for the ball when open; indicate support to ball carrier
7. Support the ball – cut to the ball
8. Shooting – attackers must work to get into position in the critical scoring area (the fan) to take the shot that provides the best opportunity to score

### CONCEPTS

| 1<br>Beginner  | 2<br>Beginner-<br>Intermediate  | 3<br>Intermediate  | 4<br>Intermediate<br>-Advanced | 5<br>Advanced |
|--|---|--|--------------------------------|---------------|
| <ul style="list-style-type: none"> <li>a) a basic clearing pattern</li> <li>b) cutting back to the ball</li> <li>c) move the ball up the field by passing it, rather than running it</li> <li>d) a basic balanced offensive formation/pattern</li> <li>e) off ball play</li> <li>f) the give and go to create offensive opportunities</li> <li>g) basic offensive terminology</li> <li>h) recognize and react appropriately to a double team</li> <li>i) goaltender clear to an open teammate</li> </ul> | <ul style="list-style-type: none"> <li>a) developing a variety of clearing options</li> <li>b) develop midfield transition using a variety of cuts, give and go's trail passes (use the 3 option pass guideline)</li> <li>c) developing a repertoire of shots</li> <li>d) from a balanced attack, emphasizing movement in the form of cut and replace</li> <li>e) the use of picks/screens</li> <li>f) developing crease play</li> <li>g) attacking in a 2 v 1 and a 3 v 2 situation</li> <li>h) recognize the open player resulting from a double team</li> <li>i) recognizing a man up situation and reacting to it (5 v 4, 6 v 5; isolating a 2 v 1 or 3 v 2)</li> <li>j) strategies to gain control off centre draws</li> <li>k) strategies to gain control off throw-ins</li> <li>l) goaltender improves and lengthens clears</li> </ul> | <ul style="list-style-type: none"> <li>a) increasing variety of clearing patterns – including fast break</li> <li>b) cross-field passes to change the point of attack</li> <li>c) improving midfield transition, trying to create man up situations</li> <li>d) continuing to build patterns and plays in offensive end using cuts, picks, screens, etc.</li> <li>e) fine-tuning all aspects of team offense, and increasing the ability to play the game at the highest speed and intensity level</li> <li>f) developing plays from possession after the centre draw</li> <li>g) set up plays for top shooters</li> <li>h) shooters refining “bread &amp; butter” shots</li> <li>i) learning to play a possession game for the purposes of using the clock, taking the last shot</li> </ul> |                                |               |

## THE FUNDAMENTALS OF DEFENSE

### “POSITION” IS EVERYTHING

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

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

Although a stick check is often perceived to be the best way to gain possession of the ball, it is an advanced skill and can only be performed once a player understands and can demonstrate proper defensive positioning.

### Good Positioning Creates Turnovers

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

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

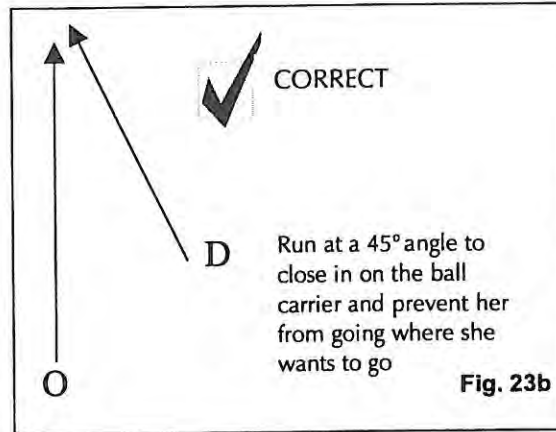
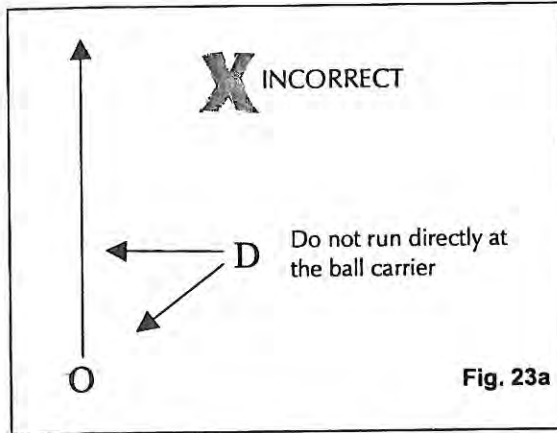
### TIPS FOR PLAYING DEFENSE:

1. Two Hands on the stick
2. Keep the stick vertical
3. Be Patient - wait for the right moment to react
4. Dictate: what moves your opponent can make



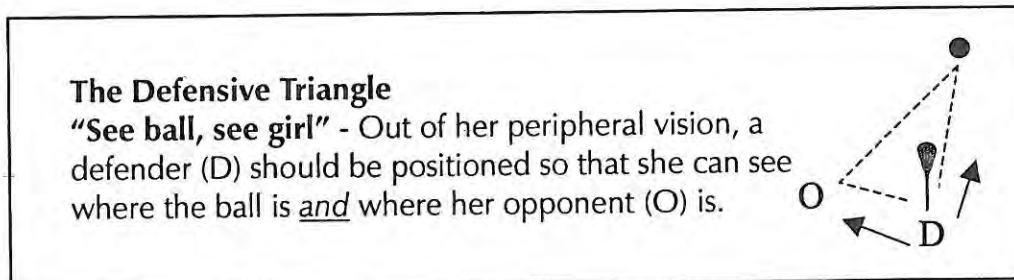
### Getting into Position

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



**Feet + Body + Stick = Good Positioning**  
 A defender should always be aware of the position of her feet, her body, and her stick.

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





## STICK CHECKING

**PURPOSE:** To dislodge the ball from the opponents stick in a safe, legal manner, or to distract the ball carrier and force an error.

### PRELIMINARY MOVEMENTS

- feet are facing the same direction as the opponent is moving [Fig. 24a]
- stay on the balls of the feet and maintain balance in order to change direction quickly and keep legal body position



### Stick Position:

- slide top hand to approx. 6 inches below the throat
- bottom hand remains at the butt end
- stick is vertical

### PREPARATION MOVEMENTS

- extend the arms toward the ball carrier's stick, keeping the stick vertical [Fig. 24b]

### FORCE PRODUCING MOVEMENTS

- top hands strikes downward forcing the head of the stick down towards the head of the opponent's stick [Fig. 24b - Fig. 24c]



A stick check made from the side [Fig. 24b] is an advanced skill. The defender must have excellent control of her stick and must have good speed to ensure that she is slightly ahead of the ball carrier before attempting the check. For beginning players, encouraging good defensive position in this case is a much



**CRITICAL INSTANT**

- stick to stick contact on the outside edge of the ball carrier's stick with the outside edge of the defense's stick

**FOLLOW-THROUGH**

- after a firm, quick, controlled check (always away from the ball carrier's body), the stick retracts towards a vertical position

[a player may check with a series of continuous short taps, but must ensure that the stick retracts between each tap]

| <b>STICK CHECKING</b>   |   |
|---|---|
| <b>Common Errors</b>  | <b>Result</b>   |
| - the upper hand slides too far down the handle of the stick                                | - swiping infraction resulting in a yellow card<br>- no control |
| - the player's checks to her opponent's stick are not under control                         | - illegal check – 4m behind or dangerous check (yellow card)    |
| - the player is too far from her opponent   | - a legal stick check is impossible to make                     |
| - the player does not retract her stick after the check but holds the opponent's stick down | - held crosse – 4m behind                                       |

**Things to think about before making a stick check:**

- is the attackers stick positioned in a manner for a legal stick check
- the defender's body must be in a legal position for a stick check
- is a stick check the best defensive play at this time

## GOALTENDING

**PURPOSE:** To prevent the ball from going in the goal cage.

### THE GRIP

#### Upper hand

- is at the throat of the stick (just under the head)

#### Lower hand

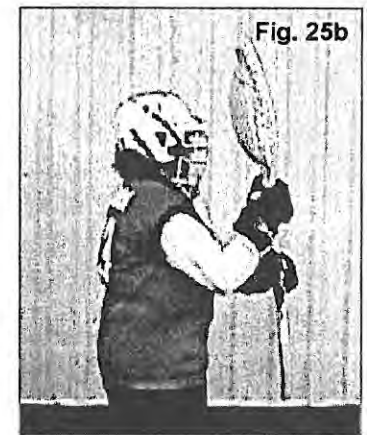
- is about six inches below the top hand on the shaft

### THE STANCE

#### Ready Position

##### 1. Position of the stick

- stick is up and vertical [Fig. 25a – Fig 25b]
- the pocket of the stick faces out and the head of the stick stays perpendicular to the direction of the incoming ball
- the stick is vertical to the ground with the handle on a slight diagonal
- the stick should be elbow to wrist distance from the body (the goalkeeper should be able to see the stick when stopping the ball)
- the stick head should sit 2/3 above the shoulder
- the stick is held at the 11:00 or 1:00 position, depending on the top hand
- the keeper may choose to hold her stick in front of her face so is looking through half the stick to the ball



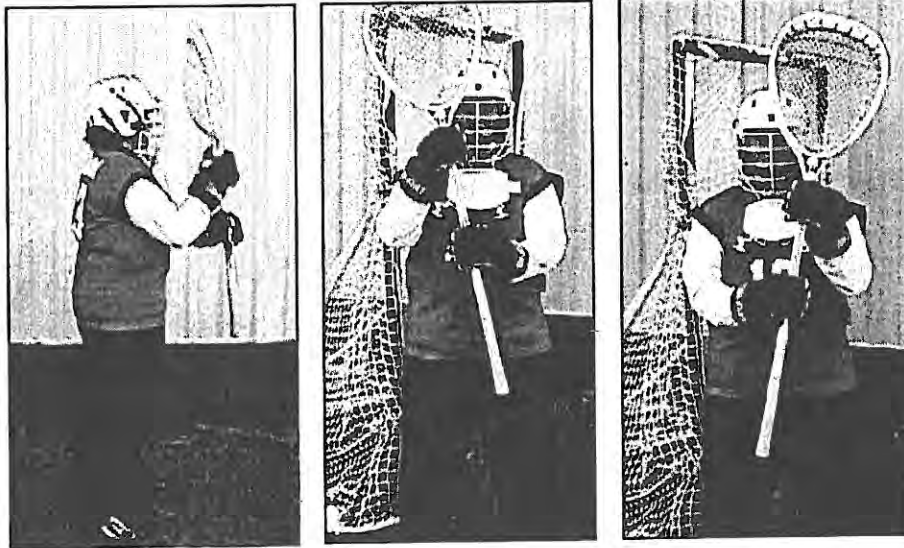
##### 2. Position of the feet

- about 2-3 feet off the goal line (this takes away more of the net from the shooter to shoot at)
- shoulder/hip width apart
- weight balanced evenly on the balls of both feet (stay off the heels)
  - a) side by side [Fig. 25c]
  - b) split (foot opposite top hand forward)
- don't rock or hop – less prepared to play shot
- when playing on the post, the feet will be slightly closer together



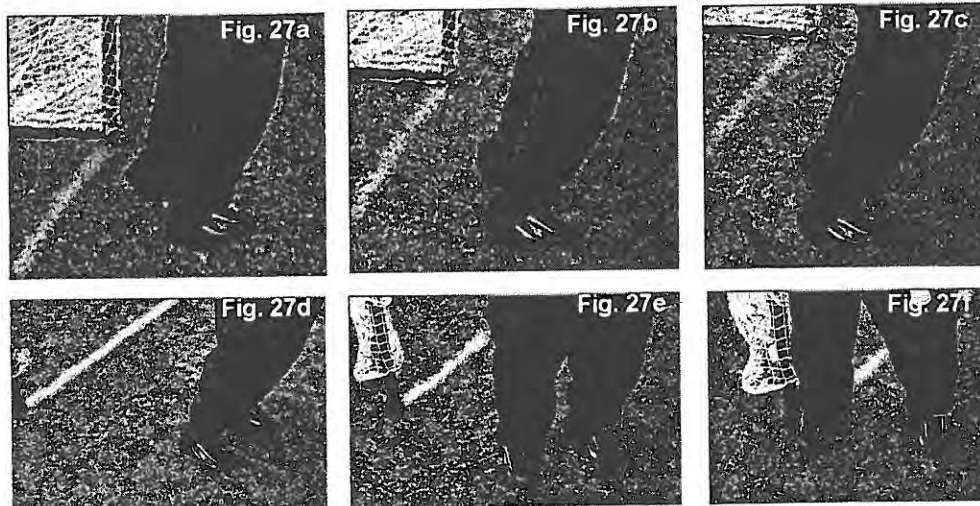
### 3. Body Position

- stand up tall, back straight [Fig. 26a]
- knees slightly bent
- keep hips, shoulders and head of the stick square to the ball
- when playing on the post, the body should be next to the post, not leaning [Fig. 26b-26c]



### MOVEMENT

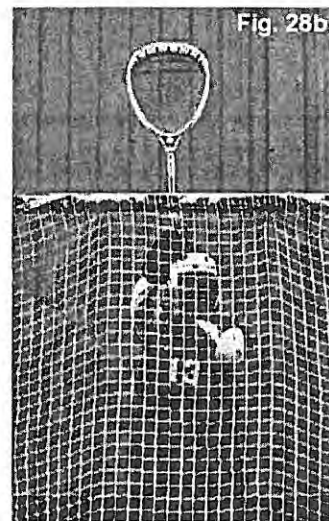
- as the ball moves, use small sliding steps to move across the crease (allows the keeper to remain balanced) [Fig. 27a-f]
- move in a semicircle, keep hips, shoulders and head of the stick square to the ball
- keep the stick up
- body behind the stick



## PLAYING THE ANGLES

### Ball behind the goal line

- turn to face the net and the ball, step back off the goal line (toward the top of the crease)
- stay in the centre of the goal cage
- stick head is  $\frac{1}{2}$  above the cross bar and can be extended further as needed [Fig. 28a]
- top hand is in the middle of the stick, bottom hand is at the butt end to give more extension for the interception [Fig. 28b]



### Ball in front of the net

- stand in the centre of the goal cage directly facing the ball
- stick is in the ready position
- stand slightly in front of the goal line
- line up so the ball is in the CENTRE of the CHEST and the centre of the GOAL CAGE

### Ball between goal line and fan

- when the ball reaches the goal line extended stand at the post [Fig. 29a]
- movement is initiated with post foot first [Fig. 29b]





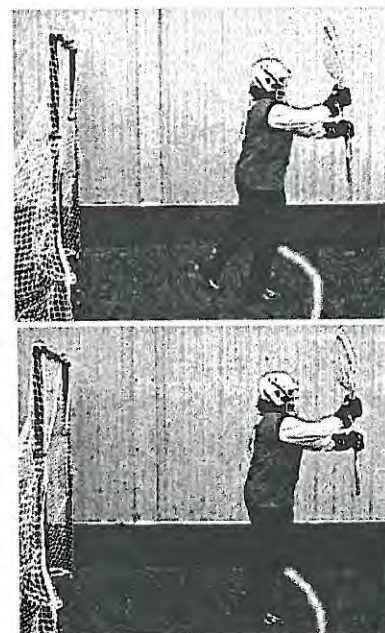
## SEEING THE SHOT

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

## MAKING THE SAVE - "USE YOUR STICK"

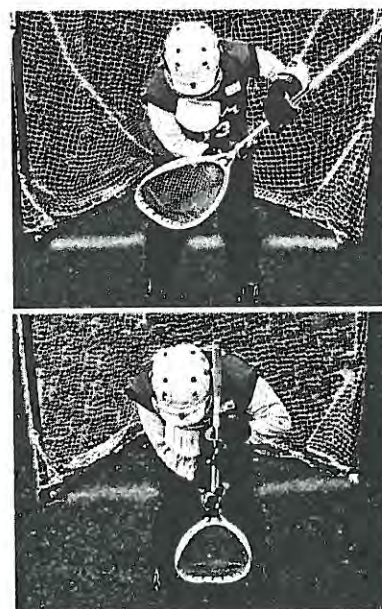
### High Save

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



### Bounce Save

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





## PLAYING DEFENSE

### MARKING

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

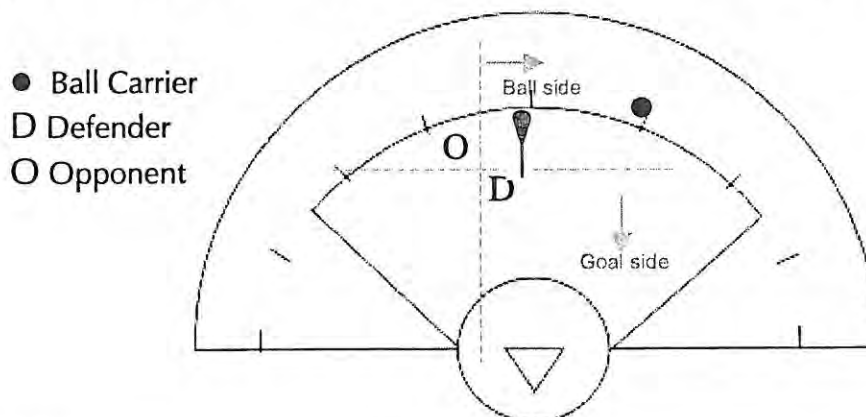
1. Maintain control of the ball
2. Pass the ball
3. Gain possession of the ball
4. Maintain speed with or without the ball

### Off Ball Marking

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

#### 1. In the defensive end

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



#### GENERAL RULE #1:

A defender should always have her stick up high, ready to block the passing lanes of the attacking team, and ready to intercept passes.

#### GENERAL RULE #2:

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

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

#### GENERAL RULE #3:

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

### Common Errors

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

## 2. In the midfield

- defender should position herself **“ball side”**, and in a position to **“see ball, see girl”**.
- the defender should have her feet positioned in the same direction that her opponent is running; the upper body remains facing the opponent rotating at the hips to allow her feet to run with opponent.
- defender must maintain close proximity of opponent - if opponent is 1 or 2 passes away from ball, defender must be a stick length from opponent, more than 2 passes defender should be a few steps off the attacker toward the ball. If opponent is across field from the ball and is not a threat to receive a pass the defender can play attacker more loosely (using the proper positioning) in order to be in a better position to help other defenders, get loose balls on over throws, or to anticipate and intercept passes.
- as opponent gets closer to attacker with ball and becomes a threat to receive a pass, the defender must mark tighter.

### Common Errors

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

## 3. In the attacking end

- upon turning the ball over on a shot defenders must immediately match up with an opponent
- all defenders must stay tight on their opponent as every one at this point is potentially one pass away
- remain tight to force an overthrow and create a turnover

### Common Errors

- defender not playing tight enough (attempt to deny the pass)
- not anticipating overthrows and interceptions

## On Ball Marking

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

### 1. In the defensive end

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

### 2. In the midfield

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



### 3. In the attacking end

- defender should be positioned to slow the ball carrier down
- direct them towards the middle of the field where there is additional defensive help

**NOTE:** It is important that defenders take the approach to defense that they are **in charge** by having a strategy to follow when the other team has the ball (ie., forcing defender one way). If the defenders play just in reaction to what the attackers do, it makes playing defense much more difficult.



## TEAM DEFENSE SUMMARY

### PRINCIPLES

1. Player Movement - stay with your check; position between your check and the goal cage; be in position to see where the ball is and where your check is
2. Support the person checking the ball – if the attacker is one or two passes away from the ball carrier, the defender must play tight on her check. The further from the ball the defender's check is, the further she may play off her check.
3. Communicate – ball location must be communicated at all times by the goaltender and other defenders (ie., "top right", "bottom left"); player movement must be indicated by the defenders (ie., "I've got cutter", "cutter left", "watch the pick"); call support for teammates (ie., "Help"; "Double")
4. Protect the critical scoring area - direct attackers away from the critical scoring area (11m)

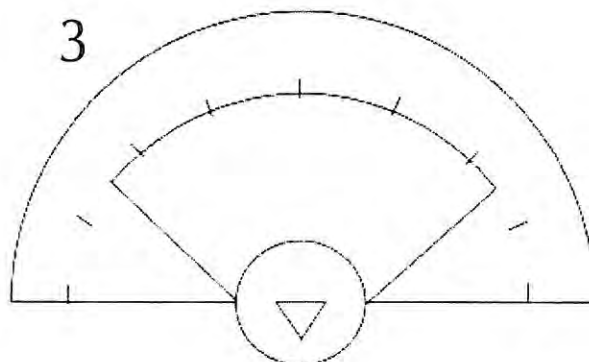
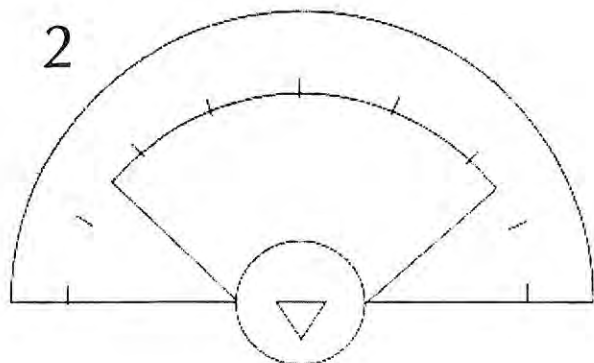
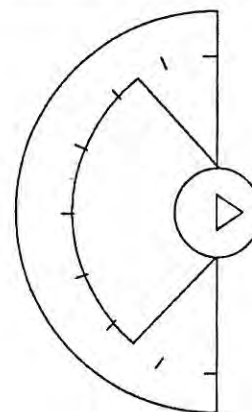
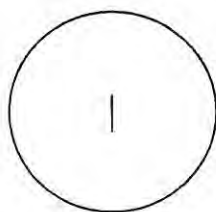
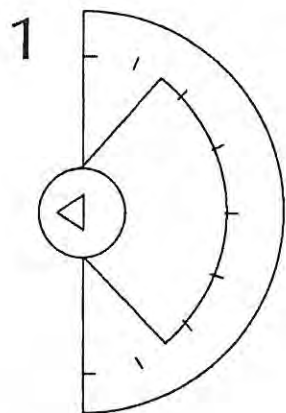
### CONCEPTS

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

**TASK 4**

For each of the following situations, describe the positioning of the defender – how their feet are positioned, how their body is positioned in relation to their opponent, and how their stick is positioned and in what hand. Use the field layouts to show positioning and direction of players.

| Situation  | Feet | Body | Stick |
|--|------|------|-------|
| 1. AW defender is running through the midfield up the right side of the field defending her check who is carrying the ball.  |      |      |       |
| 2. CP defender is at the right side of her own 11m defending her opponent (as the goalkeeper sees it looking out) and the ball is behind the goal, to the left side. |      |      |       |
| 3. TM defender is at the top centre of her own 11m defending her opponent while the ball is to her right at the 15m fan.   |      |      |       |





## SPECIAL SITUATIONS

### DRAWS

- start the game
- restart the game after goals
- basic alignment (see page 1-12): can be adjusted according to where the ball is going
- taken by the centres
- must have one toe on the centre line
- sticks held horizontally around waist level
- the open side of their stick must face their own goal
- must maintain pressure against the ball and the other centre's stick
- on the whistle, both players draw their stick up and above shoulder level
- centre should look at the umpire to anticipate the whistle



### THROWS

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

### FREE POSITION

- awarded to the offensive team as a result of the defense committing a major foul within the 11m arc.

#### Alignment and Tips for a Free Position

##### Shooter

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

##### Other Players

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



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

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

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

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

**INTRODUCTION:**

*Being mentally prepared for activity or competition means NEVER BEING SURPRISED BY ANYTHING.*

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

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

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

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



## Relaxation

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

### What do you look for?

You or your players are experiencing one or several of the following symptoms of over-arousal:

- butterflies
- nauseousness
- fast heart rate, shallow & irregular breathing
- muscles become tight and rigid
- legs feel weak and rubbery
- become increasingly negative and self-critical
- difficulty concentrating and focusing
- feeling of high anxiety and/or fear
- lack of emotional control
- non-stop talking
- bobbling the ball



### What can you do?

Strategies to lower arousal levels during play:

#### 1. Take a deep breath

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

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

Step 2: Momentarily pause before exhaling.

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

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

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

## 2. Tighten up

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

## 3. Wet Noodle

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

## When to use this technique?

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

### Soft Hands and Stick Skills

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

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

- Visualize the hands as being very heavy with a heavy weight pulling on them. Each time the players exhale, have them make the hands and arms feel heavier and heavier.  
*During the exercise, players “let go”, consequently their breathing and heart rate slow down and their fingers become tingly as the blood flows to them. As the tension subsides, the hands begin to feel “soft” or limp. Every time the players lose the “feel: have them repeat the exercise.*
- Use the wet noodle exercise to relax the arms.  
*Part of the tension is created when the players use their arms to generate the force. The more they can use the body, as in all 5 phases of skill execution, the longer they will retain the feel or touch*

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

## Positive Self-Talk

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

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



### What do you look for?

- body language: shoulders slumped, dragging the stick, heads down
- comments like: "I can't", "I should have", "I'm sorry"
- self name-calling: "You idiot, you should have had that!"

### What can you do?

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

#### Positive

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

#### Negative

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

### When to use this technique?

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



## Emotional Control

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

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

### What do you look for?

- rough and dangerous play; swearing or "trash talking"; retaliatory reactions - players are lashing out when the game is out of reach
- the focus moving to the umpires' calls and away from the game
- a player is angry because the coach has taken her out of the game; or because of something the opposing team has done
- players are very nervous at the beginning of a championship game

### What can you do?

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

### When to use this technique?

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

**Controlling Anxiety**

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

**Controlling Anger**

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

## Visualization / Mental Imagery

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



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

### What can you do?

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

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

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

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

### Skill Development

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

- Relax and focus the players using one of the relaxation techniques
- Demonstrate the skill in slow motion (or description a play in great detail)
- Repeat and have the players mirror the action
- Demonstrate and then have the players close their eyes and repeat the movement (ie., give time to visualize)
- Demonstrate and then have the players see or feel (mental rehearsal) the movement without moving the body

- Describe what the skill feels like as well as how to do it. Make sure that correct technique is always used and actions are within the rules of the game. Incorporate “cue” words. These will serve as quick reminders to help focus

“Cue” words may pertain to:

- Skill: catch – “absorb”; throwing – “target”; shooting – “mesh”
  - playing intensity: “explode”, “push”, “sprint”
  - team play: “support”, “double”, “balance”
- Once the players can describe what the skill feels like and how to do it, they should be encouraged to create the feel or image as the coach is demonstrating.

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

### **When to use this technique?**

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

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

## Attentional Control / Concentration

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

Players are concentrating when:

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

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

### What do you look for?

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

### What can you do?

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

### When to use this technique?

- when players are tired or lacking focus



### SETTING UP PRACTICE TO MAXIMIZE PLAYERS' FOCUS

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



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

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

**Positive Self-Talk:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Emotional Control:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Visualization/Mental Imagery:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Attentional Control/Concentration:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

**INTRODUCTION:**

Women's Field Lacrosse is a running game, and as such players must be physically prepared to match the speed and stamina of their opponents. Physically preparing the players for activity is done through an effective warm up routine; the development of the body's energy systems in a way best suited for field lacrosse; and by completing a proper cool down following all activity.

In order to make best use of practice time, skill development drills can be used to also improve elements of physical preparation. (ex. energy systems can be improved during certain skill related drills)

## 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 range of motion of all joints (flexibility)
6. Prepare players to focus on tasks for practices and games (mental preparation)
7. Create a positive team atmosphere
8. Create a feeling of readiness for every phase of the game or practice

A Warm-Up includes the following components:

1. Circulation
2. Dynamic Stretching
3. Body & Mind

### 1. 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. Incorporate cradling a ball, switching hands, tossing the ball up, picking up ground balls, etc. to involve as many body parts as possible.

OR

Use a game that incorporates a jog or slow run as a fun way to accomplish the same thing

#### **Example: SNAKE**

- a game similar to tag, with one person starting as "IT"
- when she tags another player, the two player join together
- as each player is tagged, they join onto the end of the chain

#### **Example: FOLLOW-THE-LEADER**

- each player takes a turn at the front of the line, leading her teammates around the field performing a certain action. i.e., hopping on two feet, running around trees, jumping jacks, crawling through the legs of the rest of the team, etc.
- everyone must continue to move and perform each action

## 2. Dynamic Stretching

Dynamic stretching involves flexibility during sport-specific movement where the joint is moved through the entire range of motion. It is important before activity to increase fluid within the joints, increase range of motion within the joint, prepare the body for activity and reduce chance of injury in a properly warmed up joint..

There are three other types of stretching techniques:

- a) **Static Stretching:** Holding a stretch position for a period of time with little or no movement. It is the safest form of stretching and is most appropriately done at the end of a workout session (cool-down).
- b) **Ballistic Stretching:** Involves a bouncing-type stretch. Can lead to injury and muscle soreness if not performed correctly.
- c) **Active Stretching:** An active stretch is one where you assume a position and hold it without assistance, other than using the strength of your agonist. For example, bringing your leg up high and then holding it there without anything (other than your leg muscles themselves) to keep the leg in that extended position. Active stretches are usually quite difficult to hold and maintain for more than 10 seconds and rarely need to be held any longer than 15 seconds. Many of the movements (or stretches) found in various forms of yoga are active stretches.



### Coaching Tip:

*Learn how to do the stretches properly before teaching them to your players or bring in an expert at the beginning of the season to review technique. Start the season by leading the team through each stretch to ensure they are being done properly and the appropriate length of time is spent in each area. At advanced levels, assign a different player at the beginning of each practice to lead the team.*



## A Dynamic Warm-up

In the past, static stretching has been performed before practices or games, but research has shown that dynamic stretching enhances muscular performance and reduces muscle tightness, as it moves the joints through their ranges of motion. Static stretching should be left to the cool down.

1. Dynamic stretching should follow 5-10 minutes of aerobic activity
2. The movements should be controlled through the full range of motion. Do not force them.
3. Maintain tension in the lower abdominal to protect the lower back, control trunk movement
4. Gradually increase the range of the movement over a series of repetitions as you loosen up.
5. Repeat the movements 10-12 times each
6. Spend about 10 minutes in total on the dynamic stretches during warm-up.
7. On the field, the stretches can be done between the goal line extended and the 15m. Any flat surface area of 10m – 20m will suffice.

## DYNAMIC STRETCHES

### Lunges with Twist

#### Purpose:

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

#### Technique:

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

#### Prescription:

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



### Walking on Heels/Walking on Toes

#### Purpose:

- Warms up – ankles, calves, shins

#### Technique:

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

#### Prescription:

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



## High Knees

### Purpose:

- Warms up – hip extensors, glutes, hamstrings

### Technique:

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

### Prescription:

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



## Butt Kicks

### Purpose:

- Warms up – hip flexors, quads

### Technique:

- Light jog but bringing heels to butt.

### Prescription:

- Perform for the distance of width of floor.



## Alternating Side Squats

### Purpose:

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

### Technique:

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

### Prescription:

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



## Sprints

### Purpose:

- Prepare the body for high speed running.

### Technique:

- Sprint the between boards.

### Prescription:

- Repeat 2 times.

### 3. Body & Mind

If the mind is not warmed up to the same degree as the body, the performance will be out of sync. The body should arrive at game speed at the same time the mind reaches peak focus and concentration.

The coach should actively facilitate this portion of the warm-up to ensure that players are increasing intensity and remaining focussed. They can do this by:

1. Running simulation drills, ie., shuttles, star drill
2. Using continuity drills and games involving decision making, ie., continuous 3 v 2
3. Incorporating game movement and pattern simulation, ie., 6 v 6

When the warm up is complete, players should be ready to step into action.

## 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 coordination.

**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 minutes. Full floor minor games involving several balls and continuous action of shooting and scoring will keep the players moving. Using targets instead of goals will keep the ball alive and therefore eliminate the need to stop play. Adding special rules for scoring and timing will add a sense of urgency and motivate players to run after loose balls and set up players, eg., the team that makes the most passes in five minutes will win.
- 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 including 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.

While the warm-up prepares the body for activity, ongoing training ensures the body is able to continue the activity at its peak level over the course of a game or several games on any given day. The body taps into three distinct energy systems for athletic performance in field lacrosse, and all three must be trained equally:

1. **Anaerobic alactic** - for bursts of high-speed movement in less than 10 seconds.
  - a cut to goal within the fan
  - a free position shot
  - a save by the goalkeeper
2. **Anaerobic lactic** - for bursts of activity lasting 10-90 seconds
  - breaking out on a clear, and re-cutting until the ball has been successfully cleared
  - playing defense in your fan, covering repeating cutters until the ball is turned over
3. **Aerobic** - for prolonged efforts
  - to continue to run up and down the field for an entire game.

## Energy System: ANAEROBIC ALACTIC

**Strength • Speed • Power      10 second energy**

### Key Points

- short burst of high speed
- lasts up to 10 seconds
- has no by-products and is located right in the muscles

### How to:

1. Exercise hard as you can for 4-7 secs.
2. Rest for 25-45 seconds (6 x exercise time)
3. Repeat 3 to 6 times (reps)
4. Do up to 3 sets (6 reps=1 set)

### Activities to train the Anaerobic Alactic System:

Encourage all-out effort when players work through the drills listed to maximize the training effect.

Drills 1-3 can be used for the 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: <10 second run; walk back and recover for 60 seconds; repeat 3 – 5 times*

#### 2. Lunges:

- oversize strides working quadriceps, hamstrings and gluteus muscles past their normal range of motion in the running stride
- 10 m distance

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

#### 3. Ladders:

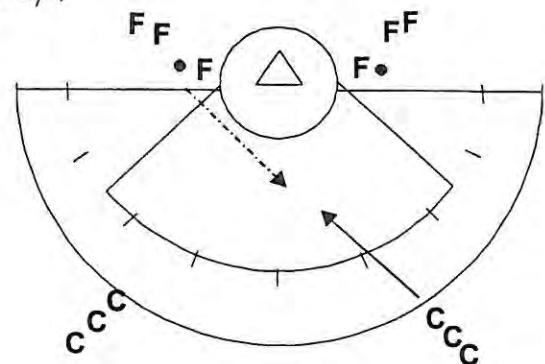
- lay players sticks on ground in a straight line, parallel to each other [this forms the ladder]
- players run through the ladder using a variety of footwork placements in between the sticks (i.e one foot, two foot hops, carioca, backwards, sideways)

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

#### 4. Practicing free position shots

#### 5. Four Corner Drill

- Feeder (F) beside the net feeds a cutter (C) coming in diagonally from the 15m
- cutter receives pass and takes a shot
- work on catching followed by a quick release



**6. Rapid Fire Shots**

- player stands about 10m from an empty net in shooting position
- partner places a ball in the stick
- player releases quickly working on power and accuracy
- repeat 5 times

**Energy System: ANAEROBIC LACTIC****Strength • Endurance    2 minute energy****Key Points**

- lasts up to 2 minutes
- produces lactic acid

**How to:**

1. Exercise hard as you can for 30-90 secs.
2. Rest for 3-9 minutes (6 x exercise time)
3. Repeat 3 to 6 times (reps)
4. Do up to 3 sets (6 reps=1 set)

**Activities to train the Anaerobic Lactic System:****1. 5 – 10 – 30 – 30 – 10 – 5**

Players sprint up field for 5 seconds, walk back & touch end line  
REST: 30 seconds

Sprint up field for 10 seconds, walk back & touch end line  
REST: 60 seconds

Sprint up field for 30 seconds, walk back & touch end line  
REST: 180 seconds

Sprint up field for 30 seconds, walk back & touch end line  
REST: 180 seconds

Sprint up field for 10 seconds, walk back & touch end line  
REST: 60 seconds

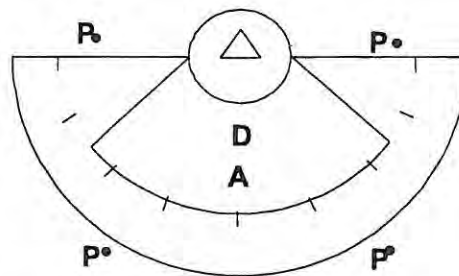
Sprint up field for 5 seconds, walk back & touch end line  
(total working time = 90 seconds, rest period is 6 times what the work phase was)

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

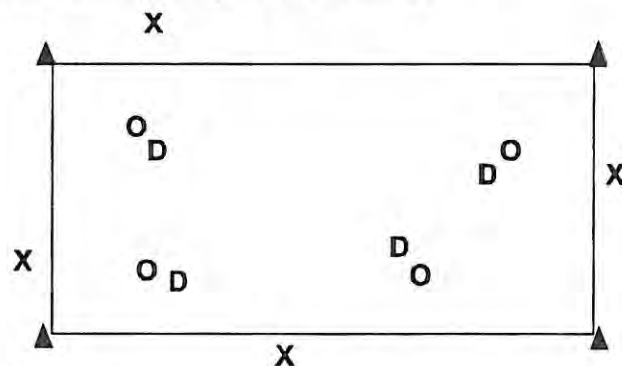
### 2. 4 Corner 1 v 1 Drill

- feeders (P) take four positions as shown in the diagram
- the attacking player (A) must make a move on her defender (D) 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 she has shot all four balls.



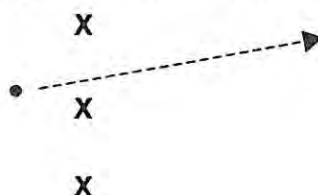
### 3. 4 on 4 on 4

- Mark off a playing around (using pylons) approximately 15-20m by 10-20m.
- Divide players into teams of 4
- Inside the playing area one team is on O and has the ball, one on D marking the other team, and the other teams are on the sideline waiting to come in.
- The objective is to make as many passes on O without the ball going out of the playing space, being intercepted or ground ball recovery by D
- When D gets the ball, they become O, O goes off and one of the sideline team quickly comes into the playing area and finds a player to mark
- This is a continuous drill. Switches take place quickly – good drill for training attention/focus; matching up on D and passing in tight spaces on O.



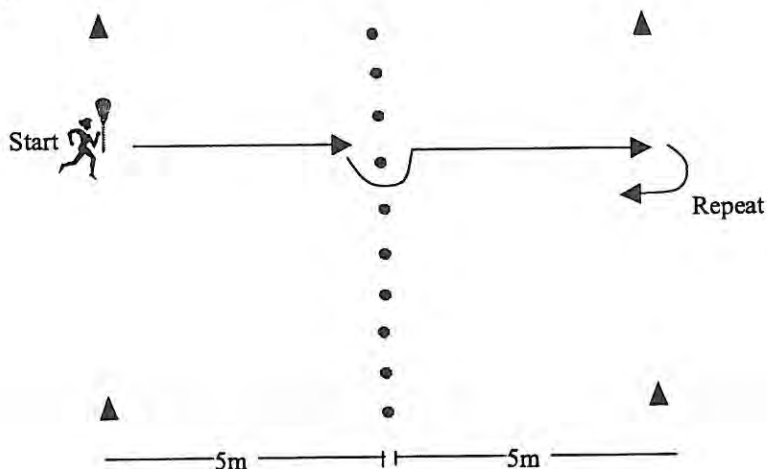
### 4. Ground Ball/Double Team Drill

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



## 5. Ground Ball Shuttle

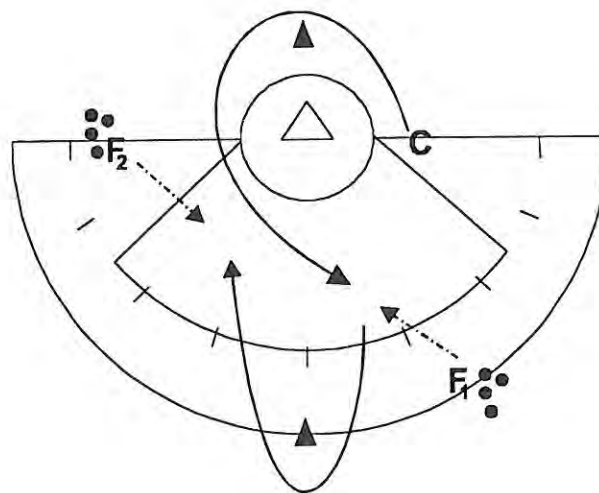
- mark off a 10 metre square placing a pylon at each corner
- place 10 balls in a line halfway between (at 5m)
- a player starts at one of the end lines and runs to the balls scooping one ball at a time, and taking it to the opposite end line then returning for another ball
- this drill can be used as a timed test drill to rate ability to pick up ground balls as well as speed and agility



## 6. "Figure 8"

- Players (C) run in a figure 8 pattern around the two pylons (as shown) alternating top and bottom receiving a pass from the top feeder (F1) after circling the pylon behind the net and a pass from the goal line feeder (F2) when circling the pylon at the 15 m arc.
- a shot is taken after receiving each pass

Increase Difficulty: add a defender





## Energy System: AEROBIC

### Endurance

#### Key Points

- prolonged activity
- more than 2 minutes
- produces CO<sub>2</sub>, water, heat
- fuelled by fats, carbohydrates and oxygen

#### How to:

##### Method 1: Continuous

Keep the heart rate above 150 beats per minute for 15 to 20 minutes

##### Method 2: Interval Training

Match the exercise time with the recovery time, ie., a ratio of 1:1

#### Activities to train the Aerobic System:

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

#### 1. 8 a-side full field game

#### 2. Run & cradle for 15-20 minutes

- a) individually
- b) follow the leader
- c) fartlek training style
  - players start to jog in single file
  - the player at the back of the line sprints to the front and resumes jogging
  - as soon as that player reaches the front of the line, the new player at the back sprints to the front
  - continue for 15-20 minutes

#### 3. Ultimate Lacrosse

- divide the players up equally on to two teams
- each team lines up in their own half of the field
- one team is given the ball and throws a long pass into the opposing team's half
- all players find an opponent to mark 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 to score a point
- a ball carrier cannot hang on to the ball for longer than \_\_\_ seconds (coach's choice)
- if the ball is dropped, the other team automatically gains possession from that spot
- when a team scores a point, they remain at that end, while the other teams sprints the length of the field to touch the other end line and prepare to receive a pass to restart the game

#### 4. Shuttles with 4 players

- for this to be aerobic, passing and catching skill level should be high

| 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-<br>forts)         | M              | ☹ | ☹ | ☹ | ☹ | ☹  | ☹  | ☹  |    |    |    |    |    |    | ☺  |    |
| Speed-endurance                  | F              | ☹ | ☹ | ☹ | ☹ | ☹  |    |    |    |    |    |    |    |    |    |    |
|                                  | M              | ☹ | ☹ | ☹ | ☹ | ☹  |    |    |    |    |    |    |    |    |    |    |
| Strength-                        | F              | ☹ | ☹ | ☹ |   |    |    |    |    |    | ☺  | ☺  | ☺  | ☺  |    |    |
| endurance                        | M              | ☹ | ☹ | ☹ | ☹ | ☹  | ☹  | ☹  | ☹  |    | ☺  | ☺  | ☺  | ☺  | ☺  |    |
| Maximum                          | F              | ☹ | ☹ | ☹ | ☹ | ☹  | ☹  | ☹  | ☹  | ☹  |    |    | ☺  | ☺  | ☺  |    |
| strength                         | M              | ☹ | ☹ | ☹ | ☹ | ☹  | ☹  | ☹  | ☹  | ☹  | ☹  |    |    | ☺  | ☺  |    |
| Speed-strength                   | F              | ☹ | ☹ | ☹ | ☹ | ☹  | ☹  | ☹  | ☹  |    |    | ☺  | ☺  | ☺  |    |    |
| (power)                          | M              | ☹ | ☹ | ☹ | ☹ | ☹  | ☹  | ☹  | ☹  | ☹  |    |    | ☺  | ☺  | ☺  |    |
| Flexibility                      | F              |   |   |   |   |    |    | ☺  | ☺  | ☺  | ☺  | ☺  | ☺  |    |    |    |
|                                  | M              |   |   |   |   |    |    | ☺  | ☺  | ☺  | ☺  | ☺  | ☺  | ☺  | ☺  |    |
| Coordination/<br>Agility/Balance | F              | ☺ | ☺ | ☺ | ☺ | ☺  | ☺  | ☺  | ☺  | ☺  | ☺  |    |    |    |    |    |
|                                  | M              | ☺ | ☺ | ☺ | ☺ | ☺  | ☺  | ☺  | ☺  | ☺  | ☺  | ☺  |    |    |    |    |
| Basic                            | F              |   |   | ☺ | ☺ | ☺  | ☺  | ☺  | ☺  |    |    |    |    |    |    |    |
| techniques                       | M              |   |   | ☺ | ☺ | ☺  | ☺  | ☺  | ☺  | ☺  |    |    |    |    |    |    |
| More advanced                    | F              |   |   |   |   |    |    |    |    | ☺  | ☺  | ☺  | ☺  |    |    |    |
| techniques                       | M              |   |   |   |   |    |    |    |    |    | ☺  | ☺  |    |    |    |    |

## The Cool-Down

### WHY COOL DOWN?

The objectives of the cool-down are to:

1. Ease the body systems back to their normal level
2. Stretch the main muscle groups to allow for faster recovery
3. Promote slow deep breathing to enhance relaxation and greater range of motion
4. Practise visualization skills by reviewing the practice or the game
5. Prepare the players for the next game or practice, ie., announcements, practice or game plans

### Mental Review

The coach should take time to point out examples of successful execution of skills and strategy from the practice or game and prompt players to create and replay these images during their visualizations.

### Cool-Down Example:

- slow jog (3-5 minutes)
- circle up for stretching (10 min)
- debriefing by coach while players stretch
- players' reactions/comments

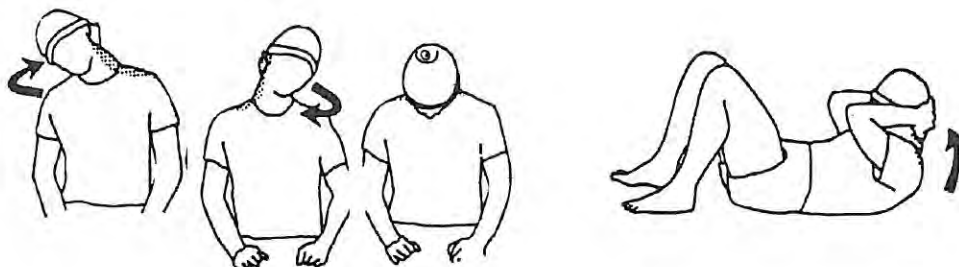
### Static Stretching

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

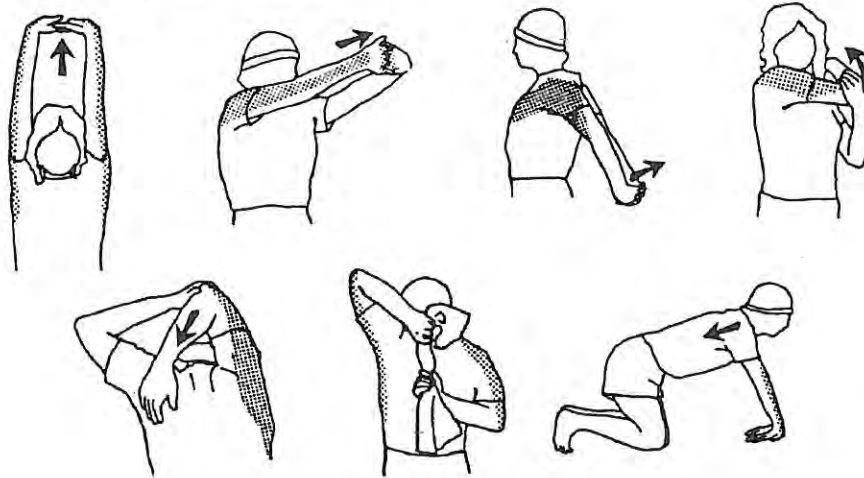
- Select 1 or 2 stretches from each of the body groupings illustrated
- Hold stretches for 20-30 seconds
- Take a deep breath and exhale slowly as the muscles are stretched
- The stretching session should last 10-15 minutes

*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.*

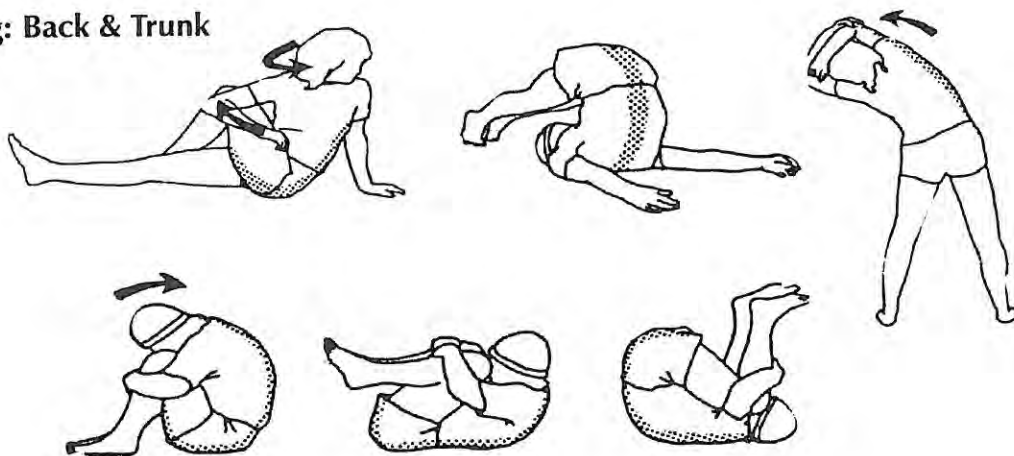
### Stretching: Neck



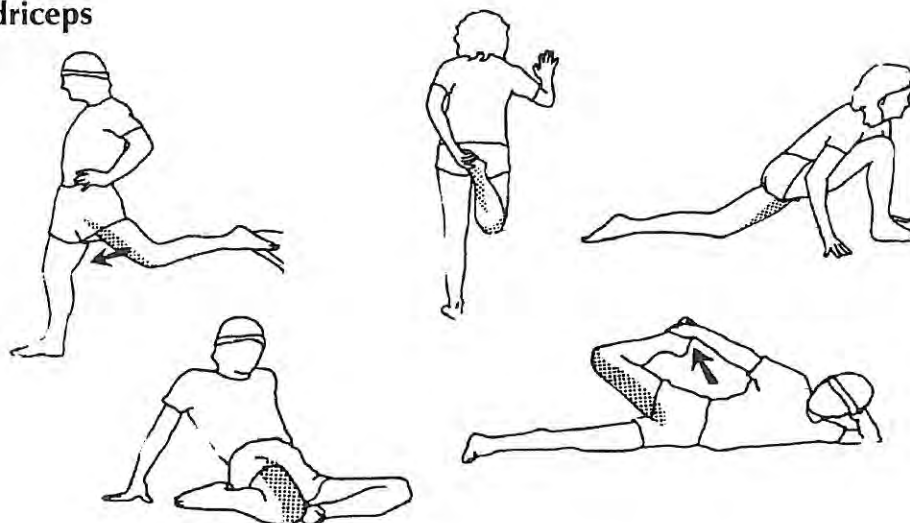
**Stretching: Shoulders – Arms - Wrists**



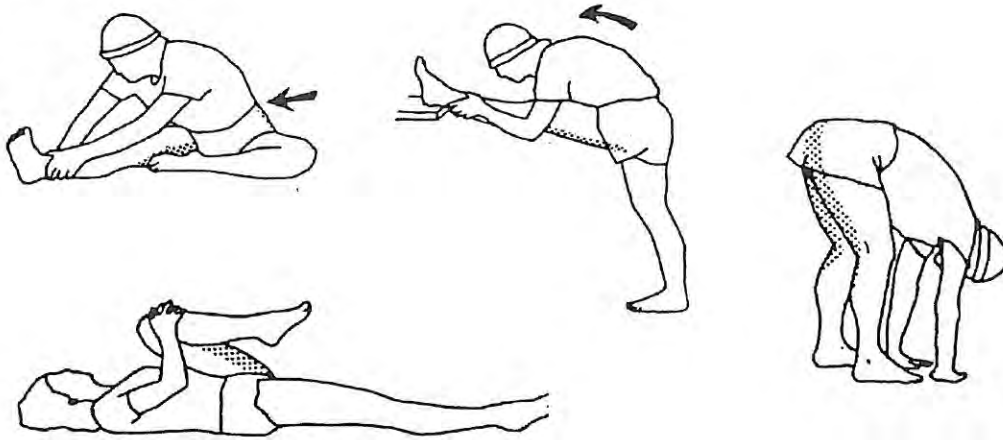
**Stretching: Back & Trunk**



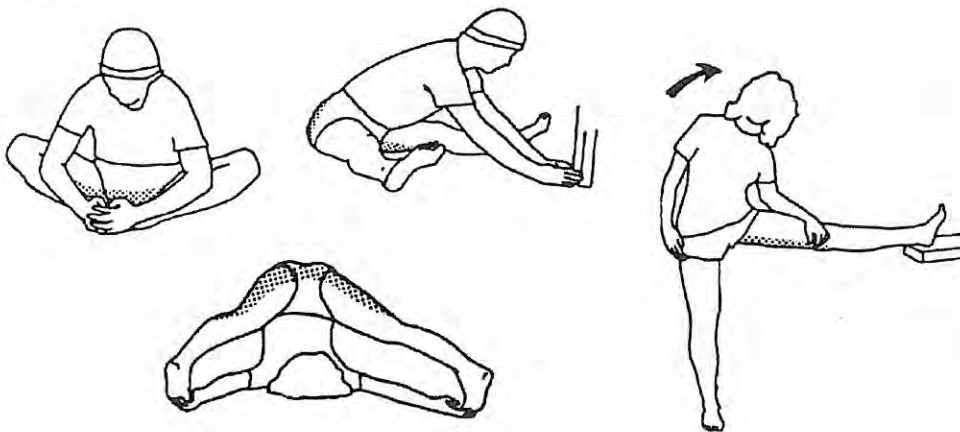
**Stretching: Quadriceps**



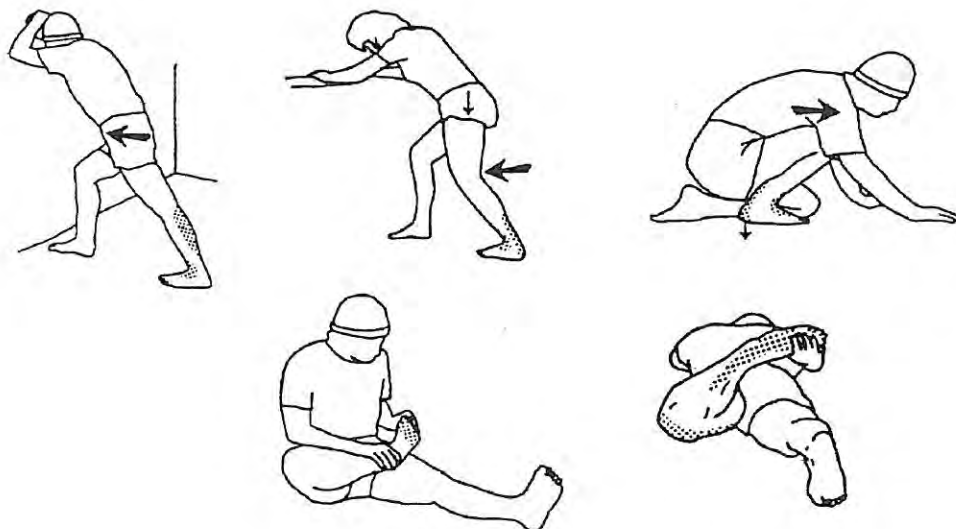
**Stretching: Hamstrings**



**Stretching: Groin**



**Stretching: Calves, Achilles Tendon, Ankle**





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

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

| SIGNS OF DEHYDRATION     |                         |                                   |
|--------------------------|-------------------------|-----------------------------------|
| Mild to Moderate         | Severe                  |                                   |
| • 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         |                                   |

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

**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**

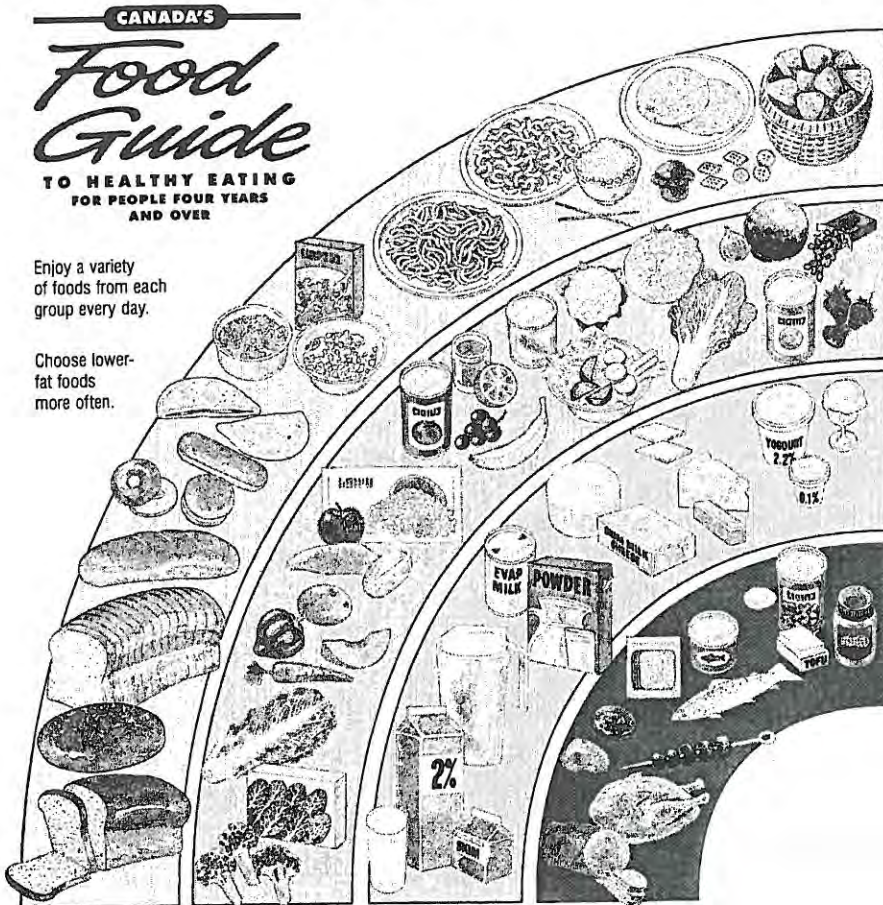
**Fats take 6 hours to digest**

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.**





**CANADA'S**  
*Food Guide*  
TO HEALTHY EATING  
FOR PEOPLE FOUR YEARS  
AND OVER

Enjoy a variety of foods from each group every day.

Choose lower-fat foods more often.

**Grain Products**  
Choose whole grain and enriched products more often.

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

**Milk Products**  
Choose lower-fat milk products more often.

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

**Grain products (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.

|   |   |  |                                  |
|---|---|--|----------------------------------|
| <b>Grain Products</b><br><b>5-12</b><br>SERVINGS PER DAY  | <b>1 Serving</b><br>Cold Cereal<br>30 g | <b>2 Servings</b><br>Hot Cereal<br>175 mL<br>3/4 cup             | Pasta or Rice<br>250 mL<br>1 cup |
|   | 1 Slice                                 | 1 Bagel, Pita or Bun   |                                  |
| <b>Vegetables and Fruit</b><br><b>5-10</b><br>SERVINGS PER DAY  | <b>1 Serving</b>                        |  |                                  |
|   | 1 Medium Size Vegetable or Fruit        | Fresh, Frozen or Canned Vegetables or Fruit<br>125 mL<br>1/2 cup | Salad<br>250 mL<br>1 cup         |
| <b>Milk Products</b><br><b>SERVINGS PER DAY</b><br>Children 4-9 years: 2-4<br>Youth 10-18 years: 3-4<br>Adults: 3-4<br>Pregnant and Breast-Feeding: 3-4 | <b>1 Serving</b>                        |  |                                  |
|   | 250 mL<br>1 cup                         | Cheese<br>30-45 g<br>2 Slices<br>50 g                            | 175 g<br>3/4 cup                 |
| <b>Meat and Alternatives</b><br><b>2-3</b><br>SERVINGS PER DAY  | <b>1 Serving</b>                        |  |                                  |
|   | Meat, Poultry or Fish<br>50-100 g       | Fish<br>175-225 Can<br>50-100 g                                  | Beans<br>125-250 mL<br>1/2 cup   |

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 10:00 am game that lasts 1 hour.**

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

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**Situation: A 5:00 pm practice.**

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**Situation: The day before a two day tournament.**

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

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

**PLANNING****Module****7**

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

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

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

**INTRODUCTION:**

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

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

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

## The Practice

### Keep it Positive!

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

### Keep it Productive!

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

# Equipment Checklist

List equipment required for practices and games

On and around the field: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Coach' Resource Kit: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The Player's Bag: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The Trainer's Bag: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Manager Related: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Teaching A Skill - Review

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

### The 5 Links of Teaching\*

#### 1. Choose the skill you are going to teach.

#### 2. Plan the explanation and demonstration.

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

#### 3. Plan how participants will practice the skill.

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

#### 4. Provide constructive feedback during practice.

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

## 5. Use voice and body for good effect.

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

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

**TASK 1**

**Implementing the Five Links of Teaching**

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

**1. Describe the scenario:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. Explain and Demonstrate:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. Practice:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4. Providing Constructive Feedback:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. Using Voice & Body:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## The Practice Plan

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

**OBJECTIVES:**

Set a specific objective for what is to be achieved.

- Objectives are based on information from previous practices or game
- Explain the objective of the practice to the team

**WARM-UP:**

(Refer to the Warm-up section of Module 6: Physical Preparation)

- Be creative and vary the warm-ups so players don't get bored or into a "comfortable" routine

**Consider relating the warm-up to the objective of the practice.**

Example:

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

- work on "dodges" in the warm-up
- Incorporate agility drills for footwork
- use one – on – one to goal drills in game simulations

**STICK WORK DRILLS:**

- A significant portion of the practice should be dedicated to stick work as the fundamental skills of cradling, passing and catching are the keys to improving as a player

**CONDITIONING:**

Field lacrosse is a running game and players must be in shape to play. This also warrants significant emphasis during the practice

- Plan modified games and competitions that players enjoy as well as the regular drills to satisfy the parameters of the energy system being trained
- For a training effect to take place, players must go as hard as possible giving their maximum effort for the required length of time

**Consider varying the position within the practice for conditioning – beginning, middle, end.**

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

### Where to Start?

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

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

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



**TASK 2**

**Planning a Practice**

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

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

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



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

## Planning The Game

**“Plan the game in the same detail as the practice”**

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

**Pre-Game:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**During the Game:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Post-Game:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

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

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

How long should this go on?

**When coaches see the practiced behaviour in a formal game.**

The reason?

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

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

*Let individuals walk through the correct responses.*

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

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

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