



# Coaches Manual

# Coaching Basics\*

**Thank you** for agreeing to coach a group of athletes who need a coach to enjoy everything that sport has to offer: fun, competition, friendship, and personal growth.

**Thank you** for taking the time from your personal schedule to devote to the development of young people who will benefit from your presence, your planning, your teaching, and your personal involvement in making sport a fun place to be.

**Thank you** for accepting the responsibility of helping young people become better athletes, for keeping them safe and helping them feel good about themselves and what they do.

**Thank you** for caring enough to seek some help in getting started. The first step is the hardest, but you'll find lots of help along the way. As you continue coaching, the 3M National Coaching Certification Program (NCCP) will help you develop your skills as a coach.

**If you get the impression we're glad you're here, you're right - we are!**

Sport Alliance of Ontario created the introductory course you'll find in the appendix to help you take the first steps in coaching. There you'll find the basics of coaching, especially coaching young athletes. Please feel free to print and circulate this information!

For more information go to [www.stormlacrosse.ca](http://www.stormlacrosse.ca) and follow links to the Canadian Lacrosse Association or the many other resources available to you on-line. There are some excellent instructional videos on individual defence, passing and catching, goaltending, team defence, special teams, and individual offence at [www.eteamz.com/HalifaxLacrosse](http://www.eteamz.com/HalifaxLacrosse). There's great instructions on the site that explain what you need to do to play the videos. These videos can be made available to you on CD as well. Just ask.

\*by Lorne Adams, February 2000

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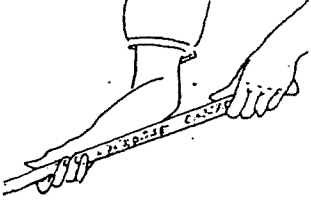

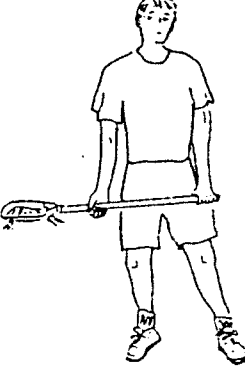
Also special thanks to Frank LaLeune of Halifax Hurricanes Lacrosse Club

**St. Margaret's Bay Storm Lacrosse Association**  
**Player Development Manual**  
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# THE OFFENSIVE FUNDAMENTALS

## HOLDING THE STICK

<p><b>Thumbs and Fingers</b></p> 	<p>The handle rests in the pads of the fingers and the thumbs are along the shaft. <i>Holding the stick this way helps keep the hands soft and the wrists flexible.</i></p>
<p><b>The Ready Position</b></p> 	<p>The bottom hand is at the butt of the stick and the top or strong hand is placed anywhere from the butt to the throat, depending on how the stick is being used. i.e. Hand position will be different for catching, cradling, throwing, reaching and checking.</p> <p>In the ready position the head of the stick is held about shoulder height with the top hand near the throat and the bottom hand at the butt of the stick.</p>
<p><b>Common Faults</b></p> 	<p>The natural way to hold the stick is to let the arms hang. If this position becomes a habit, players find it very difficult maintaining the ready position while on the floor and end up missing many opportunities to maintain or gain possession of the ball.</p> <p><b>Gripping the Stick</b></p> <p>New players tend to grip the stick with too much pressure, with their thumbs wrapped tightly around the handle in a "punching" grip and with their top hand stuck to one spot on the handle.</p>

**PRE-LEVEL 1** for Years 2 to 4 (Tykes and older house league players)

See the Lacrosse Pre-Level 1 Manual for minor games and practice plans on teaching the FUNdamentals.

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

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

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

## **LEVEL 1 for Years 3 to 6 (Novice to PeeWees)**

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

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

### **Offence**

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

### **Defence**

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

**LEVEL 2** for years 5 to 7 (PeeWee A & Bantam)

**Offence**

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

**Defence**

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

**LEVEL 2** for Years 6 to 12 (Bantam to Midget ages)

**Offence**

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

**Defence**

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

## LEVEL 3 for Years 9 to 12 (Midget to Jr. ages)

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

### Offence

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

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

### Defence

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

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

# THE WALL DRILL

"Your lacrosse stick should become part of your body!"

To become proficient in passing and shooting, the player must be able to propel the ball from the stick with the wrist "snap." Many beginning players pass and shoot with an arm motion, or "push" the ball, which causes the ball to leave the stick on a low trajectory resulting in a low pass or shot. An excellent way to develop the wrist snap is to utilize the wall. Go to a cinder-block or brick wall and stand approximately 3 to 5 yards away. Any wall will work (no windows), but a smooth concrete surface at least 10 feet tall is the best.

You can and will observe daily improvement if proper technique is maintained. Increase the reps as wrists become stronger. Aim for as many reps as possible with desired form, however. This is a lefty-righty work out. Attempt to do as many reps as possible. Remember, your goal is to strengthen the wrists, to become proficient in releasing the ball with the snap of the wrists, to gain hand speed, and to develop a quick release.

Do as much as much of this routine 4-5 times a week for 15-20 minutes (no more). Beginning players should start at 30 reps with each hand before moving to a different part of the drill. Your goal should be to get through the entire drill (50 reps with each hand) with each hand in under 20 minutes. If you only get through part of the drill, it is easy to set a goal for next time.

## Proper 1 hand technique:

Wearing gloves, hold the stick in one hand at its balance point and then place the head of the stick in the "box" area next to the ear. Then with one hand, "snap" the wrist which will cause the ball to come out of the stick in a straight line and bounce off the wall straight back into the stick kept in the box area. This will be difficult at first. Do not take shortcuts. Keep the head of the stick in the box and not down off the shoulder.

## Proper 2 hand technique:

Wearing gloves, hold the stick with your top hand approximately half way down the shaft of the stick. Your opposite hand should cover the end cap. Snap the top wrist while bringing the bottom hand towards your dominant arm pit. This will help to keep your stick in a vertical position. Try to keep the head of the stick in the box at all times. Passing is like casting a fishing line. Be ready for the ball to return in a hurry. Change your foot stance as you change your hands, that is lead with your left foot if passing from the right, and so forth. Stick protection is important.

**Everyone who is new to the game should do this drill.**

Proper Cross hand technique:

This is the similar to two hand technique. Hold the stick such that the dominant hand is across your body. The head of the stick should be kept in the "box" near the opposite ear. This will be awkward at first but only the advanced players will get to this stage.

**DRILLS: (Beginners 30 reps with each hand)**

1. 1 hand: catch and 1 cradle
2. 2 hands: catch and 1 cradle
3. 2 hands: quick stick
4. 2 hands: split drill -catch righty, switch and throw lefty/ catch lefty switch and throw righty
5. 2 hands: catch, face dodge, and throw
6. 2 hands: catch, fake, and throw

**You must be at 50 reps with each hand before passing this point.**

1. 2 hands: cross handed
2. 2 hands: behind the back
3. 2 hands: running along the wall throwing and catching.
4. Be creative: if you get to this stage, you have earned the right to!

Remember the above must be performed in the correct manner, that is: stick in the box, over-hand motion, wrist snap. If your form is sloppy, such as letting the stick hang down off the shoulder, you will be slinging the ball and thus wasting your time. **CORRECT FORM MUST BE ADHERED TO, OR YOUR EFFORTS WILL BE WASTED.**

**Throwing & Catching On The Run:** This may be my favorite and most helpful stage. First I start line up 5-7 yards from the wall on the far left side of the wall. I begin this stage with the stick in my right hand and while I am running alongside the wall (towards the other end), I throw and catch the ball on the run. The important part is to throw the ball on the run and not always catching the ball stick side. I like to do this during every stage. Do you always get a pass stick side? No. Therefore, in your training you should throw the ball against the wall and catch it cross hand (or across your face). After I run one length of the wall, I run back to the other end throwing lefty (doing the same thing I did with my right). Keep repeating these steps. This stage should be done for about 5-7 minutes.

**Shooting:** Line-up around 12-15 yards from the wall. Get in proper shooting formation (hands loose, three quarter/overhand motion, snapping of the hips, and following threw) mark a few places on the wall with tape to aim at. Shoot at about 80% velocity, having the ball come back to you with one bounce. Depending on where you aim, the ball may take bounces that aren't the same, so you have to work a little bit. Start with 25 right, and follow up with about 25 left.

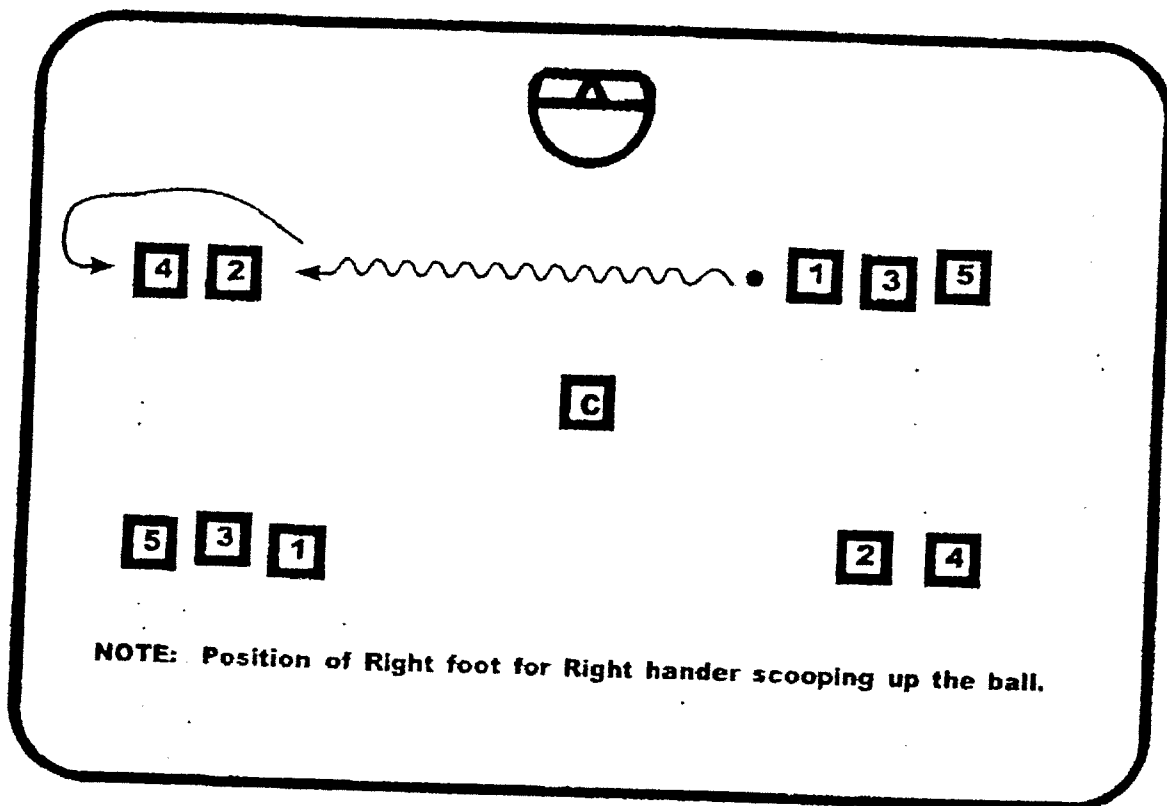
## LEARNING TO CRADLE THE BALL IN YOUR STICK

With a ball in your stick, stand with your back against the boards. Touch the stick against the boards on one side of your body then swing the stick to the other side and touch the wall without removing your back from the wall or the ball from your stick.. Repeat this movement counting each touch on the boards until they reach 20. After one set, switch hands and repeat drill. Increase speed with development.

Teaches how to cradle the ball and keeping the stick up and in the ready position. Teaches quick stick fundamentals for holding the stick.

**Everyone who is new to the game should do this drill.**

# STATIONARY LOOSE BALL SHUTTLE



## METHOD OF RUNNING DRILL

- position players in lines or units
- place ball on the floor in front of player number one [1]
- on the whistle player number one [1] scoops up the ball, runs down and places the ball on the floor in front of player number two [2], then goes to end of line
- player number two [2] scoops up ball and runs down and places the ball on the floor in front of player number three [3] and goes to end of line
- keep repeating until whistle stops
- ensure players scoop the ball up in one motion and always carry the stick in the "triple threat" position

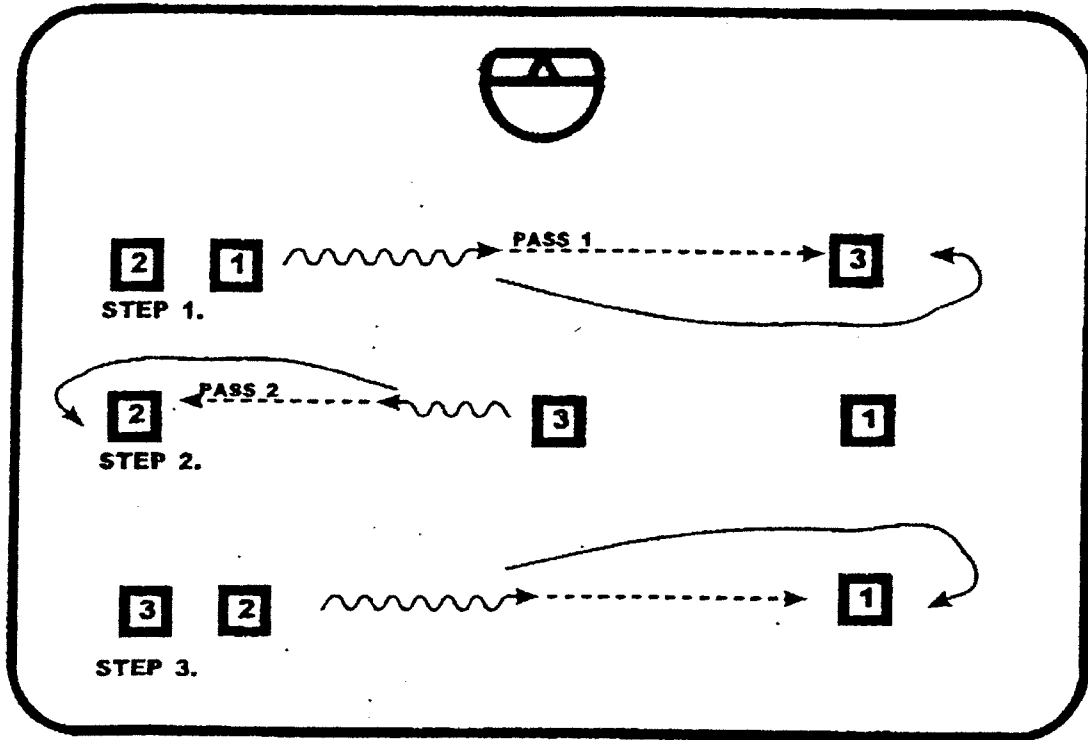
## USE AND PURPOSE OF DRILL

- introduces young players to 5 man lines or units
- good drill for new or young players to hone their skill of quick pick-up of loose balls and cradling of the ball
- stresses the position of placing the same foot as top hand when scooping up the ball, especially right hander places right foot beside the ball on the right side

Level 1

Year 1

# THREE PLAYER SHUTTLE PASSING



## METHOD OF RUNNING DRILL

- form players in groups of 3 as shown
- 1 ball per group
- player [1] runs forward a few steps and passes to [3]
- player [1] after pass sprints to the far boards
- player [3] receives pass on the run and passes to player [2]
- player [3] after pass springs to the far boards
- player [2] receives pass on the run and passes to player [1]
- repeat for designated time or whistle

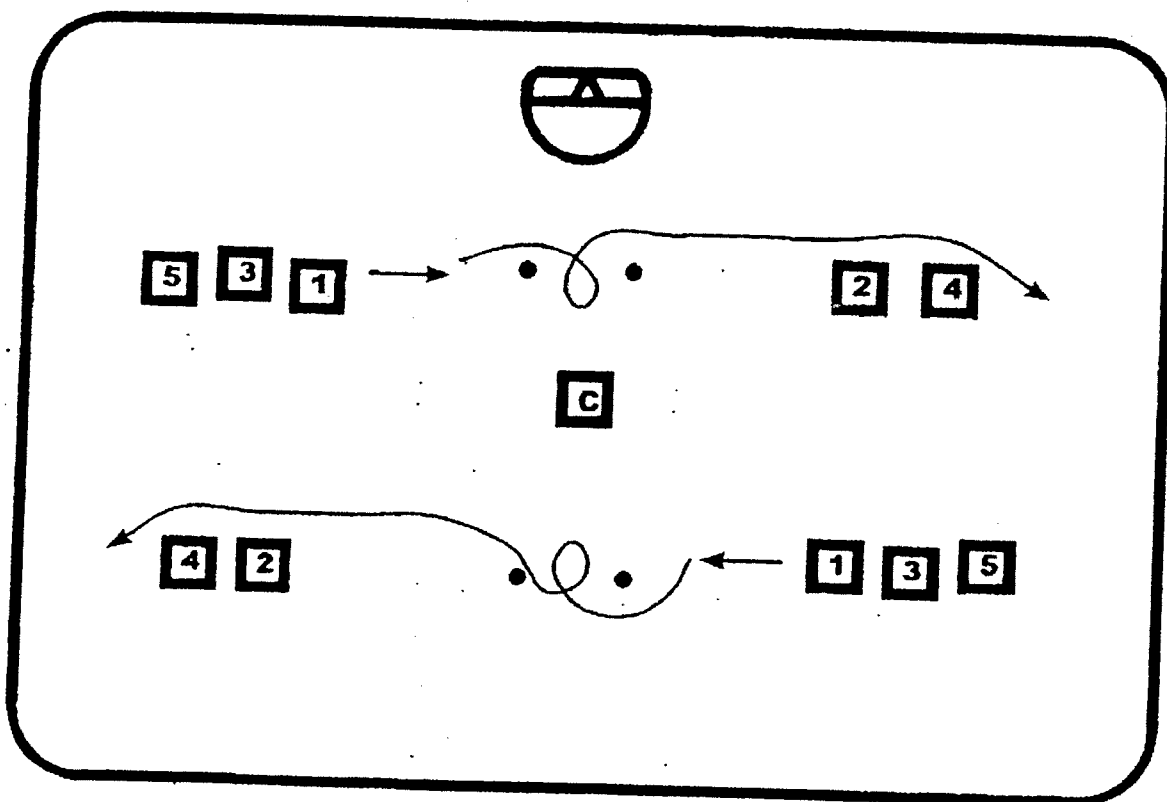
## USE AND PURPOSE OF DRILL

- offers combination of catch pass drill and conditioning
- keeps all players active at one time to accomplish conditioning
- enforces the pass and follow theory in order to pick up loose Balls

Level 1

Year 1

# PIVOT SHUTTLE



## METHOD OF RUNNING DRILL

- line up players in 5 man lines or units
- place ball in middle of the floor
- player number one [1] runs out, scoops up ball and pivots around 360°.
- places ball back on the floor and continues on to the end of the line
- player number two [2] runs out and repeats this action, then player three [3] and so on

**NOTE:** coaches must ensure right handers and left handers turn correctly around an object or players to ensure the stick and ball are to the outside.

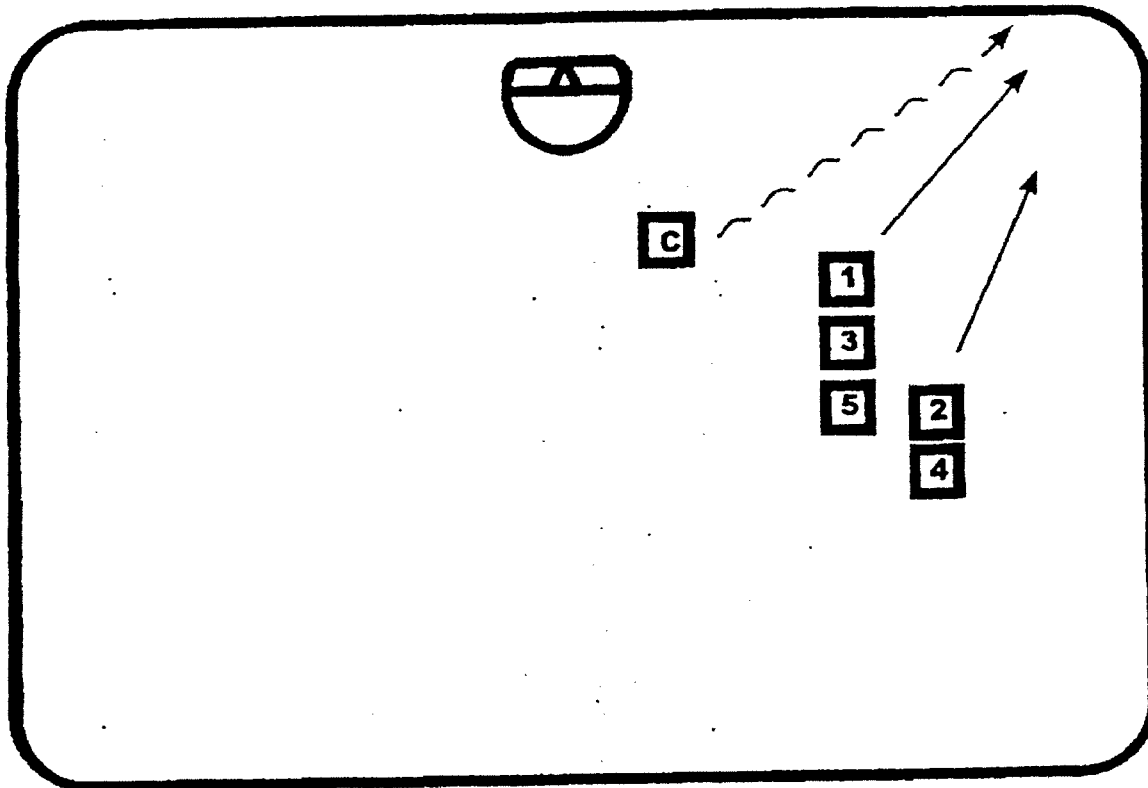
## USE AND PURPOSE OF DRILL

- way of practicing and "re-enforcing" the correct method of pivoting along with loose ball drill
- ensuring control of ball when quickly scooping up and pivoting

Level 1

Year 1

# HEAD START



## METHOD OF RUNNING DRILL

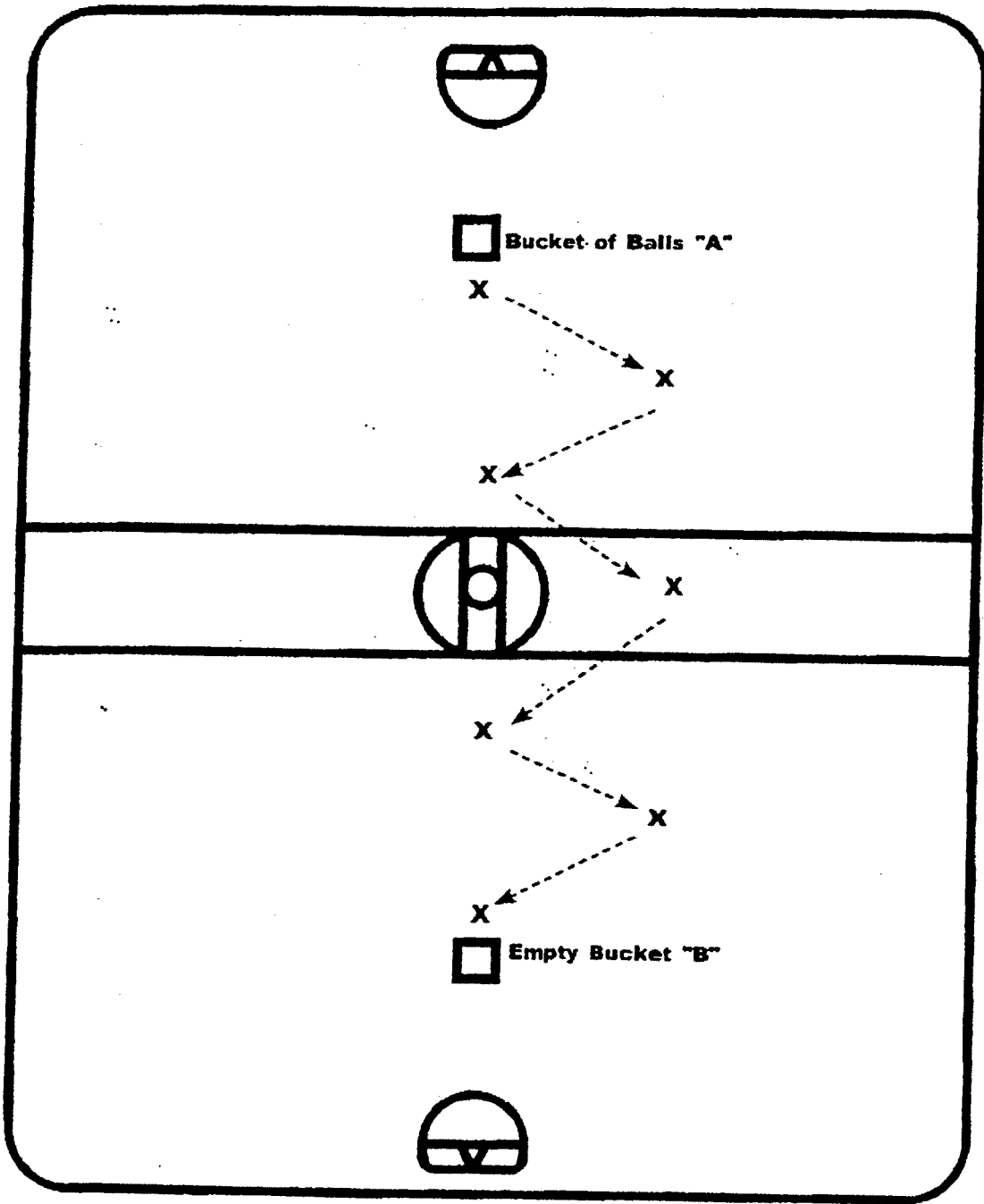
coach rolls or bounces ball into corner area  
lines or units are set up to ensure player one [1] has a five (5) foot to six (6) foot head start on player number [2]  
both players race into corner area and attempt to play the loose ball  
on the whistle or completion of each attempt the participant players return to the end of the opposite line they left at the start of the drill

## ME AND PURPOSE OF DRILL

good concentration drill  
teaches "control" and "discipline" to ensure that "trailer" does not crash players into the boards  
excellent drill for power play units, when utilized for this purpose, add the second trailer, close to player number [1] and emphasize first player attack the stick and tie up opposition, second trailer attacks the ball

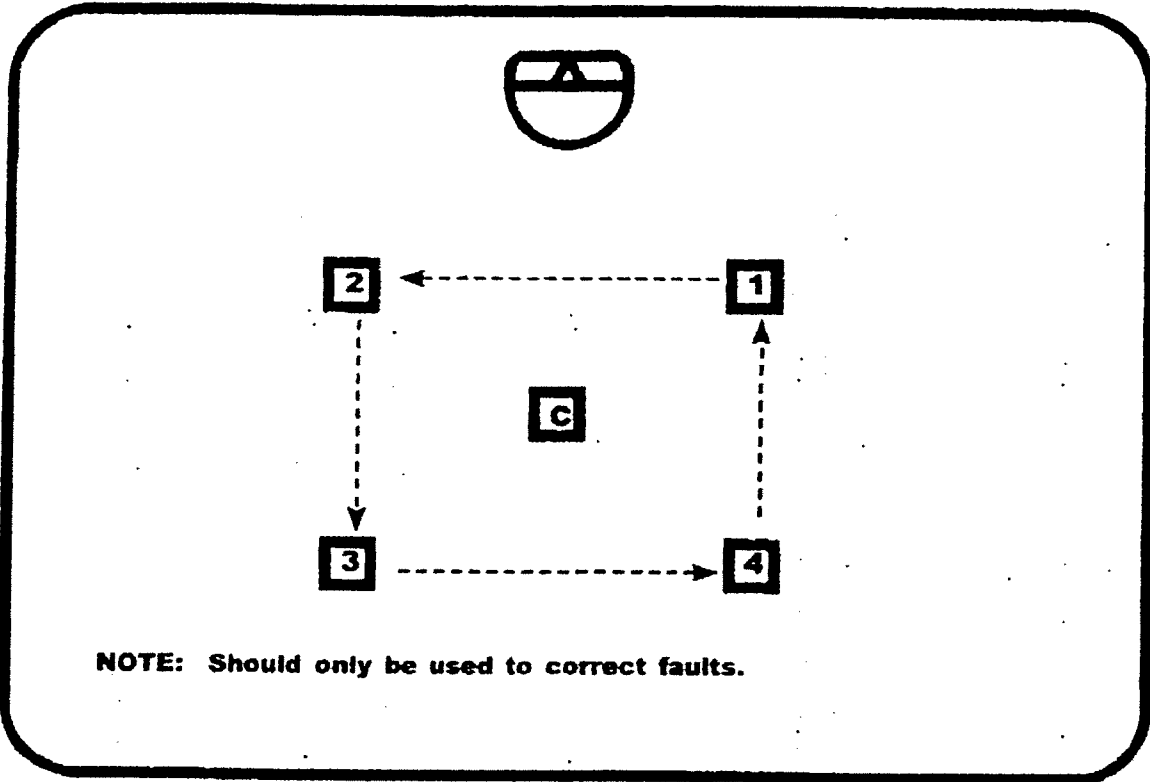
everyone

# QUICK STICK



Level 2 and  
up

# STATIONARY FOUR-CORNER PASSING



## METHOD OF RUNNING DRILL

- players form a rectangle;
- one ball per group.
- players pass ball around the rectangle;
- ball should travel in both directions.

## USE AND PURPOSE OF DRILL

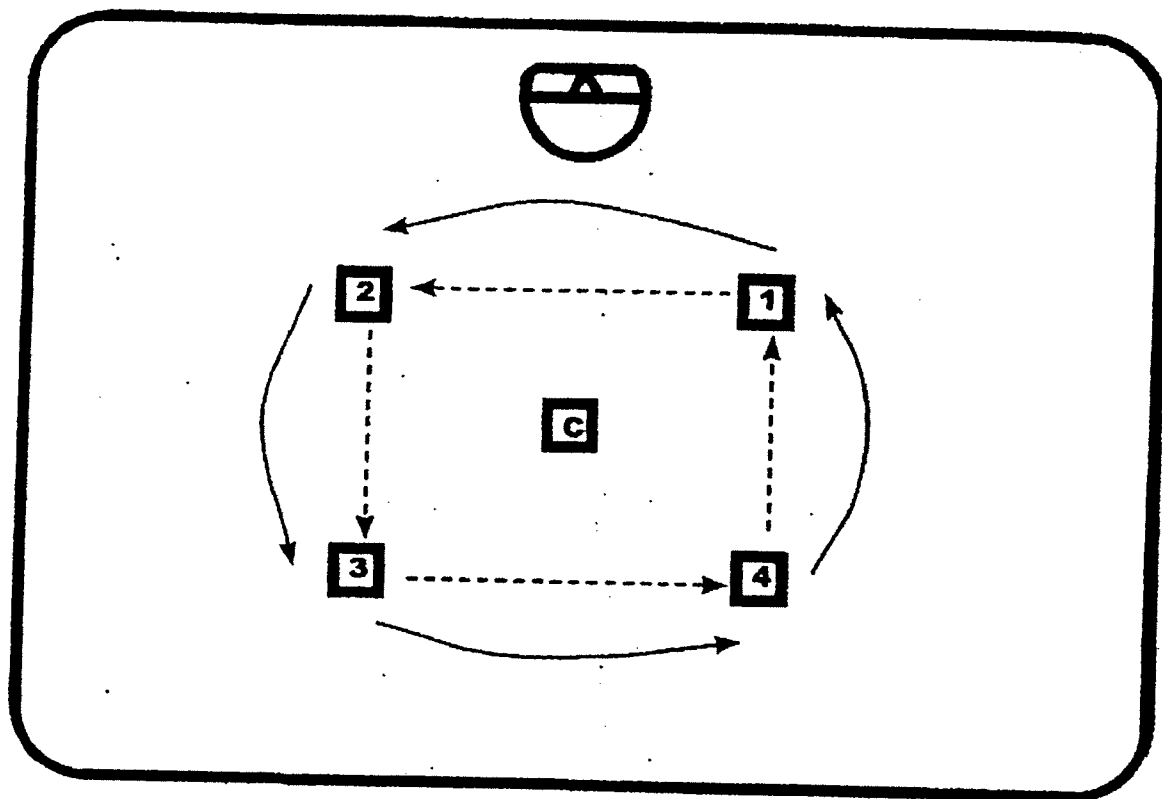
- coach has good view of players;
- simple drill where corrections to skills can be accomplished;
- because the drill has "no motion" it should only be used sparingly or at a beginners level.

**NOTE** to advance this drill, have players pass the ball to anyone in the drill **WITHOUT** looking at the player you are passing to.

Level 1

Year 1

# MOVING FOUR-CORNER PASSING



## METHOD OF RUNNING DRILL

- ball starts at player [1]
- player [1] passes to player [2]
- player [1] moves to player [2] position
- player [2] passes to player [3]
- player [2] moves to player [3] position
- rotate around in one direction one complete turn then reverse the action

## USE AND PURPOSE OF DRILL

- enforces the rule of "pass and follow"
- puts motion into the drill
- quick accurate passes are developed
- if player [2] holds the pass until player [1] sets a pick in front of him, then player [2] could pivot around player [1]. This adds variety to this drill

**Level 1 and  
up**

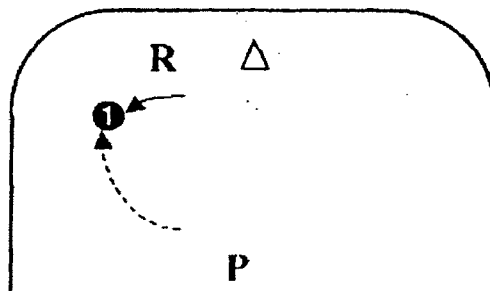


## STEP 2. DEVELOPING THE GIVE & GO

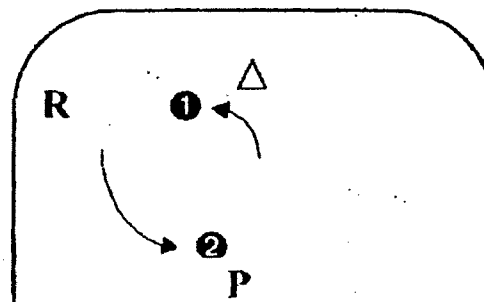
### (2 a) Pass from left corner player to left crease player.

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

*Give and go down the middle continuity drill*



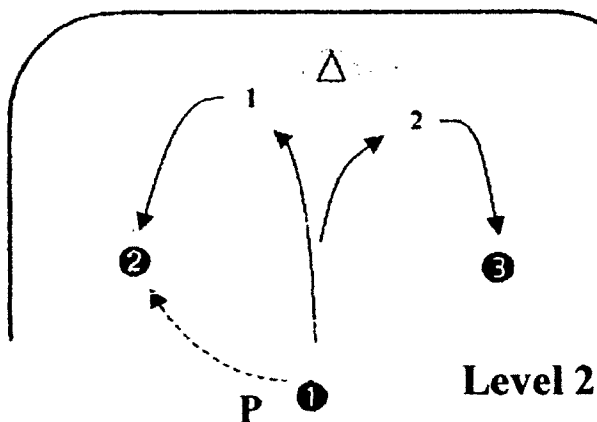
R V-cuts and receives a pass from P.



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

### 2 (b) Pass from the Point to the Corner Players.

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



#### The Drill — 3 man weave

Players start in positions 1, 2 and 3. The player in position 1 passes to 2, breaks to the goal and then slides to the left crease position.

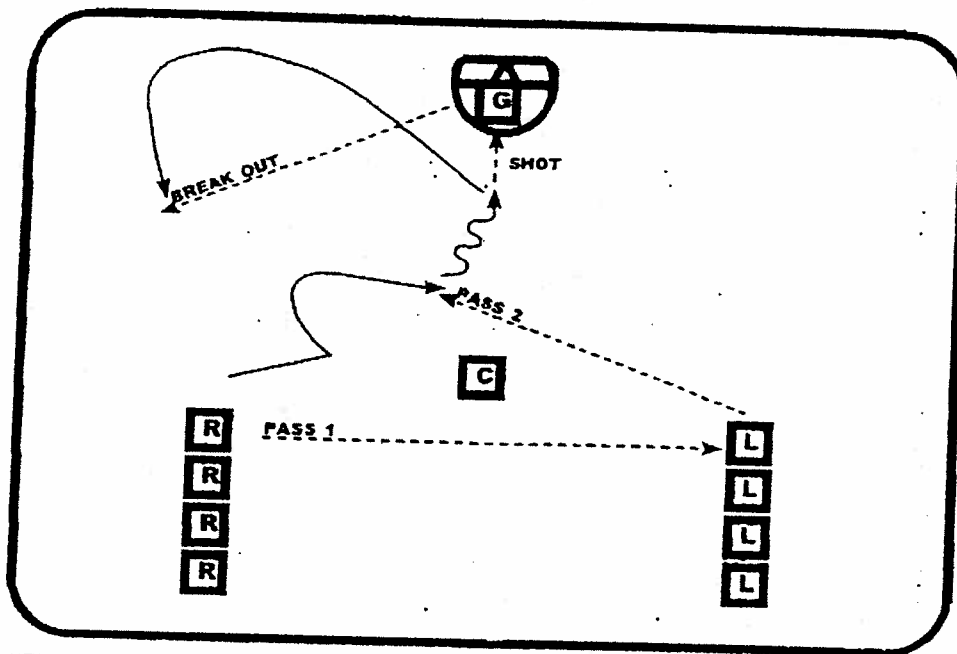
The weaving starts as the players receive the ball and then move to position 1 while looking to pass to the opposite corner. They then break to the crease positions before moving to their respective corner spots, 2 & 3, to receive the next pass.

Add the defence so players can develop all the passing and picking situations by adjusting the timing of the rotation

Level 2

Year 2

## GIVE AND GO



### METHOD OF RUNNING DRILL

- operate from both sides of the floor
- player with ball passes to opposite side then makes a cut or fake and breaks to the net
- players receiving the first pass hits the breaking player who takes a shot on goal
- it is important that the breaking player make a cut or fake to simulate getting free
- defensive player may be added
- player who shoots, rolls into correct corner and accepts a break-out pass from the goaltender
- coach should have extra balls to pass into goaltender for break-out if shot misses the net

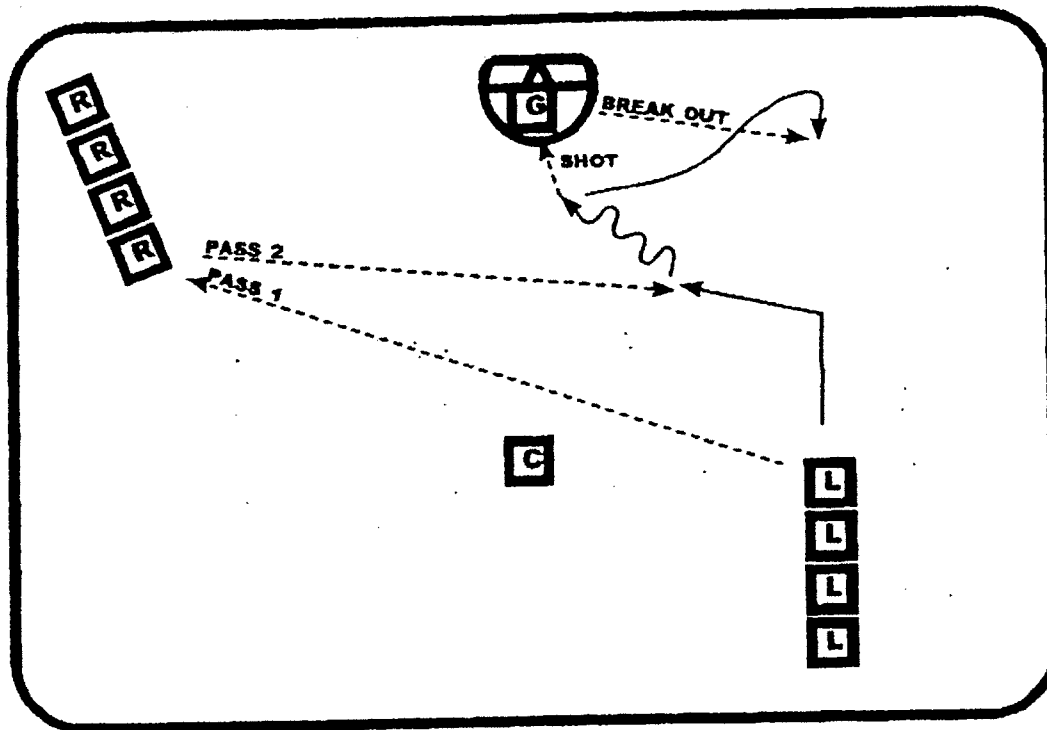
### USE AND PURPOSE OF DRILL

- simulates game situation
- enforces the "give and go" tactic
- mentally prepares the players to run the passing lanes
- mentally images to the player that the middle of the floor is kept clear and you only pass through
- practices the goaltenders

Level 1

And up

# GIVE AND GO



## METHOD OF RUNNING DRILL

- operate from both sides of the floor
- top left hander passes to corner then makes a cut or fake and breaks to the net
- player two receives pass then hits breaking player who takes a shot on goal
- important for the breaking player to make a good cut or fake to simulate getting free
- goaltender break-out can be practiced as instructed in prior give and go drill

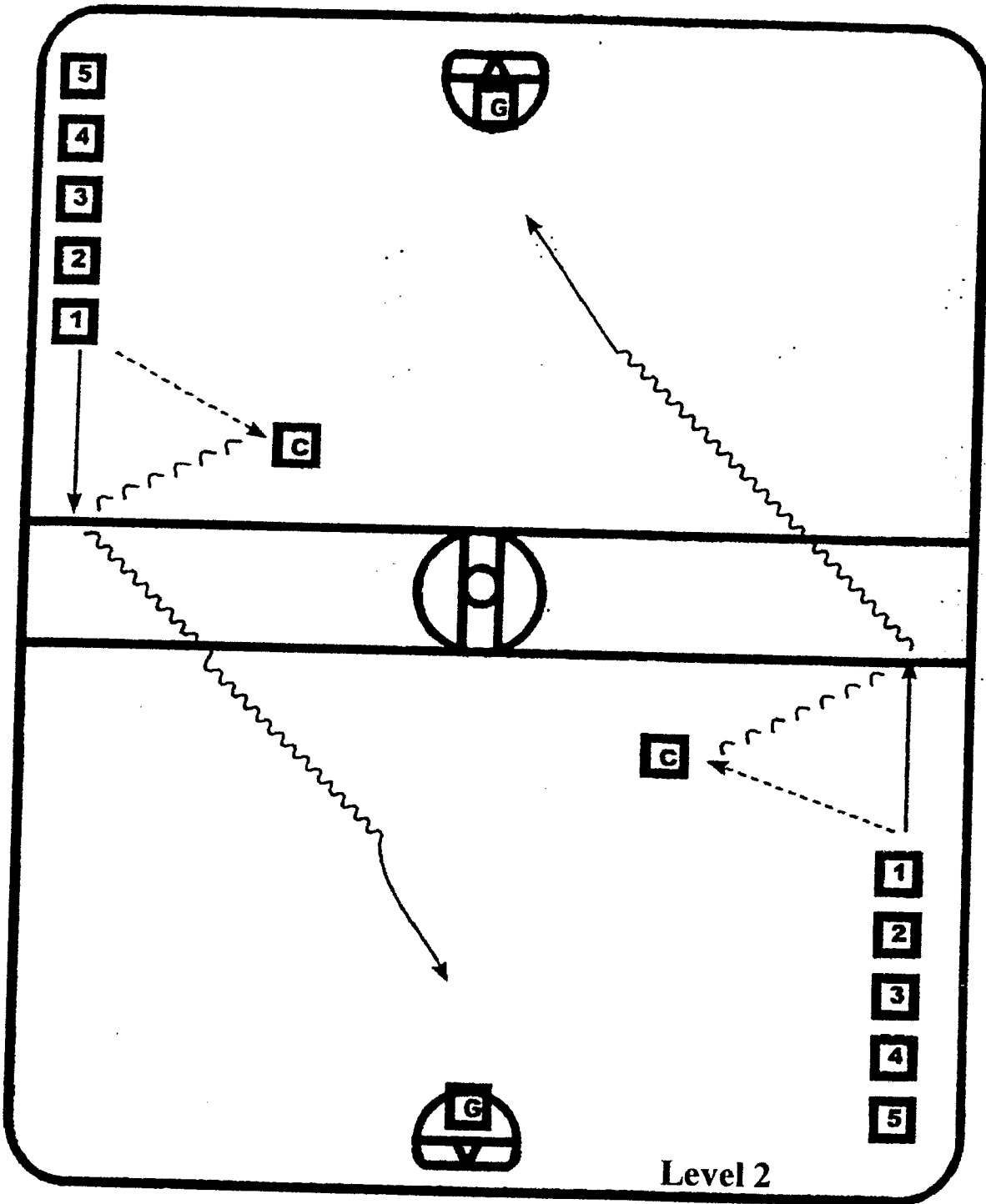
## USE AND PURPOSE OF DRILL

- simulates game situation
- enforces give and go
- mentally prepares player to run passing lanes
- coaches can combine break-out passing
- hones shooting skills
- practices the goaltenders

Level 2

Year 2

# LOOSE BALL DRILL

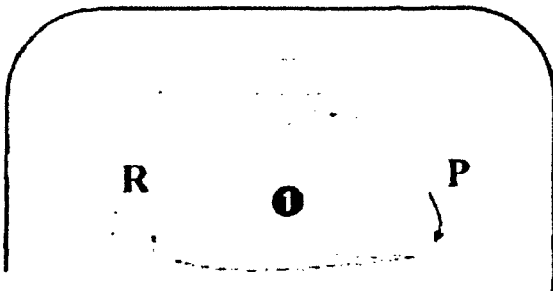


Level 2

Year 2

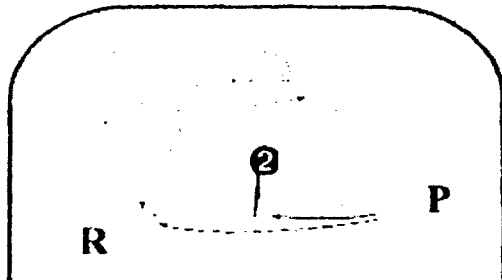


**2 (c) Two Line passing Drill.**



**The Drill:**

**P** passes the ball and then follows the pass to position **1** before cutting to the goal.  
**P** then returns to the end of the line.  
**R** now becomes the passer and the drill repeats.



**The Task**

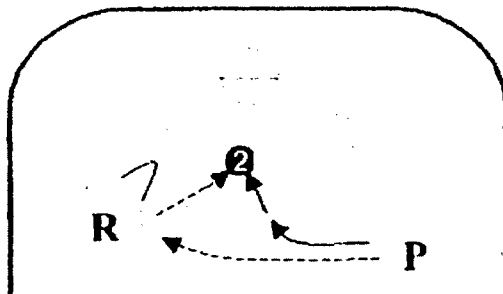
The purpose of the drill is to review the team fundamentals.

**The Fundamentals**

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

**The Progressions**

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



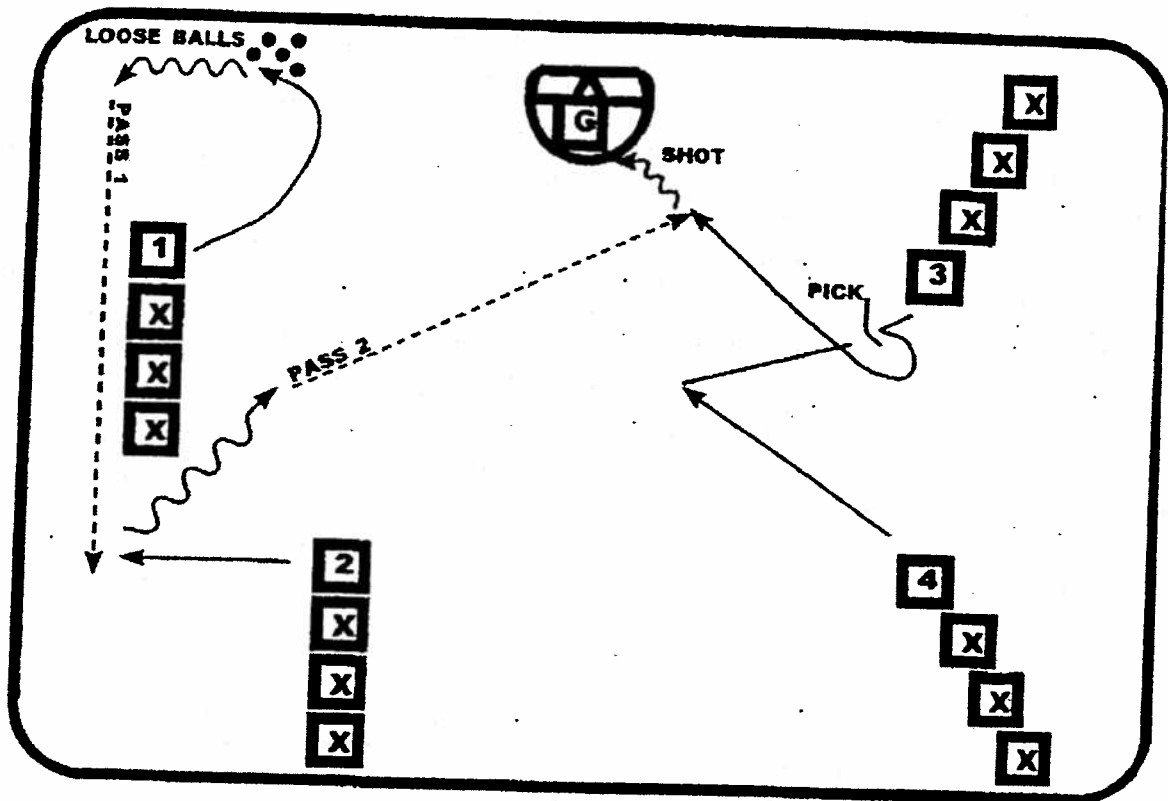
The player with the ball returns the pass to the player in position **2** who then turns, moves to a designated shooting spot and shoots. Each player in one of the lines has a ball.

**Give & Go and Shoot**

**Level 2**

**Year 2**

# LOOSE BALL PICK & SHOOT DRILL



## METHOD OF RUNNING DRILL

- [1] goes to corner, retrieves loose ball, breaks up boards and passes to [2]. Player [2] breaks towards boards to receive the outlet pass
- [2] starts towards net, player [4] holds position until pass completed then breaks into passing lane and then out to set pick for [3]
- [3] ties up defensive player till pick set then breaks for pass and shoots
- emphasize that during a game scoring opportunities may occur anytime
- coach can add defense for defensive drill
- players switch after each drill eg: 1 to 2, 2 to 1, etc.

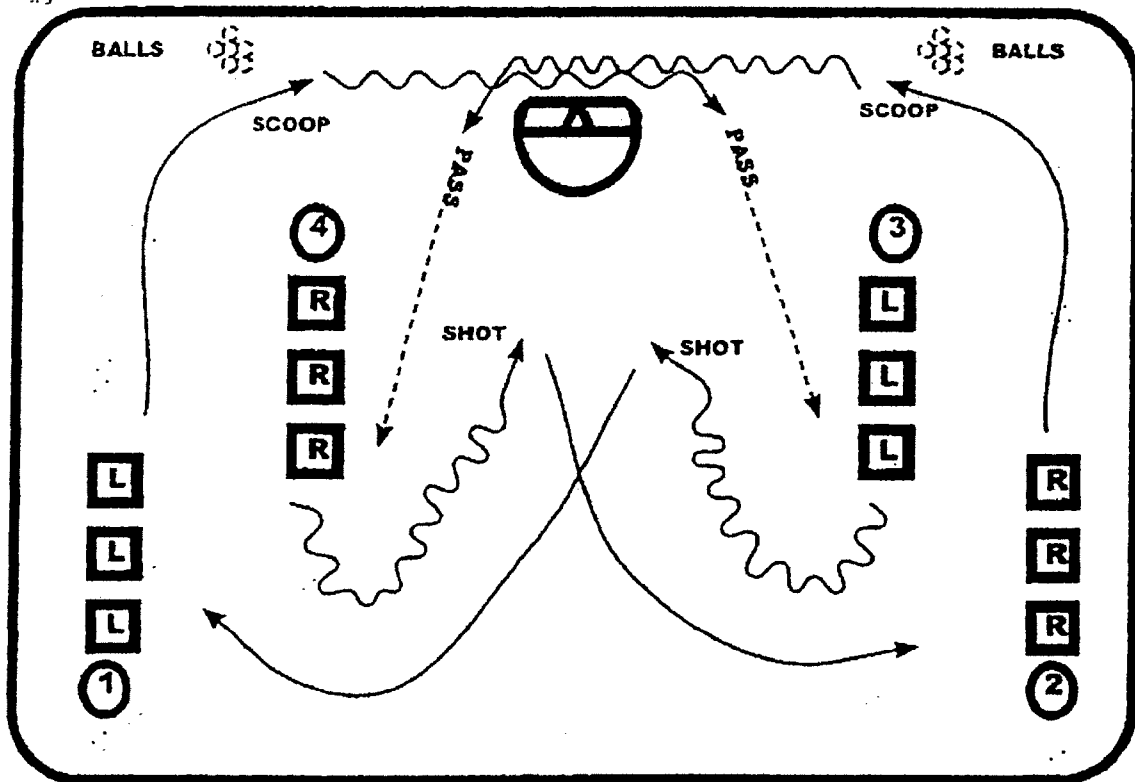
## USE AND PURPOSE OF DRILL

- good offensive and defensive drill
- completely game orientated
- part of motion offense.

Level 3

Year 3

# BALL CONTROL PASS & SHOOT



## METHOD OF RUNNING DRILL

- players set up in four positions as shown
- players from lines 1 and 2 race into corner. scoop up loose ball, proceed behind net and pass to lines 3 and 4
- players from lines 3 and 4 cut up and then into shooting lanes and attempt to score
- players from: line 1 go to line 3 after each action and players from 3 go to line 1
- players from: line 2 go to line 4 after each action and players from line 4 go to line 2
- by moving awaiting players from lines 1 and 2 in as checkers of lines 3 and 4 you put players into game conditions.

## USE AND PURPOSE OF DRILL

- excellent fast pace offensive/defensive drill which enforces loose balls, passing, catching, shooting and 1 on 1 offense and defense.

**Level 2**

**Year 2**



## STEP 3 BUILDING THE DRILLS INTO AN OFFENCE

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

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

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

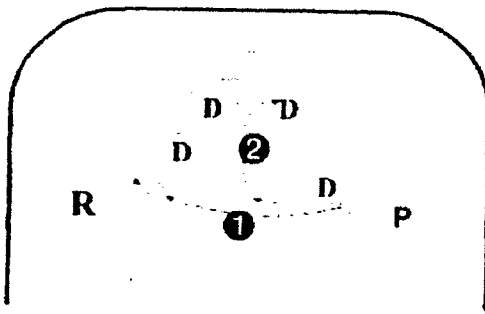
**Position on ball carrier** — One step back, one step toward the centre of the floor

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

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

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

### 3(a) 4 on 4 With Game Related Refinements

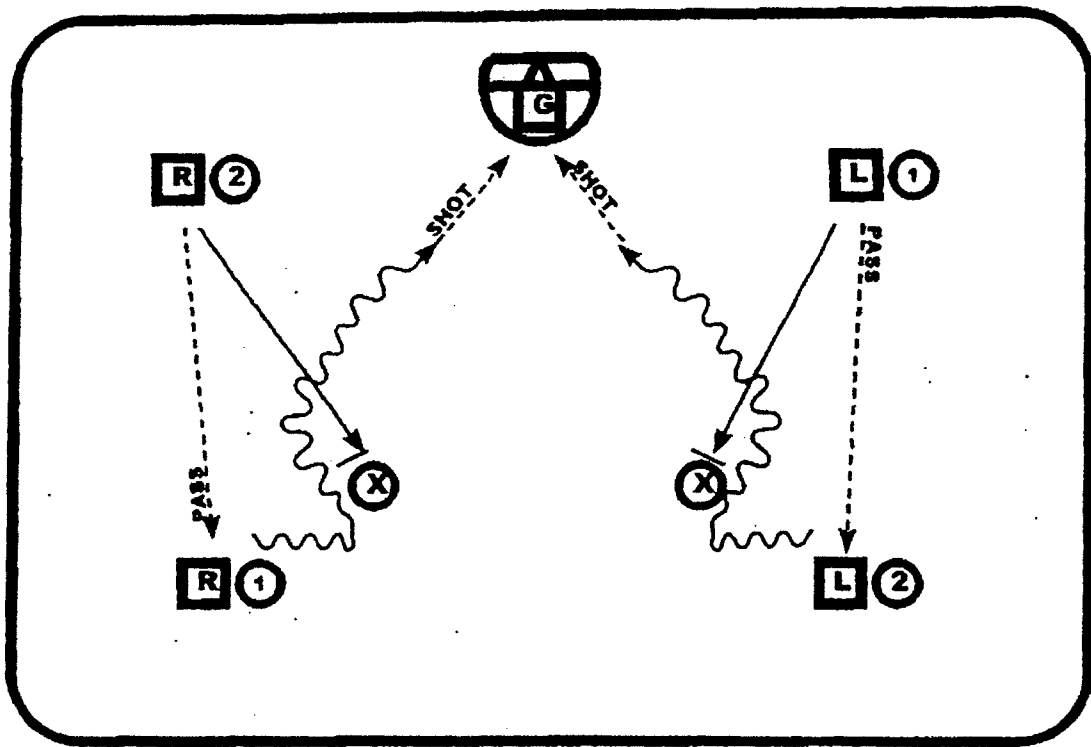


[Advanced drill: Use the passing and movement patterns developed in Step #1.]

#### The Drill

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

# PICK ON THE BALL



## METHOD OF RUNNING DRILL

- line up left and right shots
- have players alternate as checkers [X]
- player [R2] and [L1] pass out to player [R1] and [L2]
- top players cut to centre in order for players [R2] and [L1] to come forward and set pick on the blind side of the defensive players [X]
- top players then move around the pick and proceed to net for scoring opportunity

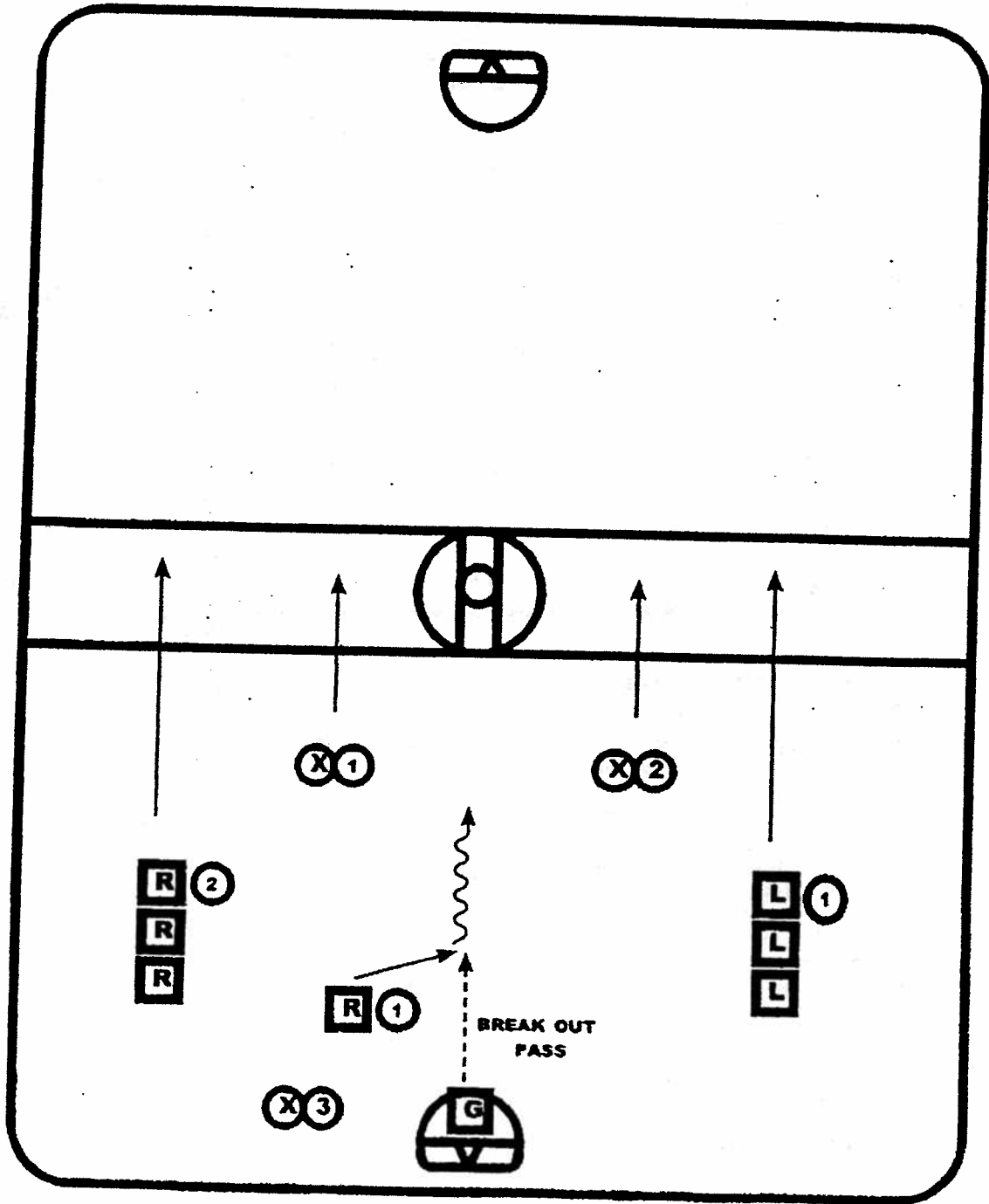
## USE AND PURPOSE OF DRILL

- simulates a weakside game situation
- contains passing, shooting, picking and cradling skills
- offers coach opportunity to hone picking skills
- offers goaltenders a workout

Level 3

Year 3

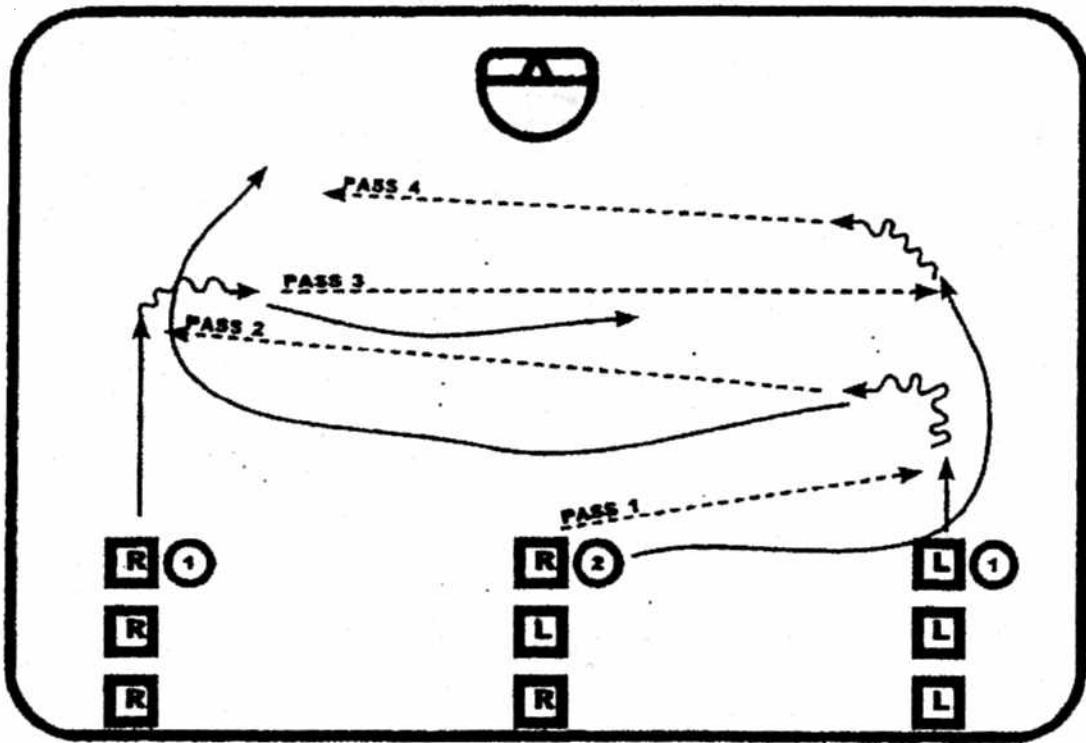
# THREE ON TWO



Level 3

Year 3

# THREE MAN WEAVE



## METHOD OF RUNNING DRILL

- players line up as shown, always ensuring correct shots on outside lines. Centre line can be any shot
- player [R][2] passes to player [L][1]
- player [R][2] rolls over behind [L][1]
- player [L][1] cuts in passing lane and passes to player [R][1]
- player [L][1] rolls over behind player [R][1]
- player [R][1] cuts in passing lane and passes to player [R][2]
- player [R][1] rolls over behind player [R][2]
- player [R][2] passes to [L][1] etc., etc.
- start players at centre and attempt as many passes as possible with a short on net from in front or on correct side of floor

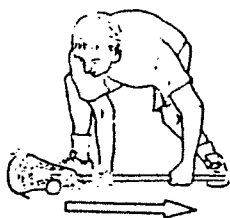
## USE AND PURPOSE OF DRILL

- good warm-up drill which combines passing, catching and Conditioning
- simulates game condition, movement and skills

Level 3

Year 3

## FACE-OFFS

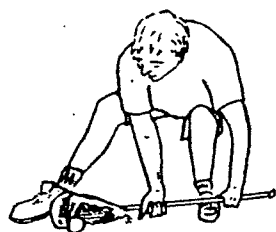


### Preliminary Movement

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

### Preparation (Forward Press)

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



### Force Producing Movement

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

### Critical Instant:

The moment when the ball is pulled.

### Follow-through

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

## Line-up for the Face-off

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

## The Loose Ball

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

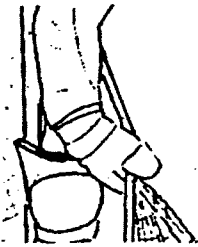
**Drills:** Once the players can trap and scoop they can work in pairs: one player draws the ball to the partner who traps it for control, scoops it and then passes it back to the partner. This drill teaches the face-off person the idea of quickly getting into the play.

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

# GOALTENDING

## THE FUNDAMENTALS

### HOLDING THE STICK



#### Gripping the Stick.

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

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

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



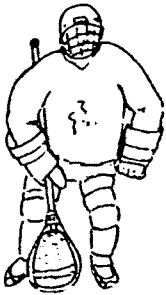
**Do Not** place the thumb in the crotch of the stick as there is danger of the thumb being jammed.



#### Hand Placement.

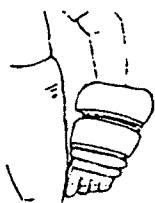
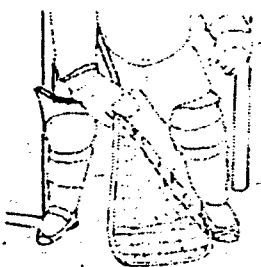
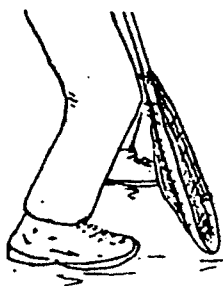
Have the goalie assume a balanced stance, and then grip the stick so the head of the stick just touches the ground.

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



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

## THE STANCE



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

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

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

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

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

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

**The Knees:** *The knees are flexed so they cover the toes.*

Goalies will have to experiment to find a comfortable position. Quadriceps strength is a key factor

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

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

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

**The Free Hand:** *The free hand is held lightly on the hip.*

Program the movement of the free hand so that it is always turned to keep the pads square to the incoming ball.

## POSITION

**The Basic Position:** *The basic position is one step out from the goal line and lined up in front of the ball.*

Goalies can maintain their position relative to the goal frame by touching their hand or stick to the posts or by jamming a foot against one of the post when covering shots from the side.



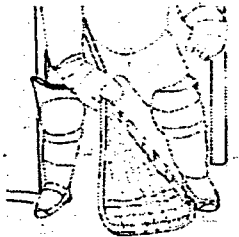
### **Movement:**

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

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

### **Shots from the side:**

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



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

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

### **Vision and concentration:**

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

# TRAINING THE GOALTENDER

See: **GOALTENDING** from the Video Series "Fun with Fundamentals"

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

## TRAINING THE FUNDAMENTALS

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

The advice from Level 1 Theory is to: "give ample time for quality practise".

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



### Coaching Tips

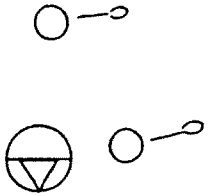
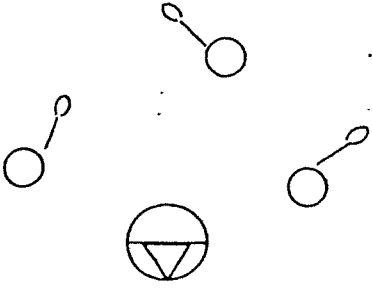
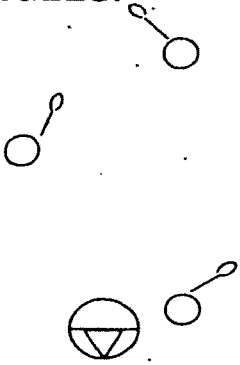
**Pay attention to detail and make sure no short-cuts are taken when movement patterns are being programmed.**

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

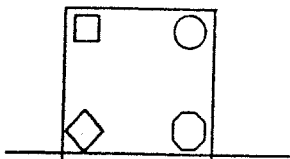
**Make sure the goalies are involved in the practice.**

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

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

<p><b>STANCE</b></p> 	<p><b>The Drill</b> Two players pass and catch. Each time they catch the ball they fake a shot.</p> <p><b>The Task</b> The goalie must be in position and proper stance before the players make their fake shot.</p>
<p><b>POSITION</b></p> 	<p><b>The Drill</b> Three players pass the ball back and fourth in front of the goal. They are to fake a shot each time they receive and if the goalie is late getting into position, they can shoot.</p> <p><b>The Task</b> The goalie is to follow the ball and be in position in front of and square to the ball by the time the players make their fake.</p>
<p><b>ANGLES.</b></p> 	<p><b>The Drill</b> The players are at three different distances from the crease. They fake a shot on reception. Increase the difficulty by using fakes and passing to receivers at random.</p> <p><b>The Task</b> The goalie is to move with the ball to be in the optimum position for cutting off the angle.</p>
<p><b>RELAXATION &amp; CONCENTRATION</b></p> <p><i>For relaxation techniques see Mental Preparation in Module 5</i></p> <p><b>ANTICIPATION</b></p> <p><i>Once goalies can maintain a concentrated and focused state they can then start broadening their focus by including an awareness for other players on the floor.</i></p>	<p><b>The Drill</b> Once goalies can feel the relaxed but alert state of concentration they will be ready to practice maintaining concentration while the players are scrimmaging or working on drills.</p> <p><b>The Task</b> When the ball goes down the floor, the goalies stand up and look around: as the ball comes back into their zone they focus on the ball and get into their stance.</p>

## STOPPING SHOTS



1. All shooters shoot at the same designated spot.

Goalies start from a neutral position, move to block the shot and then return to their neutral position.

2. Choose one spot per practice. Players should shoot at the designated spot in all succeeding drills and scrimmages
3. Increase the complexity by having the players fake to one of the other spots before shooting.

### Increase the Complexity

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

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

### **Purpose of the Drill**

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

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

### **The Drill**

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

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

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

### **Practicing the Fundamentals**

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

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

### Training of Athletic Abilities and Participants' Age: Guidelines

Athletic Ability	Age (in years)														
	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Aerobic Stamina (short efforts 10-15 min)	F			☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹
	M			☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹
Aerobic Stamina (prolonged efforts)	F	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹
	M	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹
Speed-Endurance	F	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹
	M	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹
Strength-Endurance	F	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹
	M	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹
Maximum Strength	F	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹
	M	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹
Speed-Strength (power)	F	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹
	M	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹
Flexibility	F	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹
	M	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹
Speed (efforts of 8 seconds or less)	F														
	M														
Speed (fast cadence of movement)	F	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹
	M	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹
Coordination / Agility / Balance	F	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹
	M	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹
Basic Techniques	F	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹
	M	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹
More Advanced Techniques	F														
	M														
Tactics	F	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹
	M	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹

☹ should be avoided    ☺ optimal training age    □ not a priority    ☹ in moderation    ■ as needed by the sport

**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.<sup>2</sup>

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:

- ⇒ **Rest** (Removal from activity)
- ⇒ **Ice** or **Cold**
- ⇒ **Compression** or **Pressure**
- ⇒ **Elevation**

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**

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<sup>2</sup> Sports First-Aid – A guide to Sport Injuries page 6-3

# Coaching Basics

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Thank you for agreeing to coach a group of athletes who need a coach to enjoy everything that sport has to offer: fun, competition, friendship, and personal growth.


Thank you for taking the time from your personal schedule to devote to the development of young people who will benefit from your presence, your planning, your teaching, and your personal involvement in making sport a fun place to be.

Thank you for accepting the responsibility of helping young people become better athletes, for keeping them safe and helping them feel good about themselves and what they do.

Thank you for caring enough to seek some help in getting started. The first step is the hardest, but you'll find lots of help along the way. As you continue coaching, the 3M National Coaching Certification Program (NCCP) will help you develop your skills as a coach.

If you get the impression we're glad you're here, you're right - we are!

We've created this introductory course to help you take the first steps in coaching. Here you'll find the basics of coaching, especially coaching young athletes, as well as links to more detailed information sources, programs and courses. You'll also find links to Ontario's sport organizations, who will help you obtain more information on the technical aspects of coaching your specific sport. Please feel free to print and circulate this information!

Sport Alliance of Ontario

Ontario

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# COACHING BASICS

1. YOUR ROLE AS A COACH
2. MAKE SPORT A FUN PLACE TO BE
3. GROWTH AND DEVELOPMENT
4. CREATE A STRONG SELF-IMAGE
5. ORGANIZE A GREAT PRACTICE
6. GOOD COACHING NEEDS GOOD COMMUNICATION
7. HELP YOUR ATHLETES GET FIT
8. HOW TO MAKE SPORT SAFER
9. YOUR ROLE WITH PARENTS

Coaching Basics  
by Lorne Adams, February 2000

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## YOUR ROLE AS COACH

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**P**eople become coaches for many reasons: because they have a child in sport, because they were an athlete themselves, or because they want an opportunity to help in their community. Some coaches step forward; some are asked to help. No matter what the reasons, all coaches have the same roles. You will be a teacher, a leader, an organizer, and sometimes will even act as a counselor.

Coach has a nice ring to it. It sounds important. It is important. Think back to some of the lessons your coaches taught you. Perhaps you remember the importance of trying your best all the time. Perhaps you remember how important team goals and sportsmanship were. Perhaps you were taught how to solve problems or you were excited about learning new things. That coach made a difference in your life. You too can make the sport experience meaningful, fun, and memorable. That's why you're here. When your reasons for coaching match the needs and development level of your athletes, everyone can win.

In your role as a teacher, you will be asked to share your knowledge of the sport and prepare athletes to play by improving fitness and developing skills specific to your sport.

In your role as leader, you will make many decisions, to motivate your athletes and help them set and attain goals.

In your role as an organizer, you will manage practice and game schedules for the team, plan and evaluate practices and evaluate athletes.

In your role as a counselor, you will listen to and provide guidance and support for your athletes.

It is important to understand that athletes, like coaches, participate for different reasons. Some enjoy the *sensation* of speed, power, or grace. Some athletes just want to be with their friends, or be a part of a team (*social reasons*). Some athletes want to win, to improve themselves or advance to high levels in their sport (*achievement reasons*).

Match your reasons for coaching with the reasons that athletes participate. A coach who is driven to win, coaching a team of 7 year olds who are there for fun and social reasons, can result in an unhappy coach and unhappy athletes.

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## **MAKE SPORT A FUN PLACE TO BE**

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**I**n sport, we need to foster the willingness to try new things, to take risks, to test potential. This is best accomplished in a supportive, encouraging atmosphere that is characterized by praise not criticism, full of rewards not punishment. Rather than saying "That's the wrong way to do...!" - it means saying "You've done this part well, now let's see if we can add..." Try to catch your athletes doing something right, not something wrong.

Sport should be fun. Fun doesn't mean that athletes need to laughing and giggling all the time. Part of the fun is challenge that is realistic and encouraging. Part of fun is playing - playing the game or playing at parts of the game. Fun is not standing in line waiting for your brief turn at an activity. Fun is being actively involved. Fun is being respected for your self and your particular talents. Fun means freedom from negative criticism and harassment. Fun means that we all count as part of the team. Fun means that we play the game fairly, not to bend the rules or break them to gain an advantage. Fun means having a sense of satisfaction that what you are involved in is gratifying and worthwhile. Fun is what your athletes should expect from you. Fun is what you should expect now that you are involved in coaching.

As a coach, you are an equal partner in making sport fun - you should neither be overly authoritarian nor merely a passive observer.

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## GROWTH AND DEVELOPMENT

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**W**hile it may be stating the obvious, it helps to remember that children are not miniature adults. Kids develop in stages and have differing physical and mental capabilities at each stage.

The sport system divides athletes by age groups, but age is not the only measure of their maturity or readiness for a specific sport activity. Not all 10 year olds are alike. Some are more mature physically, mentally, and socially while others are less mature. You may have on your team two or three groups of athletes who are quite different emotionally or physically even though they are the same chronological age. You may have to create activities appropriate for the different groups on your team.

As the athlete grows, develops, and matures their approach to sport will change. In general, the following is true about the young athletes you coach:

- Children under 7-8 are motivated by fun and often dislike competition.
- Cooperative games are very useful
- Children 8-10 begin to understand the importance of rules. They identify with personal prestige and skill levels more than winning or losing. They become more self-centred.
- Children over 12 become more competitive. Winning and losing become more important.
- Physical abilities change dramatically with maturity level.
- The ability to translate commands into action changes dramatically with maturity.

Asking kids to do things that are beyond their developmental capacities frustrates both athletes and coaches. Contact your sport organization or the Sport Alliance of Ontario to access resources which will help you develop appropriate programs for your athletes.

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## CREATE A STRONG SELF-IMAGE

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**H**ow athletes feel about themselves (*self-image*) is important. If they don't feel good about themselves in a particular setting they avoid that environment- they quit sport, or do not perform to their potential. You play a large role in the development of an athlete's self-image. It's quite easy, really: do the things that others do to you to make you feel good.

- Know their names and use them (first names) when addressing them
  - Establish eye contact - kneel don't bend
  - Smile - often and readily
  - Give approving nods, winks, thumbs up
  - Develop a list of 100 ways to say "Way to go!"
  - Applaud effort not just results
  - Be enthusiastic, energetic
  - Involve them in decisions
  - Let athletes assume leadership in an appropriate situation
  - Spend time with everyone
  - Give them responsibilities
  - Be their biggest fan/cheerleader - remind them of their achievements
  - Treat them like you'd like to be treated when you are learning or being evaluated on some new task or skill.
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## ORGANIZE A GREAT PRACTICE

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**W**orld-class coaches have both annual and daily plans for their practices. They start with a script of what will be done, how it will be done, and why it is being done. Like them, you should have seasonal goals for what you want the team, the individual athletes, and yourself to accomplish.

You need a plan for your daily practices, too!

It is extremely important to have a plan when you coach beginning athletes. They don't have a lot of experience or skill to draw on and if this is your first time coaching, neither do you. If you know what you want to do, when you want to do it, how you want it done, and why you want it done, you will be much more confident and assured- and so will your athletes.

### PLAN THE PRACTICE

To begin, break your practice down into five to ten minute segments following this order:

#### Introduction

- explain briefly what will happen today, what they will learn.

#### Warm up

- get athletes moving, get them ready for activity
- raise body temperature through vigorous activity
- start slowly - then increase pace
- flexibility exercises - from general stretching to sport specific
  - slow static stretching
- activities that employ basic skills (i.e. dribbling) - but keep them moving

#### Review previously learned skills

utilize drills that give them an opportunity to practice fundamental skills or skills that they learned recently

#### Learn new skills

- describe the new skill
  - pick 2-3 teaching points to emphasize
  - provide drills that utilize the new skill
  - make sure everyone gets to participate (learn) - avoid long lines of standing around
  - provide feedback - and encouragement
  - Change or modify skills as athletes improve
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## **ORGANIZE A GREAT PRACTICE (CONT'D)**

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### Game-like Activities and/or Conditioning

- simplified game situation - reduce area of play, number of players, rules
- incorporate fitness activities if appropriate

### Cool down

- decrease level (intensity) of activity gradually
- stretching exercise (for muscles most used in practice)

### Wrap up

- review practice and plan with athletes
- prepare them for next practice
- do your own personal evaluation- what could be better next time?

### **DON'T JUST PRACTICE - PRACTICE EFFECTIVELY!**

An effective practice session has the following characteristics:

#### High Activity Level:

- Every athlete participates frequently. There is little standing in line, no waiting for equipment, minimal time listening to instruction.
- Drills and activities change frequently, athletes do something new every 5-10 minutes
- Drills have progression - easy to hard, simple to complex

#### High Variety Level:

- Skills are practiced in different ways
- Fun activities are provided
- Novelty is introduced - play new position, change rules, use different equipment
- Work with different people, individually, pairs, small groups

#### High Organization Level:

- Written practice plan
- Environment is organized - enough equipment in the right place before practice starts
- Start, stay, and finish on time

This may seem like a lot of work, but once you've tried it once or twice, it is quite simple and both you and your athletes will benefit.

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## **ORGANIZE A GREAT PRACTICE (CONT'D)**

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### **PLAN FOR GAME DAY**

You should also have a plan for game days or competitions:

#### **Warm up**

- prepare them for game activity as you would for practice

#### **Establish what we want to do today**

- play fair
- good sportsmanship
- do our best
- tactics and skill reminders: good passing, good defense, etc.

#### **Post-competition wrap up**

- Highlight the positive things that happened
  - Praise effort - be positive
  - Ready them for next practice
  - Evaluate the game
    - make note of performance and accomplishments
    - make note of things to be addressed at next practice
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# GOOD COACHING NEEDS GOOD COMMUNICATION

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**C**ommunication is not merely giving instructions and having athletes carry them out. Effective communication is a two way street. You are both the sender and receiver of information. That means that not only do you need to be understood when you communicate, but you also need to listen to the people you communicate with. Listening skills are as important as speaking skills. Here are some helpful hints.

## When speaking:

- Use words the athlete understands (remember growth and development needs)
- Don't speak too quickly
- Make sure that they are paying attention to you
- Get down to their eye level
- Make sure everyone can hear (speak loudly enough, face them when speaking)
- Make sure they understand (ask them to state what you've asked them to do)
- Repeat yourself if necessary

## When listening:

- Establish eye contact
- Give signs that you are paying attention (uh huh, yes, I see)
- Have the rest of the group quiet
- Restate or rephrase what you've heard (you want to know what to when...)
- Be positive
- Thank them for asking the question or making a point

## When you give feedback:

- Be prompt- give feedback while the athlete still remembers what they did
- Be positive- start by mentioning what they're doing well
- Be specific- explain exactly how to make the improvement
- Be sensible- don't ask for changes the athlete is not capable of
- Make sure the athlete understands- ask them to repeat or demonstrate

*"That was good! You've got the arm action. Now let's work on the step - you need to point your toe like this. OK? Ready to try it again?"*

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## HELP YOUR ATHLETES GET FIT

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**E**ven people who are new to coaching recognize the need for athletes to be fit in order to play the game. In fact, it may be one of the first things you try to do. However, getting athletes fit isn't just a matter of making them work until they drop from fatigue. Fitness development needs to be age (developmentally) appropriate, progressive and should not predispose the athlete to injury.

Here is a list of some basic do's and don't's for getting your athletes fit.

### Do:

- Progress gradually over the season. Start with lower intensity, lower duration activities and work up over time.
- Build endurance first before introducing higher intensity activities (run continuously before sprinting).
- Put the fitness part of practice near the end after they have tried to learn new skills. It's more difficult to learn skills when fatigued.
- Always include a warm-up (see above).
- Monitor athletes and reduce or stop activity as they become fatigued.
- Provide plenty of cool water--particularly if the activity is intense or if it is hot and humid.
- Scale back intensity in hot, humid weather.
- Always have a 'cool-down' period at the end of practice (see the earlier section).

### Don't:

- Ask athletes to perform extreme stretches, hyperextensions or rotations, e.g., neck bridges, hurdle stretch.
  - Ask developing athletes to do strengthening activities that require them to lift or support more than their body weight.
  - Ask developing athletes to perform high intensity activities such as repeated wind sprints.
  - Don't deny your athletes water and rest breaks.
  - If you see your athletes only once or twice a week, don't sacrifice skill development for fitness training. You may be better off teaching technique and fundamentals of the game.
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## HOW TO MAKE SPORT SAFER

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**E**very coach wants to minimize the risk of injury to athletes. We can't totally eliminate the risk of injury but we can reduce it drastically. Many risks are under your control- and you have a responsibility to take the necessary steps to protect your athletes. Once again, it helps to have a plan.

- If your athletes use equipment (sticks, bats, etc.) be sure to teach them how to handle the equipment safely.
- Always survey your practice/game facility. Hazards are often simply overlooked until an accident happens.
- Make sure they have proper, well-fitting athletic wear (shoes, helmets, shoulder pads, skates, etc.)
- Remove obstacles or hazards. Move benches back a safe distance from the playing area.
- Pad objects that athletes may run into (end walls of gym, basketball standards, volleyball support wires).
- Provide plenty of water (particularly in warm weather)
- Have a first aid kit on hand
- Have a medical information form for each your athletes' past injuries, allergies, conditions, that may affect their ability to participate.
- Know your athletes' fitness, illnesses, etc.
- Be cautious returning athletes to activity when they have been injured or ill.

### FOR YOU

It is beyond the scope of this project to teach you how to deal with injuries if they should occur. However, there are lots of places to go for help that will prepare you to deal with most of the sports injuries you will encounter. Red Cross, St. John's Ambulance, SIPAC (Sports Injury Prevention and Care), and the 3M NCCP Level I Theory manual are good sources of information and training.

### WHAT TO DO WHEN THINGS GO WRONG

When things go wrong and there is a major injury, you must have an EAP (Emergency Action Plan). Take time to create one before your next practice. The plan includes the following:

- Location of the nearest phone
  - Phone numbers of ambulance, hospital, etc.
  - Clear directions for emergency care people to get to where you are
  - Having a "call" person (the person who makes a call) to get help
  - Having a "charge" person (the person in charge) to stay with the athlete and be in charge at the scene.
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## YOUR ROLE WITH PARENTS

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**A**s a coach, you'll often have to work with the parents of your athletes. The chances are that you are a parent yourself. If that is the case, ask yourself what kinds of things would you expect of a coach when they are dealing with your son or daughter. What would you like to know about their experience as a coach? What would you like to know about the interaction between your child and the coach? You probably had those kinds of questions as a parent, however, now that you are the coach, other parents are looking to you for answers. It helps to remember that "informed people are cooperative people."

How do people become informed? In the most simple and direct way. You talk to them, one on one or as a parent group. Tell them how you are going to conduct yourself, what expectations you have of the athletes and how you will treat them. Tell them what your expectations are of them as parents.

Another way to inform parents is to write them a letter, addressing the concerns that any parent would have. Tell them a little about your philosophy, your expectations, and create an avenue of communication. Good coach-parent relationships create a positive environment for the athlete, and everyone benefits.

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## In Closing

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**T**hank you once again for taking the time to review Coaching Basics. As you can see from the materials and references we have provided you with, there is a lot to learn. However, now that you have started, the most important thing is to use what you have learned to enjoy your athletes, your sport, the competition, and to have fun.

The real rewards for your efforts are not in the awarding of trophies or medals but in the words of an athlete who, at the end of the season, extends to you a heartfelt "Thanks Coach!"

Enjoy your season, your athletes, and everything coaching has to offer!

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## Storage and Repair of the "Natural" Materials

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

## EQUIPMENT

### PROTECTION FROM ACCIDENTS

#### Running Shoes

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



*The shoes used for playing lacrosse should not be used as street shoes and box lacrosse shoes should not be used for playing field lacrosse or*

*vice versa. Check older shoes to make sure they fit (two finger rule) and that they still have ample support and traction.*

### **Knee Pads**

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

### **Groin Protection**

Athletic Support and Cup and Jill Straps for all ages.

### **Elbow Pads**

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

### **Helmets and Masks**

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

### **Mouth Guards**

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

## **PROTECTION FROM CONTACT**

### **Rib/Kidney and Back Pads**

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

## Gloves

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

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

**Warning:** Leave enough of the palm in to hold the glove together and to keep it on the hand.

Leave the finger tips in so that the glove will bend with the hand as the fingers curl around the handle of the stick. Gloves that do not cover and protect the hands will be removed from play.

## Arm and Shoulder Pads

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

### Alternatives

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



**Coaching Tip**

Pads and helmets that are too small or too large will interfere with movement or result in injuries. At the beginning of the season adjust all pads to match the size of the player and to ensure all vulnerable areas are covered. Then, throughout the season keep them repaired and adjusted for size as the player grows. Pads, like a new pair of jeans, will move and

stretch thus exposing parts of the body — deal with these problems immediately. Also, hang pads up to dry after each use and wipe them down with soap and water before storing.

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

## GOALTENDER EQUIPMENT

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

### Fit

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

### Protection

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

**Note:** Players are permitted to wear extra padding in practice when and where necessary.

### Dressing the Goalie

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

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

- 1 The goalie is not turning away,



# Box Goaltender Equipment Guidelines

## Helmet

All helmets MUST be CSA approved for ice hockey or NOC/NAC approved. The helmet must have a chin strap and cannot be altered from the manufacturer's form. The Cascade Helmet is approved in British Columbia and Ontario (Goalkeepers, GNT 13)

## Upper Body Goalie Protector

Protects shoulders for full range of motion, protection for shoulders, elbows, and forearms. Hard ribbed arm guards for maximum protection.

## Goalie Pants

Snug fitting with waist and thigh protection.

## Goalie Leg Pads/Irons

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

## Athletic Support & Cup (Jock or Jill)

## Face Mask

The mask must be CSA approved for ice hockey or a NOC/NAC approved alternate mask. Model - H18 or - H11 by - All mask's MUST be approved for helmet models that it is announced on.

## Throat Guard

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

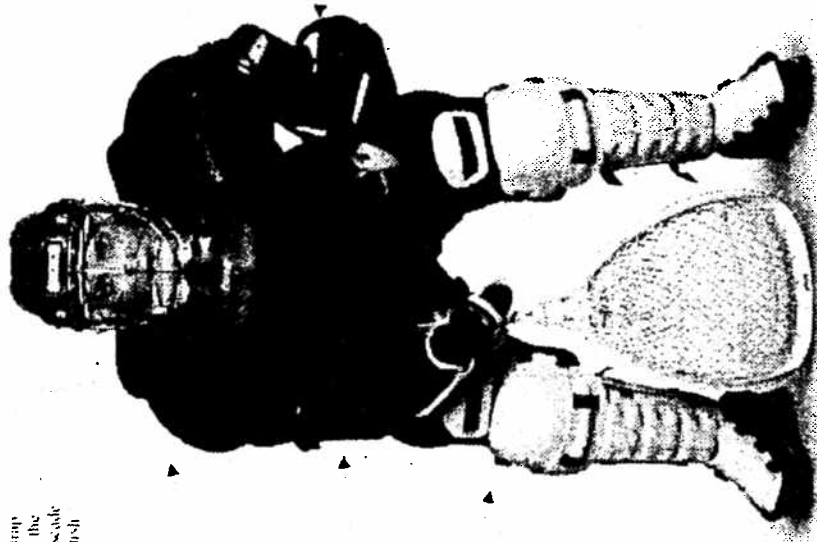


## Gloves

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



**Mouth Guard**  
Mandatory in British Columbia and Ontario.



**WARRIOR**



Ryan Dewholm  
(905) 628-3344

# Box Lacrosse Equipment Guidelines

## Lacrosse Stick

Stick length: 41" - 46"  
 For Varsity and above: 41" - 46"  
 For Junior and up: 42" - 46"



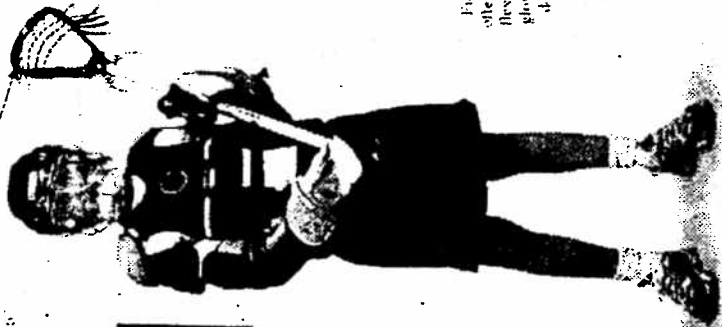
## Mouth Guard

MANDATORY



## Arm Pads - 2 types

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



## Face Mask

The mask must be CSA approved for use hockey or a NOCSAE approved lacrosse mask. Model #111 Sr or #111 Jr. All masks MUST be approved for helmet model that it is mounted on.

## Helmet

All helmets MUST be CSA approved for use hockey. The helmet must have a chin strap and cannot be altered from the manufacturer's form.

## Shoulder Pads

One piece pad made of flexible durable material which provides protection for upper body and shoulders.

## Back & Kidney Pads

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

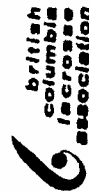
## Gloves

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

## Athletic Support & Cup (Jock or Jill)



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