

# LEVEL 1

## WOMEN'S INSTRUCTIONAL CLINIC WORKBOOK

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US LACROSSE  
COACHING  
EDUCATION  
PROGRAM



# Acknowledgements

Giving young athletes the opportunity to strive cooperatively towards a common goal or achievement is one of the many challenges faced by coaches around the world. Success in lacrosse is often the result of synergy among the three major components: players, teams and coaches. The US Lacrosse Coaching Education Program was founded on the fundamental premise of providing our players the greatest likelihood of achieving that success through the increasing presence of organized teams led by certified coaches. Our mission has been and will be to provide coaches with educational experiences wherein they will realize significant personal growth as a direct result of the excellence of resources, training and instruction provided them as a member benefit.

This workbook and clinic is the outgrowth of the efforts of the unified US Lacrosse Coaching Education Committee which is populated by volunteer members representing all levels of the game. It is through their tireless work and devotion that the first national coaching curriculum in the history of the sport has come into existence.

One must recognize and applaud the efforts of two individuals in particular whose passion and vision motivated them to lead the efforts of this program for many years. Bob Shillinglaw and Feffie Barnhill are those individuals and since 2003 over 10000 coaches have benefited directly from the fruits of this labor of love. Feffie and Bob also recruited a significant panel of experienced coaches to help them develop this program including: Kim Lenta, Danielle Gallagher, Abby Burbank, Matt Hogan, John Pirani, John Yeager, Melissa D'Angelo, and John Pirie. This group met for many years and jointly created the program you shall experience first hand today. In addition, a special thank you to both Scott Biron and David Antol for their leadership of the coaching education program over the past 3 years. It is with their hard work that the vision of Feffie and Bob has stayed on track from where it began. We would also like to thank our sponsors for supporting our efforts and for believing in the value of the training we have been able to offer to coaches throughout all 50 states. Finally, thanks to the US Lacrosse staff and Coaching Education Program for their ongoing support and steadfast efforts on behalf of our program.

As a coach it will be up to you to put this newfound material to its best use. Once you finish this course and complete your certification requirements we are confident that you will have the requisite tools and resources to allow you to be successful as a coach both on and off the field. We hope you will enjoy this clinic and thank you for your dedication to this great sport for which we all share such passion.

# Preface

Welcome to the US Lacrosse Coaching Education Program! We hope that your experience using the resources US Lacrosse brings to the ever-growing ranks of lacrosse coaches is positive, rewarding, and educational.

## Coaching Education Program Level 1

Level 1 of the US Lacrosse Coaching Education Program is targeted at introducing coaches to the responsibilities and philosophies of coaching and how to provide a safe and athlete-centered environment that emphasizes positive growth and sportsmanship principles. Level 1 provides the tools needed to teach rules, basic individual skills, and basic team concepts to a group of beginning players, regardless of age. Level 1 training is relevant for ALL lacrosse coaches regardless of experience. Coaches at all levels of experience will benefit from this training as they look to strengthening their coaching foundation and knowledge base.

## History of Level 1 Clinics

You are part of a groundbreaking coaching program for the game of lacrosse, the likes of which have never been available to lacrosse coaches on a national scale. The Level 1 clinics were first offered in all areas of the country in September 2005. Currently over 10,000 coaches have been trained through these clinics. By attending a clinic you set yourself apart as a coach who desires to create the best environment for your players and knows there is always more to learn about coaching lacrosse. You truly are a pioneer in the field of coaching education.

## How to use this workbook

Your Level 1 Instructional Clinic is designed to be the hands-on, in-person element of Level 1 of the US Lacrosse Coaching Education Program. This workbook was designed to be a reference and resource for you to refer to during the clinic and after your experience. While your trainer may not be able to cover everything in the workbook during your six hour clinic, we hope you will find this piece a valuable resource in your coaching.

The workbook is divided into three sections, or Modules. Module I: Coaches' Development addresses your personal coaching philosophy and approach. Module II: Player Development deals with individual skills, and Module III: Team Development covers team strategies and concepts. Descriptions of each of these sections can be found on the introductory pages in your workbook.

## Completing the Clinic

This clinic is a full day seminar that will tie your coaching technique, communication, and planning to lacrosse skills and tactics. In order to receive the most from the experience, you will need to stay for the duration of the event and complete the clinic check out card. This will ensure that you are recognized by US Lacrosse as having completed this educational opportunity. At the end of the day you will receive a certificate of completion for your coaching portfolio, and you will be given instructions from your trainer as to how to sign out so that US Lacrosse can properly credit you for having attended the clinic. This is important if you decide to pursue Level 1 Coaching Certification.

## Additional resources

The CEP Level 1 curriculum is designed to use the Level 1 online course and clinic together. It is strongly encouraged that clinic participants take the Level 1 online course prior to attending this clinic. The online courses and clinics work hand-in-hand. Because of this, you will notice that we refer you to the reference section of the online courses throughout the workbook and clinic. You have a lifetime username and password to the online course reference section upon registration for the course as long as your US Lacrosse membership is current. We are continually adding to that section, and we hope that you will use it regularly to augment your coaching. The US Lacrosse Coaching Education Committee strongly recommends that coaches participate in both elements to complete the Level 1 training experience. For more information about the online courses see [www.uslacrosse.org/cep](http://www.uslacrosse.org/cep).



## **Why should I become certified?**

Be on the cutting edge of lacrosse coaching. Your Level 1 certification verifies that you are a coach apart from the crowd. You have achieved coaching knowledge from the ONLY standardized lacrosse coach training program in the US developed and endorsed by the leader in the sport, the national governing body, US Lacrosse.

Gain a wealth of coaching knowledge and techniques through your certification journey. Tap into the curriculum built by coaches and players at the top of the game, laid out in a logical, progressive way to help you have the most impact on your players.

Certification is easy and convenient. Previous participation in any of the Level 1 educational components counts toward certification. All in-person components for certification are available every year at the US Lacrosse National Convention.

## **CEP Certification Initiative Mission:**

In offering this service to the lacrosse community, US Lacrosse seeks to support program administrators, parents, clubs, leagues and coaches in educating and retaining quality coaches.

US Lacrosse encourages all coaches to participate in some or all components of the CEP, and encourages leagues and clubs to also utilize the CEP for their coaching education needs. It is our vision that all lacrosse teams are coached by certified US Lacrosse coaches for the benefit and quality of our sport and for the enhanced enjoyment of the game for both coaches and players.

## **Level 2 Instructional Clinics**

### ***Eligibility for participation***

The prerequisite for attending a Level 2 clinic is prior attendance at a Level 1 clinic. The Level 2 clinic will be a requirement for Level 2 certification, which will be available to anyone who is Level 1 certified. Full level 2 certification requirements are the Level 2 online course, Level 2 Instructional Course, and full Level 1 certification. Check out [www.uslacrosse.org](http://www.uslacrosse.org) for more information.

### ***Clinic Locations and Sites***

Level 2 clinics will operate on a regional scale as opposed to a local scale. This means that there will be limited sites per year including the US Lacrosse National Convention. The sites for Level 2 clinics will be determined based on centrality to areas that have the most Level 1 clinic trained coaches.

### ***Clinic Scope and Content***

The clinic will be one day long (approximately 7-8 hours) The material presented at the clinic will be aimed toward coaches who are coaching players at approximately the middle school/junior high and early high school levels. It is geared toward coaching players with a mastery of the basics of the game as presented in the Level 1 curriculum. An emphasis will be placed on systematic practice and season planning for maximum improvement, progressions for practicing skills at high speed and under pressure with an ultimate goal of teaching game-like situations through intentional drills and activities. Please visit [www.uslacrosse.org](http://www.uslacrosse.org) for latest information on the Level 2 program.

# What is Level 1 Coaching Certification?

*Level 1 coaching certification is a credential awarded through the US Lacrosse Coaching Education Program (CEP) to individual US Lacrosse MEMBER coaches who have completed the following:*

- CEP Level 1 Instructional Clinic
- CEP Level 1 Online Course
- Positive Coaching Alliance Double-Goal Coach®: Coaching for Winning and Life Lessons Workshop (live or online)
- NCSI Background Screening "Green Light"

## = USL LEVEL 1 COACHING CERTIFICATION

### How long is my certification good for?

Currently, once you earn Level 1 certification, you do not need to re-certify.

You simply need to:

- Keep your US Lacrosse membership current (you renew once a year)
- Maintain your background screening which is good for two years

Your local league may have additional requirements, so be sure to check with them.

US Lacrosse encourages all Level 1 coaches to seek Level 2 certification, earn continuing education credits, and take advantage of all other US Lacrosse resources available for coach development.

### What are the benefits of certification?

- Your Level 1 certification verifies that you are a coach set apart from the crowd and you are recognized as having achieved coaching knowledge and sport-specific training from the ONLY standardized lacrosse coach training program in the U.S., developed and endorsed by the leader in the sport, the national governing body, US Lacrosse.
- Many leagues nationwide require this certification.
- Credibility with parents and your administrators that you take coaching seriously and are committed to being the best coach you can.
- NCSI background screening is nationally recognized and utilized by most governing bodies and many youth sport organizations.

#### **You'll learn how to:**

- Effectively TEACH fundamental skills to basic team tactics
- Work with youth in an age-appropriate, safe manner
- Choose drills in order to plan effective practices
- Implement a positive coaching philosophy

### So, how do I do this?

First, login to your US Lacrosse account at [uslacrosse.org](http://uslacrosse.org). There you can check on what training you have completed and the status of your certification, membership and background screening.

New to the process? Join US Lacrosse at [uslacrosse.org](http://uslacrosse.org), then begin completing your requirements, which can be done in ANY order and are mostly available online. When your requirements are fulfilled, US Lacrosse will award you your certification.

***For more information on how to fulfill requirements, or if you have questions, visit [uslacrosse.org/certification](http://uslacrosse.org/certification)***

# Code of Conduct

## US LACROSSE AND THE POSITIVE COACHING ALLIANCE



Lacrosse is the oldest American game. Native Americans have played the game long before our colonies were settled. Through the sport of lacrosse, our Native Americans celebrated their spiritual values and highest ideals. Lacrosse has been played at the club and collegiate level since the late 1800's.

In an effort to promote the purest and best values of the game, USL has partnered with the Positive Coaching Alliance to promote positive coaching and good sportsmanship throughout the sport of lacrosse. US Lacrosse has developed a "Code of Conduct," to enhance the quality of participation and the development of a sense of community for all people and organizations involved with lacrosse. This code will help to encourage and foster the highest ideals and character traits in the players, coaches, parents, officials, spectators and fans involved with the sport of lacrosse. USL is committed to the preservation of the true meaning of "Honor the Game" for all those who enjoy the sport.

To fulfill this commitment, USL requires all players, coaches, officials, parents and spectators to sign and abide by a "Code of Conduct" that embodies basic common sense principles; demonstrates consideration of others; and projects a positive image to our youth as well as men and women of all ages participating in the sport.

### ABOUT PCA

Since its founding within the Stanford University Athletic Department in 1998, Positive Coaching Alliance has helped develop "Better Athletes, Better People" primarily through live group workshops, online courses and books by PCA Founder Jim Thompson for youth and high school sports coaches, parents, student-athletes and school/organizational leaders. In partnership with nearly 2,000 schools and youth sports organizations nationwide, PCA has conducted more than 13,000 live group workshops and impacted more than 5 million youth.

### THE CODE OF CONDUCT

Players, coaches, officials, parents, spectators and fans are to conduct themselves in a manner that "Honors the Game" and demonstrates respect to other players, coaches, officials, parents, spectators, and fans. In becoming a member of the lacrosse community an individual assumes certain obligations and responsibilities to the game of lacrosse and its participants. The essential elements in this "Code of Conduct" are HONESTY and INTEGRITY. Those who conduct themselves in a manner that reflects these elements will bring credit to the sport of lacrosse, themselves, their team and their organization. It is only through such conduct that our sport can continue to earn and maintain a positive image and make its full contribution to amateur sports in the United States and around the world. USL supports the following behaviors for those participating or involved in any way with USL in general. The following essentials elements of the "Code of Conduct" must be adhered to:

- Sportsmanship and teaching the concepts of fair play are essential to the game and must be taught at all levels and developed both at home and on the field during practices and games.
- The value of good sportsmanship, the concepts of fair play, or and the skills of the game should always be placed above winning.
- The safety and welfare of the players are of primary importance.
- Coaches must always be aware of the tremendous influence they have on their players. They are to strive to be positive role models in dealing with young people, as well as adults.
- Coaches should always demonstrate positive behaviors and reinforcement toward players, parents, officials and spectators. Players should be positively reinforced by coaches to demonstrate respect for all involved.
- Coaches, players, parents, spectators, and fans are expected to demonstrate the utmost respect for officials and reinforce that respect in his/her players. Coaches are also expected to educate their players as to the important role of the lacrosse official and to reinforce the ideal of respect for the official by his/her players.
- Grievances or misunderstandings between coaches, officials or any other parties involved with the sport should be communicated through the proper channels and procedures, never on or about the field of play in view of spectators or participants.
- Officials are professionals and are therefore expected to conduct themselves as such and in a manner that demonstrates total impartiality, courtesy and fairness to all parties.
- Spectators must never openly or maliciously criticize, harass, or threaten an official, coach, player or opponent.
- Coaches must be able to demonstrate a solid knowledge of the rules of lacrosse, and should adhere to the rules in both the letter and the spirit of the game. Coaches should encourage and help to educate the players and spectators surrounding his/her program to develop a basic knowledge of the rules. Attempts to manipulate rules in an effort to take unfair advantage of an opponent, or to teach deliberate unsportsmanlike conduct, is considered unacceptable conduct.
- Eligibility requirements, at all levels of the game, must be followed. Rules and requirements such as age, previous level of participation, team transfers, etc, have been established to encourage and maximize participation, fair play and to promote safety.
- Players should always demonstrate positive behaviors and respect toward all involved.



## About US Lacrosse

Through responsive and effective leadership, US Lacrosse strives to provide programs and services to inspire participation while protecting the integrity of the game. We envision a future which offers people everywhere the opportunity to discover, learn, participate in, enjoy, and ultimately embrace the shared passion of the lacrosse experience.

US Lacrosse was founded on January 1, 1998, as the national governing body of men's and women's lacrosse. Although US Lacrosse has only recently emerged within the national lacrosse community, a closer look reveals an organization which represents the past and the future of the sport.

US Lacrosse is the result of a three-year strategic initiative to unify all national lacrosse associations in an effort to unify human and financial resources, as well as maximize the efficiency and effectiveness of lacrosse promotion and development. The result is an organization which combines the contributions and talents of individuals formerly involved with a number of independent national constituencies, such as the Lacrosse Foundation, the United States Women's Lacrosse Association, the National Junior Lacrosse Association, the United States Lacrosse Officials Association, United States Lacrosse Coaches Association, United States Club Lacrosse Association, the Central Atlantic Lacrosse League and National Intercollegiate Lacrosse Officials Association. US Lacrosse provides a leadership role in virtually every aspect of the game throughout the United States, and offers a number of programs and information services to its national membership and more than one million lacrosse enthusiasts throughout the country.

[www.uslacrosse.org](http://www.uslacrosse.org)



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# Preliminary Questionnaire for Level 1 Instructional Clinic Participants

To assist in making your experience at this clinic as productive as possible, please take a few moments to while you are waiting for everyone to arrive to complete the following questionnaire regarding your current perspectives on coaching:

List and describe three values you have derived from sports participation.

What are the essential characteristics of “good lacrosse coaches?”

Please comment on the driving force(s) behind your interests in coaching lacrosse.

List the most important thing you would like to derive from your attendance at this clinic today.

# MODULE I

# Coaches' Development

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This module contains instruction on the core fundamentals of coaching any sport, not just lacrosse. Whether you are just beginning your coaching journey or have been a coach for many years, it is important to evaluate and reflect on the topics presented in this section. In this module you will be introduced to the elements of building a positive coaching philosophy, important safety issues, key ideas about sportsmanship, effective communication techniques, and teaching and planning methods. These core ideas will ultimately determine your coaching style and your effectiveness as a coach, which will ensure that you provide a positive, athlete-centered environment for your players. Many of the ideas introduced here will be reinforced throughout this course in the subsequent modules where you will be given practical applications throughout the instruction.

## **Lesson 1: Being an Effective Coach**

- 1.1: Building a Positive Coaching Philosophy
- 1.2: Honoring the Game
- 1.3: Effective Communication

## **Lesson 2: Teaching Techniques**

- 2.1: IDEA
- 2.2: Progression
- 2.3: Drill Design
- 2.4: Error Detection and Correction

## **Lesson 3: Goal Setting and Practice Planning**

- 3.1: Developing Practice Plans
- 3.2: Safety
- 3.3: Equipment
- 3.4: Know the Rules
- 3.5: Fouls, Penalties and Explanation of Play



## LESSON 1.1:

# Building a Positive Coaching Philosophy



### Overview

In this lesson you will be asked to reflect on your own personal coaching philosophy, define what elements drive a positive coaching philosophy, and participate in discussion about why a positive coaching philosophy is important. This lesson is an introduction to ideas that will be reinforced throughout the course and at the conclusion of the day.

### Objective

The coach will be able to identify elements of a positive “Double-Goal” coaching philosophy and apply them to personal goals and purposes for coaching.



# Introduction

The following information is to help you build your own coaching philosophy and style so you can enrich the lives of your players. As a coach, you will be a role model and a teacher of the sport.

## Double-Goal Coach®

Coaching youth players involves not only the philosophy of winning but more importantly, the development of character in young people and teaching life lessons.

This is referred to by PCA and US Lacrosse as “Double-Goal” coaching. A Double-Goal Coach has two priorities:

**Goal 1: Winning (is important)**

**Goal 2: Teaching life lessons (is more important!)**

## Characteristics of Successful Coaches

Research has found that there are four common characteristics of “successful” lacrosse coaches. These are:

1. Coaches have Defined Purpose and Motivation – The coach communicates clear purposes and objectives to his/her players.
2. Coaches have Skill Competence – The coach has a competent knowledge of the game and is able to translate those skills appropriately to players.
3. Coaches are Relational – All players matter. Coaches demonstrate that all players matter through emphasizing respect for self, teammates, opponents, officials and others by “Honoring the Game.”
4. Coaches possess Good Character – The coach is a powerful role model and therefore models high standards of conduct and values in his or her own life.

The game’s richness has been founded on the premise that the “whole is greater than the sum of its parts” – that the collaborative relationship of all the players on the field makes for successful performance and overall satisfaction. In their nation’s history of lacrosse, entitled Tewaaron, the Akwesasne Mohawks of upstate New York articulate a guiding principle of the lacrosse culture: “Our grandfathers told us that when lacrosse was played for the enjoyment of the great spirit, everyone was important, no matter how big or how small, or how strong or how weak.”

# Summary

Level 1 of the Coaching Education Program is infused with what US Lacrosse believes is important information for forming a coaching philosophy and for teaching beginner skills to new players. These are lessons that can help develop a player's character and can be applied to other aspects of life.

To emphasize the critical role coaches play, US Lacrosse strongly encourages ALL coaches to also participate in a Double-Goal Coach® workshop presented by our partner, the Positive Coaching Alliance (PCA), as an essential component of his or her education and training.

## ***Apply Your Knowledge***

Write a "30 second commercial" advertising your personal coaching philosophy.

If the team you coach or envision coaching were to come up in conversation, what would you want others to say about it?

## ***Lesson 1.1: Self-Assessment***

1.1A What are the two primary goals of a Double-Goal Coach®?

1.1B What are the three core values of a positive coaching philosophy?



## LESSON 1.2:

# Honoring the Game/ Sportsmanship



### Overview

In this lesson you will be introduced to the meaning of Honoring the Game and the importance of creating a culture of honor and respect among those involved in your program.

### Objective

The coach will understand how Honoring the Game concepts can be implemented in his or her program in order to develop a culture of quality sportsmanship among all involved.

# Introduction-Our Vision

US Lacrosse & PCA (Positive Coaching Alliance) believe the time has come to unite behind a powerful new term, "Honoring the Game." Coaches, parents, and athletes need to realize that an honoring the game perspective needs to replace the common win-at-all-cost perspective. If a coach and his or her team have to dishonor the game to win, what is this victory really worth, and what sort of message is this sending young athletes?

The ultimate key to the success of your coaching and the quality of experience for your players is in how well you as a coach create a culture of respect within your team for other players, officials, parents, coaches and teammates. By doing so you teach players to Honor the Game.

## Mastery/ELM

The ELM Tree of Mastery is based off of the idea that there are two types of success. There is the conventional Scoreboard Definition and then the Mastery Definition. By focusing on the Mastery Definition, athletes can shift their focus towards what is really important and decrease their anxiety.

Scoreboard Definition	Mastery Definition
<ul style="list-style-type: none"><li>• Results</li><li>• Comparison with Others</li><li>• Mistakes are NOT Okay</li></ul>	<ul style="list-style-type: none"><li>• <b>E</b>ffort</li><li>• <b>L</b>earning</li><li>• <b>M</b>istakes ARE Okay</li></ul>

Mastery gives players a feeling of control over their situation. They can control their Effort and Learning, while believing that Mistakes are ok. This reduces their anxiety and increases their self-confidence. Research shows that when an athlete feels in control of their situation they will work harder and stick with a difficult task longer.

There are three things a coach can work with players to reinforce a mastery culture within their team:

- 1. Effort Goals** – simply stated an effort goal is something that may not appear on the scoreboard (an outcome goal) but when mastered provides a sense of accomplishment. For example, in lacrosse an effort goal for your team might be "Contest every ground ball." Whereas an outcome goal would be "Gain possession of the ball."
- 2. Mistake Rituals** – Players often use a mistake ritual to help them move past a mistake. Simple things like making a "flushing the toilet" motion after a mistake encourage the athlete to think for a brief time about their mistake, then flush it away and not allow it to hinder the rest of their performance. How powerful of a message would it be for an athlete to look over to the bench and see the coach "flushing away" a mistake that just happened out on the field?
- 3. Stretch Goals** – These are goals that a player sets for a skill that they can't do at the moment but not so far out of reach that they are unattainable. "Cradling with the weak hand as well as I can with my strong hand" is an example of a stretch goal. It will take some time to achieve a stretch goal, but with practice it is attainable.



## Honoring the Game goes to the ROOTS of the matter:

### Rules

- Letter and Spirit-How the game should be played

Quote "We refuse to bend the rules to win"

### Opponents

- "Fierce and friendly" (no demonizing)
- Worthy opponents bring out our best

Quote "A worthy opponent is a gift that brings out our best!"

### Officials

- Respect even when disagree

Quote "We will show respect even when we disagree"

### Teammates

- Commitment on and off the field

Quote "Our conduct does not embarrass our team or our teammates"

### Self

- Hold oneself to a high standard even when others don't

Quote "We live up to our own standards even when others don't."

### **Fun vs. Winning (can you have both?)**

Definitely! When players are having fun they do whatever they are doing better. It is much easier to have a player who is having a good time work harder than the player who isn't. Put the fun first and see what happens.

## Practical Ways to Develop a Culture of Respect and Sportsmanship Among Your Players

### 1) Have Daily Honor the Game Goals for the Team

- Example: You make one player the keeper of the compliments. Every time he or she hears someone saying something nice to someone else they get to give out a small prize (An example is flat ice cream sticks that they can accumulate in their sock.) Your goal could be to have the team accumulate a certain number of the sticks. If they accomplish this, they receive a reward or get to play a game of their choice. The player that accumulated the most sticks gets to give them out the next time. This assures that there is someone new giving them out each time.
- Have fun with this, let the kids come up with their own ideas.

### 2) Attitude Checks

- Test yourself before practice. You as a coach set the example on attitude. If you are in a positive frame of mind they will be, and it is contagious.
- Reward positive attitude and work on making negatives positives. Remember to enlist your team. The magic 5:1 ratio of positives to negatives is hard to do alone; with a team helping this can be achieved.

### 3) Role play

- Example-Stick Abuse: You or your players should never tolerate this. It is contagious and does nothing to help your team. Instead, teach them what they should do if something goes wrong, (i.e. they miss a shot) through role-playing. PCA has some excellent techniques for teaching players how to work through such situations.

### 4) Use losing as a teachable moment

- Prepare players by asking them what they should do when they lose. Role playing is an effective way to prepare them for this. Brainstorm with the team ways they can always be winners as a team no matter what the score board reads.

## Ideas for Coaches During Games

Below are ways that coaches can create a positive youth sports culture so that children will have fun and learn positive character traits to last a lifetime.

- Model Honoring the Game in behavior and language, especially when the official makes a “bad” call against your team.
- Tell your players you expect them to honor the game regardless of what the other team does.
- Recognize that you are the leader of the team, which includes the players AND their parents. Set and reinforce expectations for parent behavior in:
  - A pre-season letter to parents (example at [www.positivecoach.org](http://www.positivecoach.org))
  - A parent meeting at the beginning of season
  - Pre-game conversations at every game
- Support the officials, especially if your parents yell at them. Remind parents they are to Honor the Game even if the official makes a bad call.
- Appoint a team parent as “Culture Keeper” to gently remind other parents on the side line to Honor the Game. Make sure they have Honor-the-Game cards, buttons, and stickers to distribute.
- Maintain a positive culture by employing the US Lacrosse Sportsmanship Card Program. For more information visit [uslacrosse.org/resources/programs-grants/sportsmanship-card](http://uslacrosse.org/resources/programs-grants/sportsmanship-card)

### **Tip: Life Lessons:**

Controllables v. Uncontrollables: Coaches, players and parents should focus positive energy on controllables (effort, attitude, skills, spirit, practice habits). Expending energy on the uncontrollables (officials, weather, field conditions, tests) is counter productive.

***A parents' guidelines for "Honoring the Game" can be found in Appendix B of the workbook.***

## Summary

These concepts were developed by US Lacrosse partner, the Positive Coaching Alliance (PCA). It is highly recommended that coaches become trained in PCA concepts such as Honoring the Game through a Double-Goal Coach® workshop. PCA training expands on the concepts above and provides detailed instruction and practical tips for getting the best from your team through positive coaching. US Lacrosse also offers grants to bring PCA training to your local area. Information about PCA training and PCA grants can be found at [uslacrosse.org/PCA](http://uslacrosse.org/PCA).

## Apply Your Knowledge

Reflect on your own attitudes toward opponents, officials, and your players. What areas do you model Honoring the Game best? What areas do you need to work on?

What behaviors would you like to see your players exhibit toward opponents and officials this season? List them here.

How will you teach your players these behaviors?

## Lesson 1.2 Self-Assessment

1.2A What does the acronym ROOTS stand for?

1.2B List two ways you can honor the game on game-days.



## LESSON 1.3: Effective Communication



### Overview

In this section you will be introduced to the key aspects of effective communication with your players, including verbal and non-verbal cues, filling the emotional tank, and behavior management. Effective communication can determine the success or failure of your coaching efforts. The ideas presented here will be reviewed by your trainer in practical application as you learn how to teach various aspects of the game in Modules II and III.

### Objective

The coach will be able to use effective positive coaching strategies for maximum communication, confidence development, and management of players.

# Introduction

When coaching players of all ages, effective communication is the key to players' understanding of individual skills and to their development as lacrosse players and individuals. Keep in mind that you are the primary leader and role model; your players will hang on your every word and action.

## How We Communicate

### *Verbal Communication*

Your goal should be to have every player walking away from practices or games happy, smiling, and excited to return to the field. To promote and maintain this positive behavior, verbally communicate to your players in such a way that you:

- Are positive and honest
- Speak clearly and simply
- Say things loud enough and say them again
- Are consistent

### *Non-verbal Communication*

Actions communicate more than verbal communication to your players about how you feel about their play and what is going on in a practice or a game, yet our non-verbal communication is often the area we are least aware of.

- Present a positive attitude and your players will emulate that.
- Don't express your frustration and disappointment by shaking your head, throwing a stick or shaking your fist or your players will also develop negative attitudes and behaviors.

### *Filling the Emotional Tank*

All athletes have an emotional tank that fills and drains based on their experiences and the feedback they get from those around them.

- Positive reinforcement fills the athletes' tanks.
- Criticism or being ignored drains the athletes' tanks.

Research has shown that athletes with full emotional tanks are more coachable. Studies have further shown coaches should strive for the "Magic Ratio" of 5 positives (tank fillers) for every 1 criticism (tank drainer). One quality of a good coach is the ability to be an active emotional tank filler.

At first consideration, the 5:1 ratio might seem difficult to achieve. It certainly takes thought, effort and commitment on the part of the coach. But remember that non-verbals such as listening, smiles and high 5's count as tank-fillers. And remember that non-instructional tank-fillers such as greeting players and praising non-lacrosse behaviors also count! Savvy tank-filling coaches get a bunch of positives in before practice even starts, and they are always on the lookout for opportunities to build the "positive" side of their ratio.

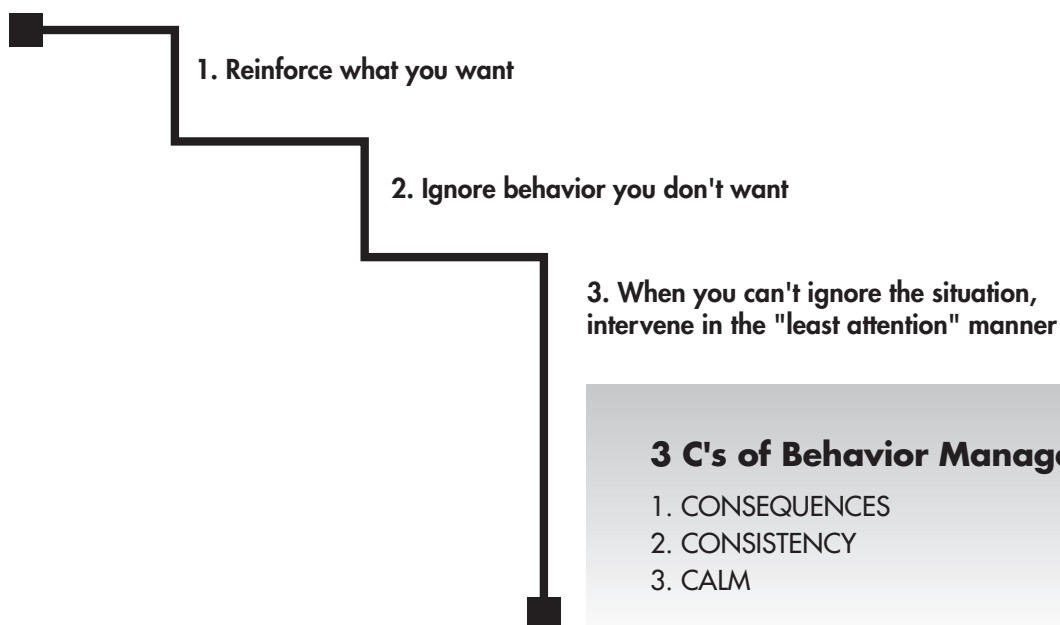
Coaches who hit the 5:1 ratio will see a double payoff:

- Their players' enjoyment of the sport increases
- More wins follow



## Behavior Management

PCA offers a three-step approach for dealing with behavior problems:



### 3 C's of Behavior Management:

1. CONSEQUENCES
2. CONSISTENCY
3. CALM

## Summary

You should now be familiar with introductory ideas about the importance of effective verbal and non-verbal communication, filling the emotional tank, and behavior management. By implementing these techniques from day one, you take the first steps toward becoming the most effective coach you can be. For more information on these and other PCA concepts, US Lacrosse urges you to attend one of their workshops.

## Apply Your Knowledge

1. You are playing a game against another team who is more skilled and winning the game by a very significant score. Your players are getting frustrated. What do you do?
2. One of your players has difficulty in trying new skills you have introduced. He/she is visibly frustrated and beginning to act inappropriately. His/her behavior is very noticeable to other players on the team. What do you do?

## Lesson 1.3 Self-Assessment

- 1.3A List four ways to verbally communicate with your players in such a way that you promote and maintain positive behavior.
- 1.3B Define the "Magic Ratio."
- 1.3C What are the three C's of behavior management?



## LESSON 2: **Teaching Techniques**



### **Overview**

This section presents an introduction to several key teaching techniques that will help you maximize player performance and understanding of lacrosse fundamentals. You will learn about the IDEA method of teaching skills, how to effectively use progression in your drill design, and the basics of error detection and positive correction. The ideas presented in this lesson will be reinforced throughout the course and you will be given the opportunity to practice these methods in Modules II and III.

### **Objective**

The coach will be able to apply effective teaching techniques when teaching and coaching the fundamentals of lacrosse to new or beginning lacrosse players.

## Lesson 2.1 IDEA

## I Introduce Skill

### D Demonstrate Skill

### E Explain Skill

### A Attend to players practicing skill

## Lesson 2.2 Progression

1. Have the player perform a skill repeatedly by him or herself.  
Concept: This gives the most exposure for trial and error and allows a self-exploratory process to occur.
2. Ask the players to do the skill with a partner.  
Concept: Helps player gain insight by watching the skill being performed correctly or helping the partner with suggested corrections.
3. Introduce a passive opposition or defender to challenge the execution of the skill.  
Concept: Increases pressure and complexity.
4. Raise the challenge of the skill and add more pressure by having the players compete for the ball and finish with a rewarding opportunity, like a shot on goal.  
Concept: Additional pressure and complexity.
5. Finally, test the performance of the learned skill in a modified "game" situation.  
Concept: Should be specifically designed to include the skill as a factor in leading to a scoring or winning conclusion.

**Tip: Challenge by choice: Cool, Warm, Hot!**

## Lesson 2.3 Drill Design

Daily practices should include some repeated opportunities to perform previously learned skills. Use the progressive concept we just covered to design your drills.

### **Key components to successful drill design include:**

- Organizing practice and drills depending on age, skill level and experience of players. For example, a drill designed for 13 year-olds might need to be modified for 8 year-olds, whose mental and physical ability to perform the skills is less developed.
- Repetition and variation of a particular skill
- Disguising drills and conditioning as games
- Creativity
- Using partner drills
- Introducing a defender after learning the skill

You will be given the opportunity to apply all of these ideas throughout the course of this clinic. Feel free to refer back to these pages when you are asked to practically apply the ideas.

## Lesson 2.4 Error Detection and Correction

The manner in which the coach communicates the error to a player is vital. It should make them feel good about themselves and promote a desire to improve.

- Use a positive approach in saying what should be done, versus a negative approach of what is not to be done.
- Be encouraging and praise the effort of the player first.
- Finally, give a simple and precise statement on how to correct the error. Explain the cause of the error and why you are recommending the change.

<b><i>What you are thinking...</i></b>	<b><i>Identify the basic mistake and correct positively.</i></b>
1. Catch- That clueless player is moving the stick toward a ball as it touches his stick.	Nice try, be sure to give with the stick as the ball approaches.
2. Ground Ball – I told him ten times before not to flick the ball into the air like that!	You will get it next time, remember to place your foot next to the ball.
3. Shoot – How can she miss the cage by that much !	Write your correction here:
4. Throw – That is supposed to be a pass, not a bounce shot to your teammate.	Write your correction here:
5. Defensive position – How can any player let the ball run past him like that?	Write your correction here:

# Summary

In this lesson you have been introduced to a variety of teaching techniques that will be revisited throughout the duration of the clinic. These techniques will be extremely helpful to you as you aim to positively help your athletes become the best lacrosse players they can be. By being methodical and reflective in your coaching you will achieve this goal.

## Apply Your Knowledge

- Pick an individual player skill from Module II and write a lesson plan for teaching it to beginning players using the IDEA Method.
- Using the skill taught in #1 above, design a progression of drills that will allow players to increase the level of difficulty in the practicing of that skill
- Watch a coach at a practice of any sport. Evaluate their method of error detection and correction.

## Lesson 2 Self-Assessment

2.1 What do the letters IDEA stand for?

2.2 Define progression.

2.3 Name three components of successful drill design.

2.4 What are two key elements to include in a skill correction statement to a player?







## LESSON 3.1: **Developing a Plan**



### **Overview**

In this section you will be introduced to the importance of having specific plans for each practice in order to make the most of your time with the players. You will also be given strategies to ensure that your practice is as effective as possible.

### **Objective**

The coach will be able to use effective planning methods to develop practice plans.

# Introduction

“Activity — to produce results — must be organized and executed meticulously. Otherwise, it’s no different from children running around the playground at recess.”

--John Wooden

## Why have a Practice Plan?

- Having a well planned practice can be the single best tool a coach can have going for them!
- The practice plan becomes the map that gets you from one point to another.
- A practice plan can help you to introduce skills, tactics and strategies with a systematic approach.

- Start at the end - what do you want your players to know at the end of the season.
- 
- 

## Guidelines for Practice Planning

The three main factors to keep in mind when designing a practice:

### 1.Intensity

mix a variety of high and low intensity drills based on age/skill level and time of season

### 2. Purpose

Try to use drills that have a specific purpose in your teams/players development

### 3.Timing

Drill length should be monitored for optimal learning.

**(AGE X .66 = ESTIMATED DRILL LENGTH)**

- Tip: No drill should ever exceed 20 minutes.
- Optimal drill running time (active, post-explanation) is 10 minutes.
- 

ALWAYS keep in mind the developmental needs of the age-group you are working with as you plan your practice.



## **FIVE things to consider when laying out your practice:**

### **1. Warm-up—how are you going to use this time?**

### **2. Inform everyone about the plan!**

When can they expect a break, what are the goals, what activities will they be doing?

### **3. Activities and drills**

Choose intentionally--how do they relate to your goals for the day, week and season?

### **4. Variety and balance**

Standard drills, new drills, high intensity, lower intensity, individual, team, breaks etc.

### **5. Summarize**

What did we learn today? What did we do well? What can we improve on next practice?

Below is a sample practice outline that uses the 5 guidelines above to promote maximum learning and retention.

#### **Sample Daily Practice Outline**

1. Mental transition: focus on lacrosse.
  2. Physiological Warm-Up: 8 minutes to get them sweating and their bodies ready to go
  3. Review, recall and practice of previously learned skills
  4. Introduction and practice of new skills and strategy concepts
  5. Drill of learned skills
  6. Games, competitive activity
  7. Recovery and cool down with statics stretches
- (Review practice results, provide verbal and visual feedback, encourage self evaluation)

- **Note:**
- Introduction of new skills and/or team concepts should be implemented towards the beginning of practice session when athletes are psychologically and physically fresh. Implementing too many new concepts will create psychological saturation and take away from the flow of practice.
- Learning stages towards skilled performance go from the cognitive process to repetitive motor skill learning to automatic skilled response. Informing players of the practice outline helps practice flow – players will know what comes next in the practice and will assist coaches in getting there.

## **Effective Practice Plan Content Checklist: Did I...**

- Mix and combine conditioning activities with skill enhancement – always have the stick in a player's hands (skill enhancement with conditioning involved)
- Incorporate drills for skill development appropriate for athlete's skill level
- Ensure that drills are designed specifically to accomplish the goals for the day and season
- Set written behavioral objectives for each practice - social and performance objectives, defined by coach
- Identify the objective of each drill
- Incorporate practice drills and routines that will allow for success for the athletes (within their level)
- Plan fun activities as rewards
- Plan to keep everyone active throughout practice
- Think through the logistics of who does what, where, and when including an acceptable coach/athlete ratio and full utilization of the playing facilities

It is recommended that you always have a written, detailed outline of practice i.e. which players are in which drills, what equipment is where, approximate time per drill, etc. That outline will enable a coach to keep practices flowing, and organized. You can read off the outline if needed or refer to it as a guide to help manage practice.

Yearly, seasonal, weekly, and daily practice schedules should be planned ahead.

**Sample practice plans and templates can be found in Appendix B of this workbook**

# Summary

A practice is only as effective as the plan that is behind it. Your plans should be driven by the goals that you have established at the beginning of the season. Effective planning before practice is critical to the improvement of your players and their ultimate enjoyment of the game.

## Apply Your Knowledge

1. Take a moment to reflect on your coaching philosophy. What goals will be set for your team as a result of this philosophy?

2. Arrange with an experienced coach of any sport and observe his or her practice. Look for the various practice elements introduced in this lesson and evaluate the intensity, quality and timing of the practice. How effective was it overall?

- Additional sample practice plans and planning templates are also found in the reference section of the Level 1 Online courses

## Lesson 3.1 Self-Assessment

3.1A Why is it important to have a written plan for each practice?

3.1B What are the 5 key elements of an effective practice?







## LESSON 3.2: **Safety Issues**



### **Overview**

In this section you will participate in evaluating the safety factors in some typical scenarios a coach might face in the course of a season. Through the course of the discussion, you will be made aware of some of the key things you need to know in order to ensure the safety of your players. Remember, no matter what level player you coach, safety is your number one priority.

### **Objective**

The coach will be able to identify key safety and risk management issues within coaching lacrosse and know methods for being prepared to handle a variety of situations and emergencies.



# Introduction

The US Lacrosse Sports Science & Safety Committee reminds you of these important points as you begin to coach young players:

## ***Be Prepared –***

As your athletes get “geared up” to play, you as their coach must also be prepared. Your responsibility is greater than just walking out to practices and games with your whistle and clipboard.

## **Preseason Planning and a Game Plan for Safety**

You have a legal obligation to provide a safe lacrosse program and learning environment for your players. All coaches should be familiar with the US Lacrosse Risk Management Manual located in the reference section of Level 1 Online Course and at the following web site - [www.bollingerlax.com](http://www.bollingerlax.com). All coaches are strongly encouraged to:

- o Establish an emergency plan prior to any practice or game for
  - responding to basic injuries/medical emergencies.
  - responding to weather-related or other unique management emergencies.

You must also understand and identify the significant areas of risk involved with lacrosse. You should conduct a preseason orientation for parents, players, coaches, and officials that includes information on risk and their involvement in sports safety issues. All lacrosse programs and coaches have a number of legal duties inherent in their operations, whether they realize it or not. You...

- Must provide supervision
- Must provide a safe physical environment (fields should be checked for hazards)
- Must provide proper equipment or assure that proper equipment is worn, maintained and properly sized
- Must warn players and parents of inherent risks of lacrosse
- Must provide proper First Aid & Emergency Medical procedures (all coaches should be provided with emergency medical training; First Aid kits should be available at all practices and games; a procedure to monitor the physical condition of athletes during practice sessions should be developed; appropriate medical care should be arranged for all practices and games)
- Must provide proper instruction
- Must know athletes’ skill levels (athletes should be matched by size and skill level)
- Must maintain current competencies: know the rules and proper teaching techniques
- Must keep records (waivers, injury reports, emergency medical information on participants, etc.)
- Must review the policies in the US Lacrosse Sexual Harassment and Abuse Guide

## **Sports Safety Training**

US Lacrosse strongly recommends that all lacrosse coaches obtain a Sports Safety Training certification through the American Red Cross. The components of the training program should include First Aid, CPR, training in the use of AED’s and injury prevention. Programs are encouraged to contact their local American Red Cross office. At certain events, certified athletic trainers may be necessary to ensure proper on-site medical attention

***Safety scenarios can be found in appendix C of this workbook to help you think through potential safety issues you may encounter.***

# Summary

Safety needs to be your number one priority. Make sure that you are familiar with the US Lacrosse Risk Management Manual (available in the reference section of the Level 1 Online Course or located on [www.bollingerlax.com](http://www.bollingerlax.com)). There is a great deal of necessary paperwork to be completed and instructions to all your coaches before setting foot on the field. Also, if you are working with youth, please familiarize yourself with the US Lacrosse Youth Rules for the necessary modifications.

## Apply Your Knowledge

1. Write an emergency plan for responding to basic injuries and medical emergencies.
2. Draft a letter to parents that addresses what your policies are for responding to weather-related or other unique management emergencies.
3. Read the safety scenarios in **appendix C** and compare your responses to the suggested best practices.

## Lesson 3.2: Self-Assessment

3.2A Your emergency plans should have a plan for responding to what two emergency situations?

3.2B Have you and your fellow coaches completed a field inspection and emergency response plan for each of your practice facilities?



# Assessment Answers

## Lesson 1.1

- 1.1A Goal 1: Winning (is important)  
Goal 2: Teaching life lessons (is more important!)
- 1.1B
  - 1. Being a positive example
  - 2. Embracing a double-goal coach mentality
  - 3. Emphasizing respect [and sportsmanship] through Honoring the Game

## Lesson 1.2

- 1.2A Rules, Opponents, Officials, Teammates, Self
- 1.2B See list on p8.

## Lesson 1.3

- 1.3A
  - 1. Are positive and honest
  - 2. State it clearly and simply
  - 3. Say it loud enough and say it again
  - 4. Are consistent
- 1.3B 5 positives (tank fillers) for every 1 criticism (tank drainer).
- 1.3C Calm, Consistency, Consequences

## Lesson 2

- 2.1 Introduce, Demonstrate, Explain, Attend
- 2.2 Going from simple to complex when teaching new skills
- 2.3
  - Takes into account age, skill level and experience of players.
  - Repetition and variation
  - Disguising drills and conditioning as games
  - Creativity
  - Using partners
  - Introducing a defender after learning the skill
- 2.4 Phrased positively and gives one key correction

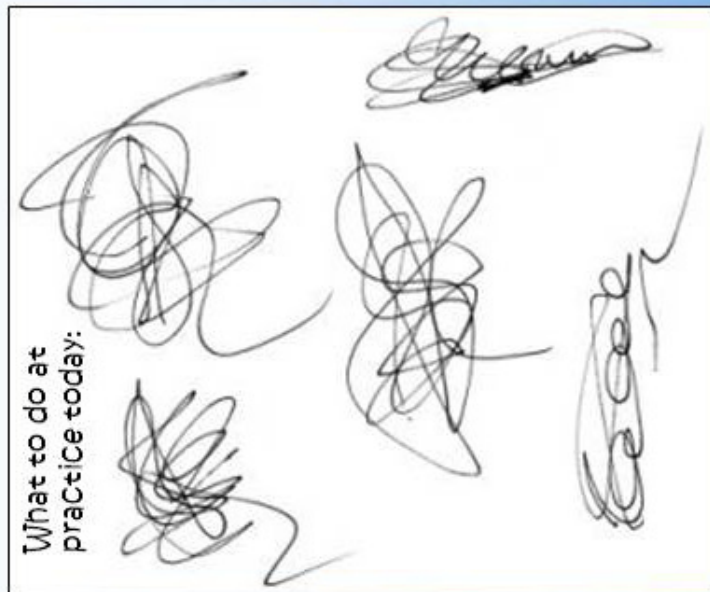
## Lesson 3.1

- 3.1A A plan will enable a coach to keep practices flowing and organized. Refer to it as a guide to maximize practice.
- 3.1B Warm-Up , Variety & Balance, Inform, Activities & Drills, Summarize

## Lesson 3.2

- 3.2A An emergency plan shall be established for:
  - a) responding to basic injuries/medical emergencies.
  - b) responding to weather-related or other unique management emergencies.
- 3.2B Make sure you can answer 'yes' before you begin your season

# Developing Practice Plans



“Activity - to produce results - must be organized and executed meticulously. Otherwise, it’s no different from children running around the playground at recess.”

*John Wooden*

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## Why Plan for Practice?

1. Having a well planned practice can be the single best tool a coach can have!
2. The practice plan becomes the map that gets you from one point to another.
3. A practice plan can help you to introduce skills, tactics and strategies with systematic approach.



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## Things to consider when laying out your practice:

1. **Warm-up**—how are you going to use this time?
2. **Inform** everyone about the plan!
3. **Activities and drills**—how do they relate to your goals for the day, week and season?
4. **Variety and balance**—standard drills, new drills, high intensity, lower intensity, individual, team, breaks etc.
5. **Summarize**-What did we learn today? What did we do well? What can we improve on next practice?
6. **Organize** - depending on age, skill level and experience of players.
7. **Disguise** - drills and conditioning

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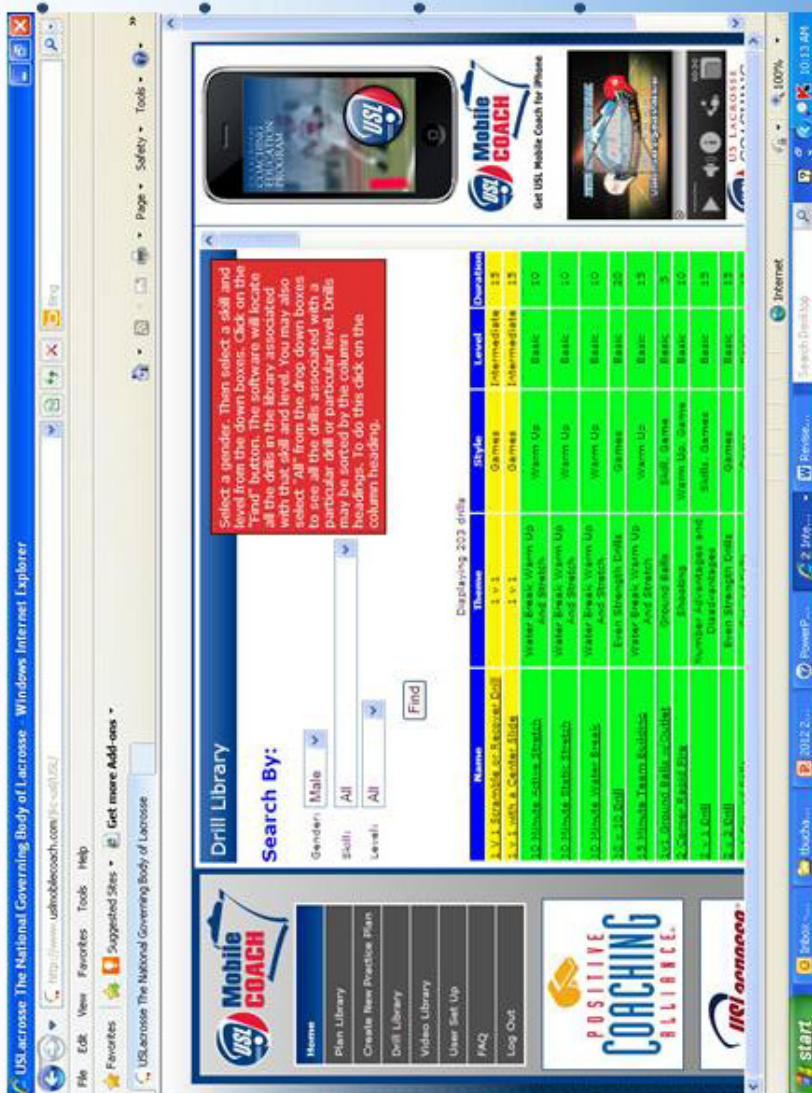
## USL Mobile Coach

FREE to you as a member  
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Create and save practice plans to take with you

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## Consider This...

A coach is a teacher and teachers are always connecting their last lesson to the next lesson being taught. Coaches can prepare by reviewing their last few practice plans before they plan the next new one.

Templates and practice planning resources can be found in the Level 1 online course reference section and in the appendices.

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## Lesson 3: Goal Setting and Practice Planning

# Safety

- Be Prepared
- Have a Plan for Safety
- How safe is your team/program?

**HEADS UP CONCUSSION IN LACROSSE**

**ACTION PLAN**

If you suspect that an athlete has a concussion, you should take the following four steps:

1. Remove the athlete from play.
2. Transport the athlete to a medical facility for a health care professional's evaluation of the injury.
3. Inform the athlete's parents or guardians about the possible concussion and give them the CDC's Concussion for Parents and Coaches information packet.
4. Keep the athlete out of play the day of the injury and a health care professional's recommendation regarding the concussion, until they are symptom-free and a CDC-trained health care professional has cleared them to play.

**IMPORTANT PHONE NUMBERS**

Emergency Medical Services	Home
Nearest Law Enforcement	Phone
Nearest School Staff Available During Practice	Home
Nearest School Staff Available During Games	Phone

**Signs Observed by Coaching Staff**

After an athlete experiences any of the signs and symptoms listed below after a bump, blow, or fall to the head or body may have a concussion.

**Symptoms Reported by Athlete**

Headache or "pressure" in head  
Nausea or vomiting  
Balance problems or dizziness  
Double or blurry vision  
Sensitivity to light  
Sensitivity to noise  
Feeling sluggish, slow  
Not up to speed  
Concentration or memory problems  
Chest pain  
Does not feel right  
Not feeling like "his or her" self

**For more information and safety resources, including a link sheet for parents and athletes, visit [www.uslacrosse.org/safety](http://www.uslacrosse.org/safety)**

**US Lacrosse**

**CDC**

**Concussion in Lacrosse**

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## Be Prepared...Be Safe

<b>Coaches</b> <ul style="list-style-type: none"><li>• First Aid Training</li><li>• CPR Training</li><li>• AED Training</li><li>• Supervision</li><li>• Proper Instruction</li><li>• Proper equipment at all times</li><li>• Know Skill Levels</li></ul>	<b>Programs</b> <ul style="list-style-type: none"><li>• Emergency Action Plan</li><li>• Policies</li><li>• AED Availability</li><li>• Maintain Records</li><li>• Warning of Inherent Risks</li><li>• Support Coaching Education</li></ul>
<b>Leagues</b> <ul style="list-style-type: none"><li>• Standardized Rules</li></ul> <p>(at youth level, US Lacrosse Youth Rules and age breakdowns)</p>	

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## Risk Management

### Coaches

- What are your program/leagues policies?
- Don't put yourself at risk – be smart
- Get educated

### Programs

- Abuse Prevention Policy
- Background Screening
- Insurance
- Accident/Incident Reports

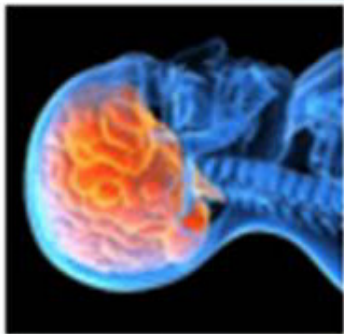
### Leagues

- Lightning Policy
- Facility and Field Inspections

Visit - <http://safesport.org> for additional resources

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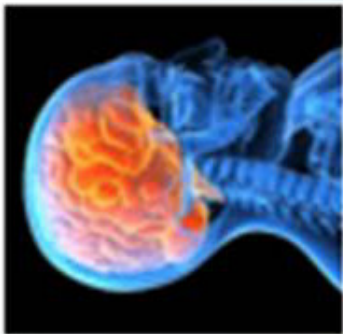
## Heads Up! Head Safety Overview

- 1) Know your state's, league and NFHS/youth rules return to play laws and policies
- 2) Know/educate yourself on the signs and symptoms of concussion
- 3) Share the information available with parents and players
- 4) Teach kids the proper rules regarding contact; emphasize control and respect

**When in doubt sit it out!**

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## Heads Up! Head Safety Overview

- 1) Know your state, league and NFHS/youth rules return to play laws and policies

### ***When in doubt sit it out!***

- NFHS Boys' Lacrosse Rules 2012 Article 4.28.7: Any player who exhibits signs, symptoms or behaviors consistent with a concussion shall be immediately removed from the game and shall not return to play until cleared by an appropriate health-care professional."

**(This applies to Girl's and youth play as well)**

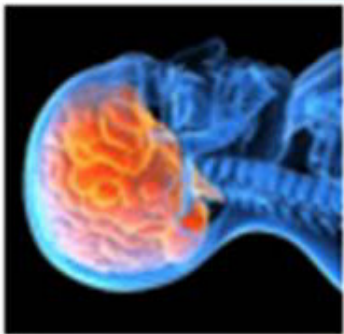
Current legislation can be found at

<http://www.sportsconcussions.org/laws.html>

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## Heads Up! Head Safety Overview

- 2) Know/educate yourself on the signs and symptoms of concussion

Go to [www.uslacrosse.org/healthandsafety](http://www.uslacrosse.org/healthandsafety) click Concussion Awareness and...

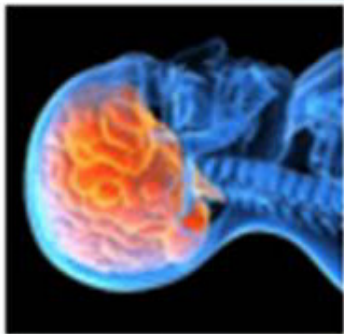
- Download the USL/CDC tip sheets and materials
- View the concussion video

Take a free course at [www.nfhslearn.com](http://www.nfhslearn.com) or [http://www.cdc.gov/concussion/HeadsUp/online\\_training.html](http://www.cdc.gov/concussion/HeadsUp/online_training.html)

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## Lesson 3: Goal Setting and Practice Planning



# Heads Up!

## Head Safety Overview

- 4) Teach kids the proper rules and technique regarding contact for their age group; emphasize control and respect

***This is not Ice Hockey on grass or Football with sticks***

See the US Lacrosse Youth Rules Guidebook or the back of the NFHS rulebook for age-specific contact rules

Teaching proper technique is covered in the on-field portion of this clinic.

*Honor the game, compete with class*

***Raise Your GAME™***







## LESSON 3.3: **Equipment**



### **Overview**

In this lesson you will be given an overview of basic girls' equipment and a coach's responsibility regarding the safety and proper use of protective equipment for the well-being of the players.

### **Objective**

The coach will be able to identify necessary girls' protective equipment.

The coach will be able to identify properly equipped players and be aware of how liability is limited through responsible care and diligence.

## General Equipment

**Goals** - regulation lacrosse goal cages; smaller (street hockey type) cages may be used for indoor play and for Level C playing outdoors.

**Ball** - must be yellow or orange. May use a regulation ball, or a “soft” ball. It is highly recommended that new or beginner programs use the soft ball until players have developed their throwing and catching skills. If a soft ball is used, it should be approximately the same size as a regulation ball. A regulation ball may be used for indoor play, however a “no bounce” ball is recommended.

## Field Player Equipment

**Sticks** - Level C may use a youth stick with mesh or traditional stringing or regulation women’s crosse and may have a modified pocket. With a modified pocket, only half the ball may fall below the bottom of the sidewall. Level B must use a regulation women’s crosse with either a regular or modified pocket. Level A must use a regulation women’s crosse with regular pocket.

**Protective equipment** - Mouthguards and eye guards/goggles are mandatory at all levels. Close fitting gloves, soft headgear are permitted: but no hard helmets except the goal keeper.

All field players must wear protective eyewear meeting current ASTM lacrosse standards. Any eyewear that has met the Adult Standard also meets the Youth Standard. For more information go to the link at US Lacrosse: <http://www.uslacrosse.org/news/eyewearupdate.phtml>

## Goalkeeper Equipment and Stick

Goal keeper must wear helmet with face mask, separate throat protector, chest protector, goal keeper gloves, abdominal and pelvic protection and leg padding on the shins and thighs. The protective helmet, designed for lacrosse, must meet the NOCSAE test standards. All protective devices used should be close fitting, padded where necessary, and not be of excessive weight.

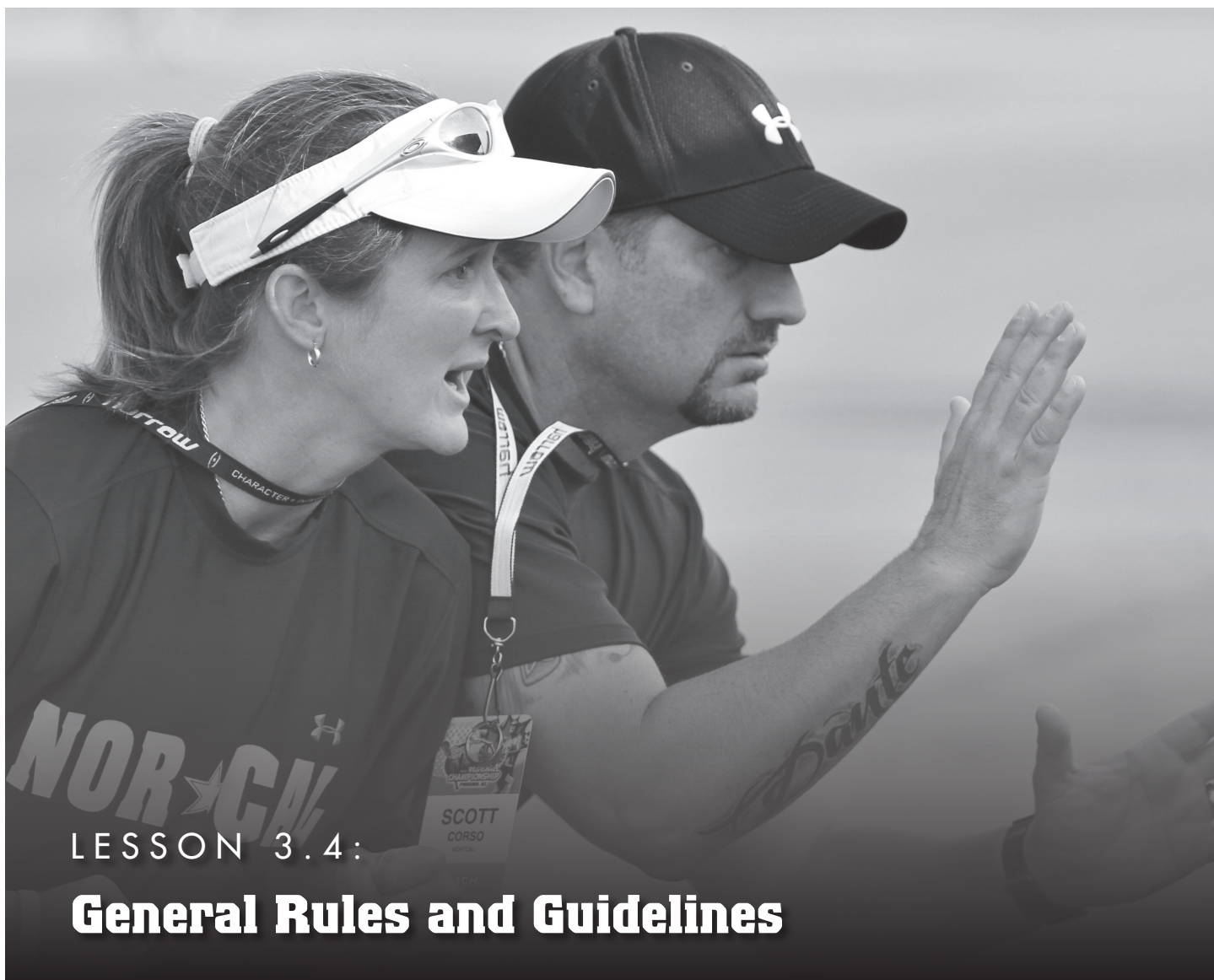
Goalkeeper sticks are the same for all levels of play.

**Refer to the Women’s rulebook for specific information about equipment.**

## Apply Your Knowledge

List the things you will look for in order to ensure that your players are properly equipped on the first day of practice.

Write your team policy on coming to practice prepared as you would include in a pre-season letter to your players and parents.



LESSON 3.4:

## General Rules and Guidelines



### Overview

In this lesson you will be given an overview of what the game of girls' lacrosse is all about and what the appropriate adaptations are depending on what age group you are coaching.

### Objective

The coach will be able to explain general rules and guidelines for the girls' game including field markings, positions, and game structure.



# Introduction

If you are coaching multiple teams, it is important that you organize the teams by age group. Safety and quality of experience are at stake when considering how to combine youth players. US Lacrosse defines “youth” as players who are aged 18 and younger.

Also, other than when playing by non-contact rules in an educational skill development setting, do not combine male and female players. In addition to significant safety considerations, boys and girls deserve the opportunity to each play and progress in their own unique game.

The game of lacrosse is like...

## 1. Level Recommendations

The following are recommendations of the US Lacrosse youth rules:

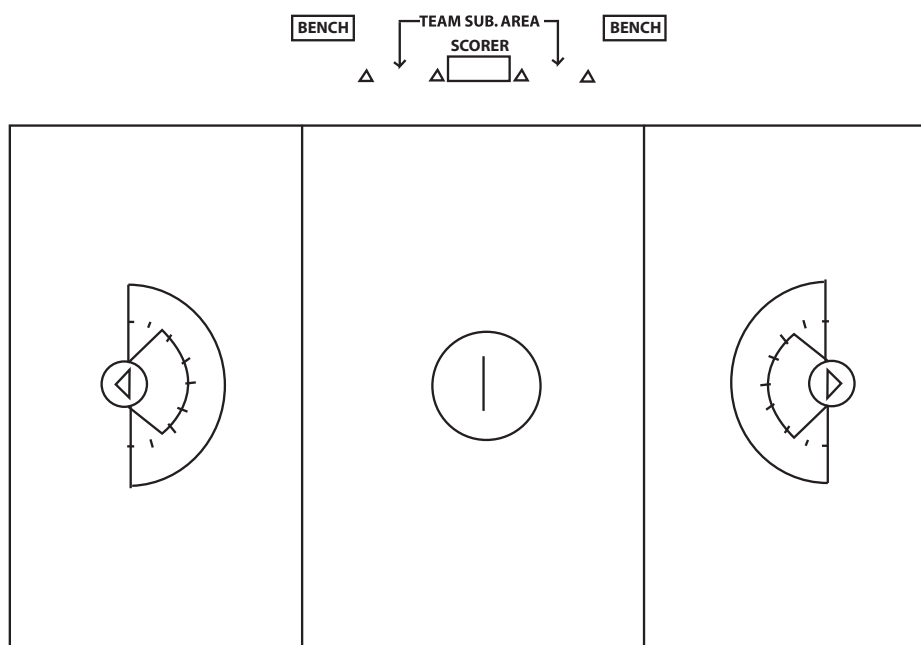
- Level C under 11 (9 and 10 year olds)
- Level B under 13 (11 and 12 year olds)
- Level A under 15 (13 and 14 year olds)

## 2. Official Rules for Girls’ Youth Lacrosse

Here are some basic rules for the youth game. Levels A, B and C each have their own modifications to these basic rules. It is important to consult your rulebook and be educated about the modifications that pertain to your level of play.

- There are 11 field players and one goalkeeper per team on the field.
- The recommended field size is 100 yards x 70 yards.
- There are regular field markings, including restraining lines.
- A regulation woman’s stick and pocket is used.
- Modified checking is allowed.
- A game runs for 50 minutes, and is broken down into two 25-minute halves.
- Players may shoot on direct free positions.

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- current rules can be
- found at [uslacrosse.org/rules](http://uslacrosse.org/rules)
- 
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## LESSON 3.5:

# Fouls, Penalties and Explanation of Play



### Overview

There will not be time in this clinic to do an in-depth rules tutorial, however there are several things you as a coach can do to educate yourself on the women's rules:

- Purchase a rulebook each year and read it thoroughly, especially noting new rule changes.
- Attend your local rules interpretation meeting given by the rules interpreter in your area. This official will explain to you the way the rules will be enforced as decided at the national level.
- Consider buying a copy of Starting out in Stripes, the women's umpiring DVD which contains and excellent overview with visual illustrations
- Download the women's umpire's annual rules test for yourself and your players at [www.uslacrosse.org](http://www.uslacrosse.org)
- Set aside time for a chalk-talk at the beginning of the season with your players. Make it a fun time, consider having snacks and doing it in a quiz show type format. Have small prizes on hand.
- Invite an official to practice and go over rules with team/

### Objective

It is important as a coach that you teach your players the rules of the game so they may conduct themselves safely and responsibly on the field. While it is the official's job to enforce the rules of the game, it is the coach's job to make sure that players are educated in what the officials will be calling while they are out on the field in order to provide an enjoyable athletic experience for all.



# MODULE II

# Player Development

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Now that you have explored some basic coaching techniques and philosophies, this Module will present you with the individual skills a new or beginning player will need in order to succeed at the sport of lacrosse. You will be introduced to safety issues including basic equipment use and rules clarification. Then you will delve into individual skills and techniques. Lastly you will receive instruction on the basics of goalkeeping. Your trainer will model how to teach skills, use positive coaching techniques, and present you with some ideas for application at your own practices to create a positive lacrosse experience for your players.

## **Lesson 4: Ground Balls**

## **Lesson 5: Cradling**

## **Lesson 6: Catching**

## **Lesson 7: Overhand Throwing**

## **Lesson 8: Shooting**

## **Lesson 9: Dodging**

## **Lesson 10: Goal Keeping**

## **Lesson 11: Individual Defense**

11.1: Defensive Positioning

11.2: Blocking

11.3: Checking

11.4: Double Teams

11.5: Goal Circle Defense



## Girls' Individual Skills and Techniques



### Overview

In this lesson you will be introduced to the basic individual skills new or beginning players need to become fundamentally sound players. You will also learn effective teaching techniques for these skills and basic common errors and corrections for each skill. Watch carefully for how your trainer demonstrates the skills.

### Objective

Coaches will be able to properly execute basic lacrosse skills and verbalize steps for execution.

Coaches will be able to teach individual stick skills correctly using teaching methods presented in Module 1.

Coaches will identify common execution errors and effectively correct those errors using methods presented in Module 1.



## INTRODUCTION:

# Teaching the Basics

### Suggestions for Coaches:

- Players' abilities will vary, and it is necessary for you as a coach to be flexible and imaginative in the way you teach these skills and strategies.
- Use your own creativity, innovations, and components of drill design to maximize your players' learning of the game and provide the most positive experience for them.
- Help new players focus on developing and mastering individual skills first before jumping too quickly to team concepts. If you follow the recommendations of this course, you can expect your players to steadily improve throughout the season.
- Get your players to love and honor the game; they will then be motivated on their own to improve their skills.

### Suggestions for Teaching Individual Skills:

- Success will come faster for beginners if their dominant throwing hand is on top of the stick first, but emphasize learning with either hand on top from the very beginning.
- All skills should be taught and practiced using alternate hands on top of the stick (so players can play with either their dominant or non-dominant hand at the top of the stick).

## LESSON 4:

# Ground Balls

### Introducing the skill

If a player drops the ball or misses a pass, the ball will end up rolling on the ground. The team that gains control of the most ground balls will have a definite scoring advantage.

#### ***Three important points to emphasize whenever a player is going after a ground ball are:***

1. Watch the ball into the stick
2. Keep moving
3. After gaining possession, look to pass the ball immediately to a teammate.

Never stand still and wait for a ground ball. Players must attack every ground ball and should be able to pick up ground balls with both their right and left hands. The most basic ground ball pick-up is with a stationary ball. All players should be taught to cradle immediately after possessing a ground ball and to raise the stick to a naturally protected position by the ear.

### Stationary Ground Balls: Teaching the Skill

#### ***Teach players to prepare to pick up a stationary ball by***

1. positioning themselves alongside of the ball,
2. bending at the hips and knees to get low,
3. positioning the stick behind the ball and almost parallel to the ground

As the right-handed player approaches the ball, she puts her right foot slightly ahead of the ball, positions her head over the ball and bends at her hips and knees to get low.

She positions the stick head behind the ball and pushes through the pick up with her bottom hand (the top hand is the guide hand - lining up the stick head with the ball, but the bottom hand does most of the work).

Accelerate the stick head under and through the ball, with the stick almost parallel to the ground, as the player moves through the pick-up.

Cradle immediately up to the ear and accelerate.

### **Keys to focus on are:**

- Watching the ball in to the stick
- Moving through the ball during the pick up
- After gaining possession, look to pass the ground ball immediately to a teammate.

The bottom hand is doing most of the work as it pushes through the pick up with the stick almost parallel to the ground.

Begin the cradling motion as the stick moves into the vertical position.

Teach and practice this skill using alternating hands at the top of the stick.



**Coaching Tip:**  
Encourage players to pick up the groundball on the side of their body which allows them to protect the ball from approaching defenders.

## Error Detection and Correction

### Error:

Player experiences difficulty getting the ball into the stick

### Correction:

Be sure the player is along side of the ball first and bends at the hips and knees to get the stick parallel and close to the ground. Remember – head over the ball!

Player must push her bottom hand down the handle toward the head of the stick so she does not push, or "vacuum" the ball down the field. The stick must accelerate under the ball in order for the ball to cross into the stick head and across the throw strings.

Cradle up to the ear immediately.

## Ground Ball Rolling To: Teaching the Skill

When a ground ball is rolling toward a player, she must continue running to the ball as fast as possible. "Running through" a ground ball is an excellent habit.

As the player approaches the ball she:

1. extends her stick head to the ground on the side of her body (not out in front of her) so the angle of the stick is almost perpendicular to the ground.
2. Her top hand should be slid about a third of the way down toward the head of the stick.
  - \*\*Having the stick positioned almost perpendicular to the ground provides the maximum amount of surface space the stick has to offer for the ball to roll into.
  - \*\*Picking the ball up on the side of her body allows the player to protect the ball from approaching defenders.
3. As the ball enters the stick, the player must give back with the stick toward her body so the ball does not pop out. In a quick fluid motion, bring the stick up and begin to cradle.
4. The player has a "soft" top hand when picking up a ground ball, and a firmer bottom hand for control. Giving with the momentum of the ball as it rolls into the stick and continuing to "run through" will ensure a smooth ground ball pick up.

## Ground Ball Rolling Away: Teaching the Skill

When picking up a ground ball rolling away:

- catch up to the ball first,
- cut off any defenders,
- bend at the hips and knees to get low.

An efficient player catches up with the ball first, as quickly as possible. When she is along side the ball, she bends at the knees and lowers her backside to the ground. Her dominant foot is in front of the ball; this guarantees that she is in proper position to pick it up. The player extends the stick head toward the ball, aiming just behind it. At the same time, the player's bottom hand lowers so the stick is almost parallel to the ground to effectively push through the pick up. The top hand guides the stick behind the ball, while the bottom hand pushes the stick through the pick-up. The player stays low until the ball is in her stick; standing up too soon causes the ball to pop out, giving opponents an opportunity for possession. Once the ball is in the stick:

- start cradling while running through the pick up
- bring the stick up to the ear to protect it from defenders.

## Error Detection and Correction

### Error:

Player is pushing the ball ahead of her instead of cleanly picking it up

### Correction:

Players must avoid reaching out in front of themselves and bending at the waist – instead of at knees – to try to pick up a ground ball rolling away. They end up pushing the ball, thus wasting time, energy and a potential possession.

Catch up to the ball first to get along side of it, not behind it.

Bend at the hips and knees to get low enough to push through the ball.

## LESSON 5:

## Cradling

## Introducing the skill

Cradling is the most important of the basic skills in women's lacrosse. The purpose of a cradle is to keep the ball in the stick while the ball carrier is moving quickly up the field, or maneuvering through the defense.

Maintaining possession of the ball is critical in the game of lacrosse; possession usually depends upon an effective cradle.

Other skills such as throwing, catching, shooting and picking up the ball begin, or end, with the cradling of the ball.

With practice, it will become natural and instinctive for a player to cradle the ball when she has it in her stick.

Cradling is a subtle rocking motion with the stick head positioned up, on a slight angle, at one side of the body. The subtle rocking motion helps keep the ball in the stick.

## Cradling: Teaching the Skill

The grip is all about soft hands. Beware of the death grip: squeezing so hard that the knuckles turn white. The key is a relaxed upper body, including shoulders, wrists and fingertips.

The stick rests comfortably in the top of the palm of the hand and is guided by the fingertips.

The bottom hand is the anchor; it controls the stability of the stick and is positioned in front of the belly button.

The top hand is the workhorse of the cradle. The fingertips of the top hand are most important in handling the stick. It should grip the stick about a third of the way down the handle. With the stick at an angle, the top hand is positioned near the shoulder while the bottom hand is at the belly button.

Most players hold the stick at a slight angle at the sides of their bodies; the stick head is near the ear. Encourage players to turn their upper body and use their shoulders to protect their stick – think shoulder, shoulder, stick when cradling.

If a player has no defensive pressure on her, she can carry her stick however she pleases: by her waist, for example, or holding it with one hand out in front. However, when a defender approaches, the player protects her stick by moving it to a more vertical position; the stick head will be by the side of her head.



**Tip:** Pinch the thumb and index finger of the top hand onto the stick.



Each player, as she matures, will develop her own stick-handling style; it's her signature.

The curling motion of the fingers and wrist of the top hand should be smooth and controlled. The top hand will cradle the stick from the ear to the nose, back and forth, using more wrist motion than elbow. Emphasize a smooth "rocking motion" so that the ball does not bounce around in the stick. Ideally, centrifugal force keeps the ball in the top half of the stick, up by the shooting strings. Keep the upper body relaxed, with the arms loose and comfortably away from the body.

A stiff, rigid cradle will lead to the ball popping out -- and lots of frustration -- as opposed to a smooth, fluid cradle, which will keep the ball in the stick.

The ear-to-nose cradle is best whenever handling the ball and allows players to pass and shoot quickly and efficiently. Remember – shoulder, shoulder, stick to protect the ball from defenders. Coaches should make sure players give both hands equal time at the top of the stick.

The "full" cradle, or ear-to-ear cradle, should be reserved for dodging through defenders.

When cradling, keep both arms loose, relaxed and away from the body, not pulled in tight. The top arm moves slightly back and forth with the rocking motion of the wrist and fingers. The bottom arm holds the stick in front of the body - in front of the belly button - and controls the base of the stick.

Encourage players to cradle in different areas around their body. This will help them get used to protecting the stick from a defender. This skill is covered more in Level 2.

## The Mechanics of Changing Hands

When switching hands the player should pull the top hand with the stick in it towards the bottom hand, then slide the bottom hand over the top hand and continue to slide the bottom hand up.

## Error Detection and Correction

### Error:

Dropping the ball

### Correction:

Check the elbow position of the top hand. Make sure it is neither too close to her side nor sticking out.

Check the angle of the stick to make sure the player is not turning the stick too much in the cradle so the ball is falling out.

Encourage a subtle ear-to-nose rocking motion – not a big, circular motion for the cradle.

## Connecting to the game

Stickwork tricks will help develop the fingertips and help to loosen up the upper body which will lead to better stick handling and cradling.



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**Coaching Tip:**  
Encourage players to constantly have a ball in their stick, practicing their cradle. Stickwork tricks will help develop a successful cradle.

## LESSON 6 :

# Catching

### Introducing the skill

Catching is a skill that compliments a throw. Initially coaches often teach this skill with players stationary which can be considered the first step. It is very important to quickly advance players to catching the ball on the move and on their right and left sides.

In order for a team to advance the ball on a field in the air, a throw to a teammate must be caught. If the ball is not caught in the stick, an opponent can make a play on the loose ball.

Remind your player that, after a catch, she should immediately cradle the ball to keep it in her stick.

Catching is primarily a hand-eye coordination skill.

The ability to judge a ball in flight coming towards one's body is a skill that takes time and maturation to develop.

Often young players can master other basic skills like cradling and picking up a ground ball more easily than catching. Encourage them to hang in there and practice, practice, practice.

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- **Coaching Tip: Catching should be active, not passive. Teach your players to always move toward the ball; not to wait for it.**
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### Teaching the Skill

#### *Set the feet*

The player begins by facing her passing partner.

The catcher's feet should be offset about shoulder width apart. A right-handed player will have her left foot slightly in front of her right foot. A left-handed player will have her right foot slightly in front of her left foot.

#### *Ask for the ball*

As the catcher moves toward the passer, she asks for the ball by giving a target. She holds her stick parallel to her body with her top hand slid slightly down from the head of the stick.

The stick should be off to the side and slightly in front of her head.

The bottom hand is in front of the body with the arm across the body at waist height. The head of the stick is slightly in front of the bottom hand to allow the player to give with the ball on the catch. This stick positioning is crucial because it allows the athlete to protect the stick from defenders around them.

The catcher does not point her stick at the passer; rather, she keeps her stick along side of her body so she can catch and immediately cradle, pass or shoot.

#### *Watch it in*

The catcher follows the ball with her eyes at all times.

She watches the ball into her stick and gives back gently with the momentum of the ball as it enters the pocket.

As the ball approaches, she does not want to move her stick toward the ball to meet it.

She slightly gives with her stick and catches behind her ear in a position to protect her stick and begin cradling right away. Avoid batting at the ball.

### ***Run through the catch***

Rotate the shoulders. As the catcher gives, she rotates her shoulders slightly toward the side she is catching on.

The giving motion with the rotation of the shoulders helps to ease the ball into the stick, protect the stick from defenders, and allow the catcher to cradle, pass or shoot right away. Think shoulder/shoulder/stick!

Teach and practice this skill with alternate hands at the top of the stick.

To build confidence in learning to catch a ball, have the throwing partner throw the ball with only her hand first and not with the stick. Begin tossing only to the side of a player's body.

## **Error Detection and Correction**

### ***Error:***

The ball bounces out of the stick

### ***Correction:***

Check to see if the pocket of the stick is open and facing the incoming ball.

Check the timing of the give motion. Often the stick is moving too soon before the ball arrives.

Be sure the player does not extend the stick toward the ball or bat at the ball as it arrives.

### ***Also look for the following errors:***

Check the tightness in the grip of the top hand and soften it to absorb the momentum of the ball. Encourage players to have a soft-top hand and not a white-knuckle grip on the stick. Players want to use their fingertips on the stick when catching the ball.

Make sure the player gives with the ball before beginning to cradle. The give back to the ear first is crucial, and then they begin their cradle. Coaches need to help focus players on this aspect of catching the ball. There is a trend of players trying to wrap the stick around the ball when receiving it. When players do this, they often can get away with this when catching the ball in a stationary position. As a coach, you should not teach your beginner players to do this because once they begin catching the ball while running they will drop most of the balls thrown to them. The player's forward momentum combined with lack of the player giving first results in the ball popping out of the stick. You can often identify players who are wrap catching by how they hold their stick when they are receiving the ball. Usually they hold their stick straight up and down (vertical) on one side of their body. They also tend to reach forward with their stick and try to wrap the stick around the ball.

There are times when advanced players are under high defensive pressure and they will only have one option to catch the ball using a wrap catch. The important term here is "advanced player". These players have acquired the necessary skills set to execute this catch under pressure.

## LESSON 7:

# Overhand Throw

### Introducing the skill

The game of lacrosse is a team game, and the ability to throw the ball accurately is inherently important to advancing the ball towards the goal.

As with other ball games, like soccer and basketball, the ball travels faster in the air than run on the ground.

Throwing is the act of propelling the ball with control from a stick.

During a proper throw, the ball moves along the pocket strings and releases from the stick off of the throw strings at the top of the head.

### Overhand Throw: Teaching the Skill

The overhand throw is the most elemental throw in women's lacrosse. It is very similar to throwing a softball.

Prepare to throw by cradling the stick to the proper location, which is above and behind the shoulder.

The thrower turns sideways to her teammate by rotating her hips and shoulders so that her shoulders are perpendicular to her passing partner while reaching back with her stick head (similar to when throwing a ball).

The top hand should be back and above the head (not in front of the body by the chest). If the top hand is in front of the body it will result in a push type pass that is not accurate and is often a weak pass that hits the ground before it reaches the receiver.

The thrower's arms are out and away from the body with the top hand slid about a third of the way down the stick.

The thumb of the top hand is extended up the shaft of the stick, which helps the passer to throw accurately.

The other hand (positioned in front of the body) is at the bottom of the stick; the four fingers are wrapped around the shaft with the thumb pointing up. This hand powers the pass.

The passer reaches back so that the top of her stick is behind her head and about six inches above her shoulder.

The bottom hand must stay in front of the body and at chest height.

If the bottom hand is raised higher than that, the stick will become parallel with the ground and the ball will either roll out of the stick behind the passer, or go straight up in the air on the release.

She steps forward with her opposite foot (transferring her weight from the back foot to the front), drives the bottom arm forward and then executes a push/pull motion by using her top hand and arm to push the stick forward while the bottom hand and arm pull the stick toward the body.

This motion makes the stick act like a lever and ensures direct, accurate passes.

The passer snaps her wrist through the push motion.

The follow-through of the stick should be across the body to the opposite hip, not under the armpit.

At all costs, avoid just pushing with the top hand and not pulling with the bottom.

The top hand pushes but then quickly develops a snap as the ball is released from the stick.



This snap helps to add pace and speed to the pass and makes it much more accurate and direct.

As the passer steps to complete the push/pull motion, her shoulders and hips are rotating through the pass.

Her top arm should extend in the direction of the person she is passing to.

Collectively, the step forward,  
the rotation of the hips and shoulders,  
the snap of the wrist through the push/pull motion,  
and the follow through of the stick across the body are what gives the pass its power.

The accuracy of the pass depends upon the follow-through.

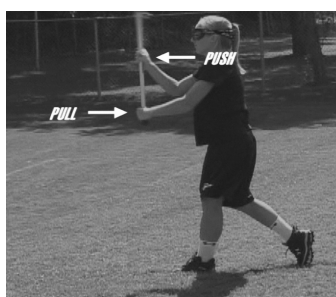
If the follow-through is toward the ground, the pass will go low.

If the follow-through is high, the pass will probably sail over her target.

Passes are intended to be caught, and developing solid passing skills is critical. Often players try to pass the ball too hard or lob pass the ball with out a proper snap. This results in passes that cannot be caught or that are intercepted. Good passing skills lead to great feeding skills and players who develop these skills are on the road to becoming complete lacrosse players.

Teach and practice this skill with both hands on top of the stick. Players benefit the most when their coaches concentrate on developing lacrosse skills on both sides of the body.

- 
- **Coaching Tip:**
- **Encourage your**
- **players to AIM**
- **their stick exactly**
- **where they want**
- **the pass to go at the**
- **release point, and**
- **then follow through**
- **across their body.**
- 
- **Tip: Wall ball is a**
- **powerful exercise**
- **for players to**
- **improve their**
- **catching skills**
- 



## Error Detection and Correction

### Error:

The ball is thrown to the ground

### Correction:

Have the players start with just the top throwing hand on the stick. Emphasize the first motion as upward, then toward the target. Next emphasize the snapping rotation into a snapping motion. Be sure the bottom hand is actively pulling the end of the shaft across the body. If players are struggling with the basic motion, remove the stick and instruct proper foot and body movement using a hand to throw of a ball.

### Error:

The ball is thrown too high going over the sick of the receiver

### Correction:

Have player point to the receiver after they snap the stick toward the target



## LESSON 8 :

# Shooting

### Introducing the skill

Shooting is a controlled throw toward the goal cage in an attempt to score. The technique used to throw a ball and to shoot a ball is very similar. However, the intended results are vastly different.

A pass to a teammate is intended to be caught and a shot on goal is intended to get by the goalkeeper. When learning how to shoot, players build on skills they've already learned -- namely, how to pass.

Certain factors such as speed, accuracy and trajectory determine the difference between a throw and a shot. Each factor needs to be introduced and developed as changes to the basic throwing motion.

This section will instruct you on how to teach each of these factors.

Shooting is the most creative skill in lacrosse and there are endless combinations of movements and fakes that can be added to this skill.

The types of shots the attackers will use depend on where they are on the field and where the defense and goal keeper are positioned.

Shooters need to develop a repertoire of shots because players who have only one shot are too easily defended especially at higher competitive levels. Diversifying shooting skills and shot selection will be further developed in Level 2 (online). To begin, let's start by introducing the basics skills required for an effective over-hand shot.

Four critical components of shooting are power, placement, creativity and finish.

Shooting drills need to develop all three components on an equal basis and be practiced often.

### Teaching the Skill

To increase speed (Power):

\* The shooter begins by facing the goal with her feet offset and shoulder width apart.

A right-handed shooter will have her left foot in front and a left-handed shooter will have her right foot in front.

\* The shooter rotates her hips so her shoulders are perpendicular to the goal as she reaches back with her stick. Her arms should be away from her body, not in tight by her side.

Her top hand should be slid about one-third of the way down the stick while the bottom hand is at the bottom of the stick. As the shooter pulls the stick back, her top hand should be about six inches higher than the shoulder and her bottom hand should be slightly below the shoulder.

As she rotates her hips and reaches back with her stick, she transfers her weight to her back foot.

When she begins the shooting motion she shifts her weight from her back foot to her front foot and steps toward the goal with her front foot. Her stick is positioned behind her head, which will make the goal keeper lose sight of the ball for a second and have a harder time finding it when the shot is taken.

The shooter first drives the bottom hand forward while stepping toward the goal and rotating her hips toward the goal.

**Coaching Tip: Players must be in the habit of "leading with their heads" before they shoot; the head has to turn first to find the cage and see the goal keeper and net before a shooter shoots.**

**Tip: Look for space. See the net not the goal keeper. You will hit what you see when shooting.**

She then snaps the top hand forward toward the cage while pulling the bottom hand back across her body.

The push and snap of the top hand and the pull of the bottom hand act as a lever and provide the power and accuracy for the shot.

\* The shooter completes the shooting motion by following through across her body as her hips, shoulders and back foot complete their rotation.

Initially, the top arm should extend toward the spot the shooter is aiming for, assuring the accuracy of the shot.

As the shooter completes her follow-through, her bottom hand (left hand) should finish behind her left hip, with the left elbow up and away from the body.

Where the shooter completes her follow-through dictates where the shot will be placed. For a high shot, the release point of the ball will be at shoulder level. For a low or bounce shot, the release point of the ball is below shoulder level and the stick head will end up facing the ground, at the lead foot (left).

The momentum of putting the body behind the shot, by rotating hips and shoulders as the shooter steps into the shot will cause the shooter to step forward with the back foot and add pace and power to the shot.

**Coaching Tip: For a right-handed shooter, teach them to PUT their LEFT HAND "IN their BACK POCKET" AND FOLLOW THROUGH ACROSS their BODY. This IS VITAL FOR AN ACCURATE and CONSISTENT OVERHAND SHOT.**

#### ***To increase accuracy:***

- "Lead with your head" – teach shooters to see the net, not the goal keeper when they are shooting. Focus on the open space around the goal keeper.
- Emphasize following-through to the targeted space after the initial release. Keep two hands on the stick at all times.
- Progress from stationary shooting, to shooting on the move and, then, shooting off of a catch. Throughout the skills progression, emphasize seeing the net and following-through to the targeted space
- To change trajectory:
- Emphasize following-through towards the targeted space to increase accuracy and change the level of the shot.
- Snapping the wrist quickly and completely during the overhand release will enhance shot placement by adding power to the shot.
- Progress from stationary shooting, to shooting on the move, and, then, shooting off a catch. Emphasize shot selection by setting up drills that identify where and when to release an effective shot. That is, set up drills where shooters release, or catch and release shots inside the 8 meter. Make the drills more game-like by adding a defender or sliding defender to help a shooter understand where and when she has time and space to effectively release and place her shot.

## Error Detection and Correction

### Error:

Missing the goal cage

### Correction:

Prior to releasing the ball, check that the player has looked for a free space in which to shoot, safely away from a defender or teammate.

Check the shooter's follow through. Make sure she is stepping toward the cage and not at a poor angle that will throw the accuracy of her shot off.

A player must prepare her body and stick position before releasing a shot.

### Error:

Shooting directly at the goalkeeper

### Correction:

Encourage players to aim towards a space in the netting and not to look and shoot at the goalkeeper. Using targets in the goal net will help.

Encourage the shooter to release her shot sooner than later to have more of an angle to score.

**Coaching Tip: Good shooters do two things, the second of which is the shot:**

- Fake to move the goal keeper
- Shoot to the space created by the fake





## LESSON 9 :

# Dodging

### Introducing the skill

The primary purpose of a dodge is to get past a defender.

This will create the time and space needed to move the ball to a teammate, shoot, or get open for a teammate by effectively eliminating a defender.

Dodging combines athleticism, stickwork and footwork.

Dodging is not about making preconceived moves but, instead, is about learning to "read" the defense and adjust in order to gain an advantage.

An offensive player's job on the field is to go to goal; this means traveling north and south on the field.

Defensive players want to push the offense off course, in an east-west direction, which forces them away from goal.

Too often, if dodges are not executed correctly, the offensive players help defenders by moving themselves east-west. A player who properly executes her dodge does not veer off her north-south course.

The main objective of a successful dodge is to get an opponent off balance, out of her defensive stance, and trailing the play.

Players can use change of speed, change of direction and quick movements of their head, shoulders and sticks to accomplish this.

Once an opponent is off balance, the ball carrier needs to get a step on her and then dodge to the opposite side.

The key is to get a player to "set up" her defender – when she gets a defender to bite on a move to the left – she creates an opportunity to beat the defender on her right side. Setting up a defender helps a ball carrier to predict where the defense will move, and she can react accordingly. Most attackers will want to set the defender up to commit to the attacker's non-dominate side. This will allow the attacker to play to her strength by finishing her dodge to her dominate hand which often results in a stronger, more accurate pass or shot.

### Teaching the Skill

To effectively execute dodges, the attacker needs to recognize how much time and space she needs for her footwork and stick work. Newer players need lots of feedback because they are more likely to attempt a dodge too far away or too close to a defender. If they attempt to dodge too far away from the defender, they will not eliminate their opponent. If they execute the dodge, too close to the defender they may actually lose possession by checking themselves as they collide with their defender, or pull their stick into their opponent's stick.

All dodges need to include a change of speed.

While dodging, the offensive player must, at some point, change her pace to set her defender up, or accelerate past her defender.

All dodges should conclude with the attacker returning to the same path that she was on (north/south) prior to dodging, effectively eliminating the defensive player by sealing her off.

Tip: Tag is a good lead up game for dodging

Tip:  
-Sell  
-Accelerate  
-Eliminate

Coaching Tip:  
For proper stick protection when setting up a dodge, or executing a dodge, reinforce the "shoulder, shoulder, stick" principle. Always try to protect the stick with the shoulders.

The dodges covered in this lesson are the Face Dodge (or Pull Dodge) and the Roll Dodge. Several more advanced dodges (Rocker Step, Split Dodge, etc.) will be covered in Level 2 (online), however perfecting the Face Dodge and Roll Dodge will give players a solid base to develop more advanced dodges.

## The Face Dodge or Pull Dodge

The 'face dodge' or 'pull dodge' is the easiest to teach and learn. It is a dodge that can be used in the midfield as well as in settled situations.

### Set up the defender

As the dodger approaches her defender, she wants to "set up" the defender by:

- making a move and/or faking a pass or shot with a slight movement of her head and stick
- taking a jab step to one side or the other

### Stick position

- Keep two hands on the stick with the stick positioned parallel to the body and off the right shoulder (for a right-handed player).
- Once the dodger sets the defender up, she pulls hard across her face to the opposite side keeping the stick parallel to her body and protected from the defender. Remember the shoulder, shoulder stick principle for protection.
- Keep the stick in the strong hand on the pull, and bring it back to the strong side once past the defender.

### Footwork

- Jog at the defender's left shoulder to "set her up" with a jab step, fake pass or shot (here is where you set up the defender).
- When within a stick's length of the defender, the dodger plants her right foot (for a right-hander player), pulls her stick hard across her face protecting the stick with her shoulders and explodes past the defender's right shoulder. She can take the smallest step to the side (east-west) with her left foot in order to achieve her goal of moving up field, with a powerful next step in the north-south direction.
- As soon as the dodger gets a step ahead of the defender, she cuts off the defender by staying the north-south course on which she approached the defender, leaving the defender behind her.

### Lead with the stick

- Once the dodger explodes past the defender, she holds her stick in front of her shoulders for protection, sensing that the defender is recovering and still a threat. She keeps her stick in front of her, in between her shoulders, until open space is gained and she can pass or shoot.
- The pull dodge can be executed with the right or left hand leading the dodge. Encourage players to practice this skill with their dominate hand and then their non-dominate hand.

- 
- **Coaching Tip: Imagine that the offensive player is on a set of railroad tracks. They approach the defender, dodge off the tracks and then seal the defender off by getting back on the tracks and using a tight cradle while leading with their stick. A dodge is truly effective only when a defender is left with a view of the dodger's back.**
-

## Roll Dodge

The roll dodge is mainly used when being tightly marked in settled situations. Players can roll dodge to the left or right, depending on field position and whether they are right or left handed.

As with all dodges, the dodger wants to "set up" the defender by faking a move, fake pass or shot with a jab step, or a slight movement of her head, shoulders or stick.

This will often cause defenders to raise their stick and straighten up, taking them out of their defensive stance.

### ***Stick position***

The dodger keeps two hands on the stick as she approaches the defender with the stick positioned parallel to the body and off the right shoulder (for a right-handed player). Remember shoulder/shoulder/stick to protect the ball.

### ***Footwork***

On the approach (for a right-handed dodger), the dodger moves to the defender's left shoulder to "set her up" with a jab step, fake pass or shot.

When the dodger is within a stick's length of the defender, she plants her left foot (for a right-hander player) in front of and in between the defenders feet.

The planted left foot is the pivot foot and the right foot moves.  
The dodger rolls to her right swinging her back foot around the defender.

As the dodger rolls to her right, she keeps her back to the defender and her stick in between her shoulders.

The right foot will now be to the side and slightly behind the defender as the roll is complete and the dodger explodes forward with their left foot while cutting off the defender with her body.

### ***Lead with your stick***

As the dodger explodes past the defender, she keeps her stick in front of her shoulders and protected.

The stick remains in front until open space is gained and she can pass or shoot.

## Error Detection and Correction

### ***Error:***

The ball is dropped when performing the Face Dodge.

### ***Correction:***

Be sure the top hand is relaxed as the player pulls across her face.  
Check that both arms are moving together when the stick is pulled to the opposite side of the body.

### ***Error:***

The ball is checked out of the stick by a defender.

### ***Correction:***

During a roll dodge, make sure that the player steps around and not just beside her opponent.

Make sure the body is between the defender and the stick at all times to maximize stick protection.

Make sure the player accelerates after the dodge and seals off her opponent leading with her stick.

## LESSON 10:

## Goal Keeping

The goalkeeper is the last line of defense for a team. The goal keeper position requires a high level of physical skills and mental concentration to successfully save a shot from scoring. This player must have good eye-hand coordination and vision skills to handle the speed of a shot.

The goalkeeper's primary responsibility is to save a shot on goal. The goal keeper should use her stick to block the shot and have her body behind her stick to serve as a backup in case the stick misses the ball. She is often involved with making interceptions and controlling ground balls near the goal circle. And finally her ability to pass an accurate clear from the larger goal keeper stick is key to developing an offensive fast break.

## Teaching the Skill

## Stickwork

Goal keeper must develop good stick skills – passing, catching, blocking, cradling, ground ball pick-ups and dodging with a regular stick and the goalkeeper stick.

### Stance

- Even distribution of weight between right and left feet, weight on the front half of the foot.
- Feet should be shoulder-width apart and toes level with each other.
- Knees should be comfortably bent, while keeping the back straight.
- Arms and elbows should be bent, relaxed and resting away from the body.
- Stick position should be at chest to shoulder height and angled slightly across the body to the top hand side, top of stick should be even with the top of the goal.
- Position the top hand at the throat of the stick and bottom hand at the middle of the shaft; hand should be no more than 18 inches apart.

## Body Movement

- Step forward first with the foot on the side of the body the shot comes to.
- Step with the proper lead foot on a 45-degree angle toward the shooter.
- Keep the lead foot toes pointed toward the shooter.
- Keep shoulders square with the shooter as the goal keeper steps.
- Bring the back foot up to the lead foot into a balanced position but not touching.
- Bend at the knees instead of from the waist for low shots.
- Keep the eyes focused on the ball as it approaches the stick head.
- Keep head down over the ball.

**Watch goalkeeping skills by logging on to the Level 1 online course reference section.**

### Stick Movement

- Move the stick in a direct line from the ready stance to a place directly behind the shot.
- Move the stick within a plane that is parallel to the shoulders and hips but 8-16 inches away from the body.
- Keep both hands in front of the body as the stick moves.
- Follow the ball to the stick and see the ball make contact with the mesh of the stick.
- Give back with the top hand, wrist and forearms to keep the ball in the pocket, push the bottom hand forward.
- Keep the bottom hand of the stick level or a small distance in front of the top hand, especially on low shots.



### ***Positioning within the goal circle***

- Position her body equal distance between the goal posts - align the center of herself with the ball and split the distance between the goal posts.
- Move along an invisible arc which goes from post to post and extends 1 yard away from the goal line in the middle of the goal.
- With the ball carrier behind the goal and looking to pass, the goal keeper should stand at the top of the goal circle and in the center of the goal.
- If the ball carrier challenges from behind goal and comes around close to the goal circle, take one step towards the post that is on the same side of the attacker.

## **Shot Menu**

### ***Mechanics for High Shots***

- Step with same side foot as the ball is shot towards and follow up with back foot becoming parallel with lead foot.
- Move stick behind the shot efficiently. Shaft and head of stick lead your body behind the shot. Keep shoulders square to shooter.
- When a shot is high to the off side, the goal keeper should bring whole stick across the body.
- Give by pushing the bottom hand forward.

### ***Mechanics for shots below waist, including bounce shots***

- Step with same side foot as the ball is shot towards and follow up with back foot becoming parallel with lead foot. Lower the center of gravity by bending at the knees first then the hips.
- Invert stick head and allow the bottom hand to slide closer to top hand.
- Head is over the stick and the ball as you make the save.
- Give by pushing the bottom hand forward.
- Control the loose ball by covering with the stick head if necessary.

### ***Mechanics for shot from feed from behind cage***

- Be prepared and in a ready stance at the top of the invisible arc but face the passer behind goal.
- Do not lean stick head on the top goal post or wave the stick head.
- Turn towards the side of the feed and watch the ball in the air as she turns to face the receiver.
- Rotate into save/shot.
- Drop step toward the receiver to align in proper angle.
- Keep stick up in the ready position while turning towards the receiver.

# Clearing

## Teaching the Skill

1. To throw: Top hand should be lowered down, the shaft in preparation for a throw and the top hand should be behind and lifted high above the shoulder to get good leverage

2. After a shot is saved and the ball is possessed by the goal keeper, she has ten seconds in the goal circle to clear the ball or she must carry the ball out of the goal circle and become a field player. Some of the options she may look for are suggested below:

- Look for quick outlet pass to a teammate cutting away from the goal area.
- Look to the opposite side of the field for a teammate.
- Look for a defense player who is level with the goal line extended.
- Look for a teammate who is up field and cutting back toward the goal.
- Carry the ball up field and out to one side to
- Draw an opponent, and then pass to the free teammate.
- Look behind the goal for a teammate.

## Coming out of Goal

### *When to come out:*

- go for an interception.
- Never have the goal keeper check
- be part of a double team on the ball carrier, usually when an attacker is driving from behind goal close to the goal circle. Remember that a goal keeper becomes a field player once she leaves the goal circle!
- recover a loose or ground ball near the goal circle before the opponent can get possession.
- Chase the ball as it rolls out of bounds behind goal to gain possession.

### *A note on goal keeper communication:*

As a young goalkeeper becomes confident in her shot saving skills, she should learn to become a communicator with the defense.

Such verbal communication is very helpful to organize and execute the timing of her teammates' defensive skills. Such phrases as "double the ball" or "pressure the ball" will help her defense realize the need for a decision immediately.

At first, a young goalkeeper should concentrate on where the ball is positioned as opposed to where the defense is, by using terms like "ball right, ball left."

Error Detection	Error Correction
<ol style="list-style-type: none"> <li>1. Unbalanced stance</li> <li>2. Stick is higher than the cage</li> <li>3. Step to the side</li> <li>4. Don't step at all</li> <li>5. "Fanning"</li> <li>6. Pushing top hand out to meet the ball</li> <li>7. Not giving back</li> <li>8. Off angle, too far to one side</li> <li>9. Positioned too far inside the cage</li> <li>10. Ball behind, drop step with the wrong foot</li> <li>11. Ball won't come out of the stick</li> <li>12. Under throw</li> </ol>	<ol style="list-style-type: none"> <li>1. Stand on the balls of their feet, knees bent</li> <li>2. Lower stick even with top of cage</li> <li>3. Step up on 45 degree angle</li> <li>4. Step</li> <li>5. Turn stick head in, pull back with bottom hand, and turn stick head over</li> <li>6. Give back with top hand</li> <li>7. Give back</li> <li>8. Practice angles...get in the center of the path the ball could take</li> <li>9. Practice angles</li> <li>10. Drop step with foot closest to the top of the goal circle</li> <li>11. Drop stick head prior to throwing</li> <li>12. Release ball sooner</li> </ol>

## Summary

Goalkeeping is critical in the game of lacrosse. Make sure that when you design your practices that you keep your goal keeper in mind and give her ample opportunities to hone her skills. It is also crucial that your goal keeper receive accolades and praise since it is a fact of the game that some balls will get by her. Her mental strength to move on will be a crucial factor in her ability to make the next save.

## LESSON 11.1:

# Defensive Positioning

### Introducing the skill

Individual defense is the basis for all other team defensive concepts. When a team is not in possession of the ball, they are on defense and every player on the team must have a strong understanding of individual defensive concepts. Every player on the field is playing defense when their team is not in possession of the ball. Defenders want to take something away from the ball carrier, such as a strong pass, a lane to the middle of the field, or a good angle from which to shoot. The main job of a defender is to “contain” an offensive player by keeping her in between her shoulders. Having a strong defensive stance and solid defensive positioning allows a defender to contain her opponent and force her to an area she chooses. Containing is far more important than checking.

### Teaching the skill

#### Defensive Stance

A strong defensive stance is the cornerstone to effective defensive positioning and the cornerstone to “containing” an attack player. A defender needs to:

- Maintain her “center” with balanced body weight: her knees are slightly bent and her butt is tucked in, similar to being in a sitting position.
- Maintain her balance by keeping her feet and hips under her shoulders.
- The defender’s arm position is summed up by “arms away, elbows locked.”
- Short steps, not long strides, ensure balance and quick change of direction.
- Footwork is the key to success for all defenders.

**Coaching Tip:** To maintain a strong defensive stance and prevent being faked out and thrown off balance, a defender needs to focus on her opponent’s mid-section: her belly button. Not her head, shoulders or stick.

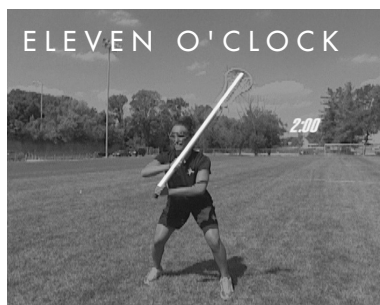
#### Stick Position

The stick is an extension of the defender. She needs to keep it under control and use it wisely. Stick position is important in maintaining a strong defensive stance:

- The stick should be straight up and down, or slightly off to the left or right, at eleven o’clock or one o’clock.
- Avoid the “shopping cart” defense, where the stick is at hip level and parallel to the ground – like you were pushing a shopping cart.
- Defenders need to pay attention to the angles of their sticks: They can’t be thrust too far forward or pulled too far back.
- Defenders grip their sticks with their top hands about two-thirds of the way down the shaft and with a firm bottom hand at the bottom. A defender’s balance and speed can be adversely affected by a grip that’s spread out rather than compact. The top hand is the guide and the bottom, the control.
- On ball defenders should always have two hands on the stick.
- Off ball defenders should have their bottom hand on the stick and have the stick up in the passing lane. Good defenders are always looking to knock down a pass that has been thrown poorly and gain control of the ball.







## Maintaining Balance

Keeping an opponent in between your shoulders depends on your being able to move your feet with quick, short steps, and keeping your feet and hips underneath the shoulders as you move. This, along with keeping the top hand slid two-thirds of the way down the stick and arms away and elbows locked puts you in a strong defensive stance. As a defender, you are entitled to that space between your chest and stick: guard that space because that's how you are able to control the attack player. If a defender bends her elbows and hugs her stick -- "breaks her arms" -- and loses that space in between her chest and stick, she's less able to control the attacker and more vulnerable to getting beat.

## Take Something Away

With their defensive stance, defenders want to "take something away" from the attackers. Teach your defenders to:

- Direct the attackers away from their path to the goal into an area of lower scoring potential.
- "Step up" with either their left or right foot as the attacker challenges to dictate to the attacker where the defender wants her to go.
- Defenders should keep their hips square to drive the dodger North/South.
- Drive attackers away from the goalkeeper.
- The on-ball defender must be listening for her teammates to tell her where the help is and must also listen for her goal keeper's directions.

Defenders are responsible for "marking" or "guarding" offensive players. Defenders' primary objective is to control offensive players and keep them from scoring -- but not at any cost. The focus needs to be on legal body-to-body contact (for example, using a forearm or knuckles to control an offensive player) and not stick-to-body contact. It is a major foul if a player initiates stick-to-body or body-to-stick contact.

A defender is entitled to her space: If she's able to lock onto her attacker and, using controlled body-to-body contact, dictate where that attacker can go, then she's playing solid, under-control defense. She is guiding the attack player with her body: with her feet, her defensive positioning, and forearm or knuckles. If defenders weren't able or allowed to touch opponents, then attackers would drive down the field unimpeded and go to goal at will.

However, coaches, players and officials all need to take responsibility to make sure players are focusing on legal body-to-body defense instead of stick-to-body.

Defenders can position themselves on ball-carriers' strong sides and force them to pass or shoot with their weaker hands. Through well-executed individual defensive positioning, defenders can influence the movements of an offensive player with the ball by forcing her:

- into a double-team - take away space
- to take a poor angle shot - take away angle
- to her non-dominant side - take away strength

- 
- **Coaching Tip -- To demonstrate how important it is for a defender to keep her stick up, and to instill good habits in your players, make a rule at practice that everyone has to keep their stick up:**
- -When the coach is talking to the team
- -In line waiting to get into a drill
- -While standing on the sideline, etc.
- 
- 

- **Coaching Tip: What happens if your player "breaks her arms"?**
- Encourage her to back herself up with her feet as opposed to pushing out with her arms. This strategy re-establishes a strong defensive stance that will not result in a foul.
- 
- 

- **Battle for space:**
- Attackers what the direct path to the goal.
- Defenders should "own" that space with their defensive positioning and deny the attacker that driving lane to the goal.
- 
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-

## Midfield Defense

When running with the ball-carrier in the midfield or in transition:

- The defender positions herself to the side of the ball-carrier, on the ball-carrier's hip; shoulders almost square to the ball-carrier.
- The defender's feet are traveling in the same direction as the attacker's.
- The defender's arms are away from her body with elbows locked (keeping space between the chest and stick); the top-hand is slid two-thirds of the way down the stick, and the stick is straight up and down, ready to pass or block a shot, or to make contact using knuckles or forearm.
- If a defender gets beat, encourage her to recover by catching up to where her opponent is going first and then re-establishing good body position. Avoid checking or swinging while recovering.

Tell your players to "run with" when talking about defending a player on the move.

## Error Detection and Correction

### Error

Defender is repeatedly getting beat defensively.

### Correction

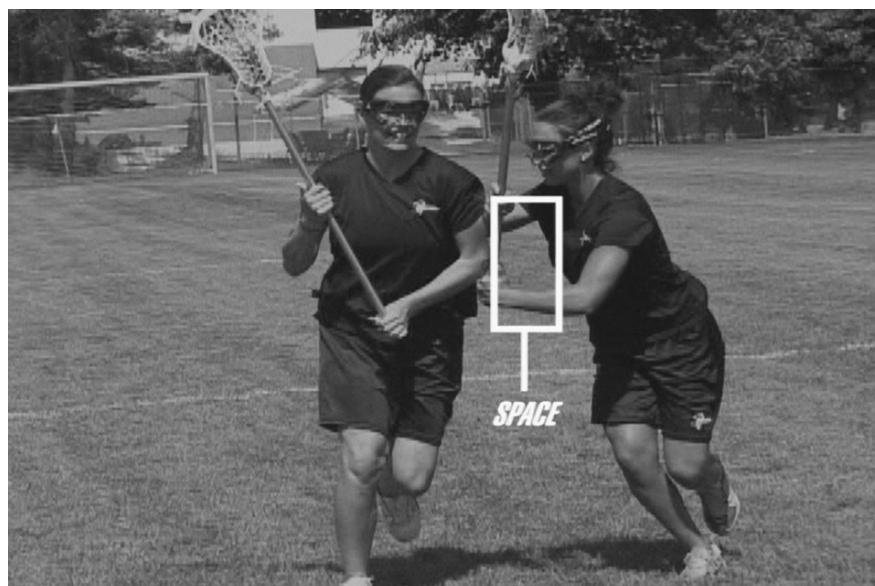
Check the defender's footwork - larger steps and strides will throw the defender off-balance and result in her getting beat. Encourage your players to take small, quick steps when playing defense.

### Error

Defender gets beat and ends up chasing the attacker and often swinging wildly with a check

### Correction

Have defender practice maintaining good defensive positioning using proper footwork and without a stick. Teach them to keep hips square to the attacker and take away her space.



## LESSON 11.2:

# Blocking

### Introducing the skill

Blocking is rarely given its due in organized practices; however, it is an invaluable defensive skill. It requires anticipation, good timing and hand-eye coordination on the defender's part.

Dominant defenders – those who stand out from the rest -- make it a point to consistently attempt to block at every practice and in every game; gaining and maintaining possession of the ball is always on their minds.

The defensive players who are proactive instead of reactive – those who embrace learning and practicing these particular skills – tend to separate themselves and make important impacts on the outcomes of games.

### Teaching the Skill

The defender is positioned slightly to the side of the ball carrier when blocking a pass or shot to avoid being hit with the ball or the follow through.

She matches the ball-carrier's stick with her own – with either one or two hands on her stick, depending on the height required. As the ball carrier releases the pass or shot, the defender extends her stick vertically by sliding the stick through the top hand to meet the ball as it leaves the stick, blocking the pass or shot. The timing of the stick extension is critical and coincides with anticipating when the ball carrier will pass.

Don't be tempted to angle the stick too far forward toward the defender. Keep it straight up and down and mirroring the attackers stick. Too much of an angle cuts down on the timing of the block and can get the defender off balance allowing the attacker to gain an advantage.

Once the ball is blocked, the defender must step in front of her opponent, between her and the ball, and pick up the ground ball.



### Error Detection and Correction

#### Error:

Defender swings and miss times the block

#### Correction:

Focus on mirroring the attackers stick, go straight up with the stick and do not swing.

## LESSON 11.3:

# Checking

US Lacrosse addresses stick checking and rules for safe play in the Official Rules for Girls' Youth Lacrosse.

These rules, written and endorsed by US Lacrosse and its Youth Council, indicate that players below the seventh grade level (Levels B and C) should not stick check. Modified checking, "checking the stick only if it is below shoulder level; the check must be made in a downward direction and away from the body," is allowed in Level A.

These rules have been introduced with safety as a consideration of utmost importance. Umpires and coaches should strictly enforce this rule, never allowing checks near a player's head or face.

Stick checking is a potentially dangerous skill to introduce to young players who are still developing their motor and stick handling skills:

- In their attempt to make stick-to-stick contact, stick-to-body contact could occur, which is both dangerous and illegal.
- For Level A youth rules and higher levels of play, stick checking should only be introduced after proper defensive body positioning is taught and mastered.
- The player must understand that in order to check safely and within the rules of the game, her feet, body and stick must be in good position before a stick check can be attempted. Checking is the last defensive skill that should be taught.
- For the safety of the players, the importance of control at all times when checking must be stressed and no leniency should be tolerated.

## The Skill

When checking, the defender's main objective is to dislodge the ball from an opponent's stick. Essentially, the stick check is a snapping motion. The defender snaps her stick down to make contact with her opponent's stick and then quickly snaps her stick back to release. The wrists – not the arms – are most important in executing an effective check. Wrists, YES. Arms, NO.

All checking motions must be controlled both before and after attempted contact to be deemed legal.

Note that stick-to-stick contact is not necessarily a violation of the no-checking/modified-checking rule. A defender who is holding her stick in good defensive position may force the attack player to cradle into her stick causing contact. This is not considered a stick check, as the attack player initiated the contact, not the defender.

As a defensive strategy, checking must be taught precisely and practiced carefully. Too many sloppy swipes and dangerous swings attempt to pass for checks because coaches and players are satisfied with poor technique. Women's lacrosse is best served by short, precise check-and-releases, by a push/pull, snapping motion with no backswing or follow-through.



## Teaching the Skill

### Key details:

- Grip and position of the hands
- The bottom hand is placed at the very end of the stick, resting the butt on the top of the inside of the little finger. The thumb is extended so it is pointing up the stick shaft. The remaining fingers are curled around the pole.
- The top hand is no higher than two-thirds of the way down the stick, more than this will limit a player's reach and range of motion. It is also not right next to the bottom hand; if the hands are too close, you give up control or can throw yourself off-balance when checking.
- When holding the stick up, the open part of the stick head will be facing to the left, or some defenders like to keep the open stick head facing toward them while trying to connect with an opponent's stick. This technique also gives more surface area from the stick to connect with an opponent's stick.
- With the stick head already open, defenders are able to drop it immediately into a position to pick up a ground ball.
- Soften the grip by allowing the fingertips to control the check and use a "snap" motion, working the wrists, NOT the arms. Remember players are checking, not swinging their stick.

### Arm Position

- Arms away
- Arms locked

To maintain good body position, keep the arms away from the body, not in tight. There needs to be space between the chest and arms. Keep the elbows angled down and locked. Holding the arms away from the body and keeping the elbows locked are keys for maintaining balance and proper body positioning for checking.

### Body Position

- Knees slightly bent
- Balanced body weight
- Sitting position with feet under the shoulders – keep feet moving
- Position either -- alongside of, and slightly in front of, your opponent, OR square to your opponent
- Maintain body position in relation to each check (avoid checking and losing body position)

## The dos and don't-ers of checking:

### Do:

- Establish and maintain good body position
- Stay balanced
- Be patient
- Keep your feet moving
- Check with purpose
- Check and release with short, quick strokes
- Check under control
- Check when you're 90 percent sure you can come up with the ball

**Don't ever:**

- Check toward the head
- Check toward the body
- Check with a big swing
- Check out of desperation
- Sacrifice body position for a check
- Check and hold your opponent's stick
- Check out of control
- Check unless you are 100% sure the opportunity is present.

If defenders attempt a check and miss their mark, they must regroup before throwing another one. The first priority, before attempting another check, is to re-establish good defensive body position and wait for another opportune moment. Patience is key to minimizing checking fouls.

**Checking on Ground Ball Pick-ups**

Checking fouls are all too common during ground ball pick-ups. Timing, patience and a quick release will lead to a successful check on a ground ball.

**The "down" check**

This fundamental technique often results in a hold situation and draws a foul. Practice checking down and releasing quickly if you plan to use this check. Also, make sure the downward motion is a quick precise snap starting from waist level, or lower - not a big swipe or swing starting from above the head.

**After the Check**

Having dislodged the ball, the first priority is to cut off your opponent's path to the ball.

Once the defender has stepped into her opponent's path, effectively putting herself in between her and the ball, she immediately slides her top hand to the top of her stick. This simple but often neglected action helps to protect the stick and the ball when it is picked up. It helps keep the stick (and the ball) between the shoulders, not exposed to your opponent. When players slide their top hands up, they tend to cradle between their shoulders and not leave their stick exposed.

**Error Detection and Correction****Error:**

Commitment to one large swing with the stick because body positioning was lost.

**Correction:**

- Maintain proper body position while attempting a check.
- Check that the defender is keeping her feet moving at all times before, during and after a stick check.
- Check that the defender does not step toward the ball carrier just before an attempted check.
- Teach patience before attempting a stick check against an opponent that is cradling on the run.
- Only check with the opponent's stick is presented to you.

## LESSON 11.4:

# Double Teams

### Introducing the skill

One of the most effective forms of defense is a double team. Double teams create a lot of confusion for attackers and if done correctly can result in an easy turnover. As players learn how and when to double team they begin to increase their lacrosse game sense which is important to overall player development.

### Teaching the skill

Defenders should be introduced to double teaming in various locations on the field. The simplest spot is in the critical scoring area. However, double teams can occur in the midfield or off a goalkeeper clear.

In settled defense, never allow an offensive player to dodge to the cage without a double team. The purpose of a double team is to gain possession of the ball. The on-ball defender steps up to one side of the ball carrier at an angle and drives her toward another defender who is calling, "Bring her, bring her," or "Double, double." The second defender will step up to the other side of the ball carrier at an angle, which "closes" the double team. Let the double come to the second defender. Do not run at/chase the double.

The defenders' position themselves as if they are making a "V" with their feet and trapping the ball carrier between them. It is critical for defenders to be on either side of the ball carrier, always remaining on the side they started on, so as not to cut each other off. Each defender has a specific responsibility when she's in a double team. One defender holds solid body position while the other defender tries to stick check and dislodge the ball. Throughout the double-team, the defenders are communicating: "I've got hold...I'm holding," and "I've got check...I'm checking." The pressure alone may force the attack player to drop the ball, make a bad pass, or hang her stick enough for a solid stick check. The defenders on the double team stay with the double team until they gain possession or the attack player passes the ball. Once the ball is passed, one defender must stay on the opponent while the other defender "re-sets" back into the settled defensive system looking for the open player. Her defensive teammates should be telling her where the open player is; most likely she's on the back side, or side of the field opposite the ball.

### Keys to double-teaming:

- Defenders must communicate with everyone
- On ball defender must dictate where the attacker is going
- On ball defender must keep hips square so dodger cannot get past the double
- Defenders must hold the double until they gain control of the ball or a pass is made - stay in the double!
- Defenders sticks must be up in the passing lanes and look for the block
- If an attacker passes the ball the double teaming defender must reset and find the open attacker

### *Re-setting is covered in the CEP Level 2 women's clinic*

### Error Detection and Correction

#### Error

Attacker runs through the double team

#### Correction

Defenders do not form a tight "V" with their feet, allow the defenders to practice forming the "V" and adjusting the double team as the attacker moves

#### Error

Attacker backs out of double and either passes or re-attacks

#### Correction

Defenders are not sticking with the double. Have the defenders follow the attacker as she pulls out keeping a strong double and having their sticks up

## LESSON 11.5:

# Goal Circle Defense

### Introducing the skill

A player who is defending an opponent behind the goal line extended is called a goal circle defender. There are certain rules she must be aware of, including violating shooting space and the 3 second violation. A defender may not step into the goal circle or have any part of her stick or body in the goal circle.

See your rule book for more on these violations. All players must know what is safe and legal defensive positioning by the goal cage.

A defender may follow her player behind the goal line extended; however, for younger age levels it is not recommended for goal circle defenders to follow their opponent behind the goal. All too often, a defender playing the ball behind gets beat and this results in the attacker rolling the goal circle undefended.

### Goal Circle Defense: Teaching the Skill

#### *Goal circle defenders must be able to:*

- Mark a player behind the cage who does NOT have the ball
- Mark a player behind the cage who has the ball and is looking to FEED.
- Mark a player behind the cage who has the ball and is looking to DRIVE and dodge

When marking a player behind the cage who **does NOT have the ball**, the goal circle defender must be aware of her opponent's movement behind the goal and must MIRROR her opponent's position in front of the cage.

Her stick is always UP and in the passing lane.

**\*\*While mirroring her opponent behind the cage, the goal circle defender must be aware of the shooting space violation.**

Smart attack players will try to get a goal circle defender caught on one side of the goal circle and try to beat them to the other side.

As the player behind moves to cut, the goal circle defender meets her outside of the 8-meter and looks to take her cut away, and prevent her from catching a pass.

As an off-ball defender, the goal circle defender marking a player behind who does not have the ball can also look to slide, at an angle (to avoid shooting space) to double-team the ball carrier.

She is always ready to chase a loose ball or a missed shot behind the cage. When defending a player behind the cage with the ball who is **looking to FEED**, the goal circle defender wants to keep the ball carrier in between her shoulders, keep her stick UP in the passing lane and watch the eyes of the ball carrier to anticipate a pass.

If a pass is attempted over the cage, she should turn to see where the pass is going to make sure she is not standing in the shooting lane of the receiver who may shoot. If she is, she will incur a shooting space violation.

When defending a feeder from behind the goal line extended, the goal circle defender must mirror her movements from one side of the goal to the other, with her stick UP in the passing lane and be prepared for the ball-carrier to dodge.

When defending a player behind the cage with the ball who is looking to DRIVE – the goal circle defender meets her opponent at the goal line extended and establishes on ball defensive positioning by being on the balls of the feet, feet about shoulder length apart, in a sitting position with an upright, active stick...arms away and elbows locked.



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**Tip:** Demonstrate where the shooting space is on the field by using a string which is attached to the goal cage posts and to the shooter's stick or waist. This will give players an idea of the shooter's "space" to the cage that they must stay out of.

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Making contact with the knuckles or forearm is critical. Lock the elbows and keep arms away from the body (so there is space to recover if need be), while keeping the stick up. Opponents will apply pressure physically as they try to get to the middle of the arc. It's the defender's job to hold her ground and, with her elbows locked, drive the attacker up and wide, using her legs and core strength. Focus on her hips, not her head, shoulder or stick. Keep the feet moving with short, quick steps, stay balanced, keeping the attacker in between the shoulders and listening for the double-team.

**Error:**

**Correction:**

**Error:**

**Correction:**

Observe if the defender is opening up her hips instead of stepping up the 8-meter line. Encourage the defender to keep her hips facing the sideline while stepping up the 8-meter line.

# MODULE III

## Team Development

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In this module you will be introduced to the basic concepts of team play. Lacrosse is a fast-paced game where the primary objective is to create a numerical advantage against the opponent by scoring goals; i.e. having more people attacking the goal than defending it. Your trainer will introduce each concept, demonstrate what it looks like on a field, and give you ideas for teaching these concepts to your players. Remember, all methods of teaching and coaching apply.

### **Lesson 12: Special Situations**

12.1: The 8-Meter  
12.2: The Draw

### **Lesson 13: Transition Offense**

### **Lesson 14: Transition Defense**

Please note - this clinic will not cover principles for settled defense and settled offense. These concepts will be covered in Level 2.



## LESSON 12: **Special Situations**



### **Introduction**

In this section you will be introduced to four different situations that occur in the women's game of lacrosse. These situations are the draw, the 8-meter shot, the indirect free position (12-meter), and the restraining line. It is your responsibility as a coach to understand the rules regarding these situations, clearly teach the rules to your players, and to prepare them to execute these situations on the field. Remember to always take into account age-appropriate teaching methods.

## LESSON 12.1:

# The 8-Meter

### Introducing the skill

A free position shot in women's lacrosse is similar to a foul shot in basketball. A free position shot is awarded to an offensive player when a defender commits a major foul (three-seconds, shooting space, etc.) inside the eight-meter arc.

The offensive player is placed eight-meters from the goal on one of the seven hash marks that are evenly placed around the eight-meter arc: the one that is closest to where the foul occurred.

Any players inside the arc must clear out of the arc at the closest point and be at least four meters from the fouled player.

The player who committed the foul is positioned on the twelve-meter fan directly behind the player with the ball. On the official's whistle to re-start play, the offensive player tries to score while the defensive players try to gain good defensive position to prevent or block the shot.

The offense needs a player committed to backing up the cage on an eight-meter shot. A missed shot can present another opportunity to score if your team can gain possession.

### Coaches' teaching cues

When the offensive player is positioned on the hash mark, encourage her to assess her offensive options:

- Are defenders on either side of her, or is one side freed up for her to move into that space?
- Is there an open teammate on the goal circle ready for a feed and can she communicate with her?
- Is there an open teammate anywhere on the 8-meter with a better opportunity to score?
- The ball carrier needs to assess her strength and energy levels. Midfielders might find themselves exhausted after running the field, and the best decision for them would be to not force the 8-meter shot, but rather to maintain possession by pulling the ball out and allowing the offense to work for a good scoring opportunity.
- Make a decision before the whistle blows.

### Teaching the skill

- Assume a "ready position" to explode to the cage or shoot as soon as the whistle blows.
- Can lead with either the right or left foot.
- Whichever foot is on the hash, the opposite foot is back for balance, the knees are bent and the player leans slightly forward on the balls of her feet ready to explode to the cage.
- Feet are not pointing directly at the cage, but are positioned at an angle that will allow the shooter to cut off defenders and free up her stick side.

### Take It In

The main offensive option on the eight-meter is to "take it in" – to release a shot a bit closer to the cage than the hash mark. Taking the ball in, even for just a couple steps, makes for a higher-percentage shot.

- Burst into the eight-meter arc at enough of an angle to cut off one defender while drifting away from the defender on the stick side.
- Have a quick release to avoid defensive pressure. Take between two-and-a-half to three steps inside the eight-meter and release the shot. Keep your feet moving!
- Shooting low is very effective.

- **Tip: Coaches, consider this!** The defender who committed the foul and is placed four meters behind the player with the ball can be a secret weapon. Instead of encouraging this player to check from behind on the shot, encourage her to break out, up-field. Now, in the event of a save, the goal keeper has an immediate outlet up-field in a position to start a fast break. If the shooter misses the cage, or there's a rebound, the defender who breaks up-field needs to get back in on defense.



## The Outside Shot

A well-placed outside bounce shot might catch a goal keeper by surprise.

- Assume a ready position on the eight-meter with shoulders turned to the sideline and stick back to shoot.
- On the whistle, the shooter takes one shuffle step inside the eight-meter at an angle away from the defender on her stick side and then releases. She rotates her hips, shoulders and arms, while snapping through the shot with her wrist. Keep your feet moving after the shot.
- Both bounce shots and risers are effective.

## Eight shooting tips for the 8-meter

1. Release the shot sooner rather than later.
2. Only shoot high if you have faked the goal keeper in the opposite direction.
3. Faking high and shooting low works.
4. Shooting at the goal keeper's feet does not work.
5. Looking at where you are shooting does not work: Keep your head and eyes up.
6. Always check around the 8-meter to see if there is an open teammate to pass the ball to who may have a better shot.
7. Assess whether defenders have taken your shot away and if it would be best to back out and maintain possession rather than force the shot.
8. Always cut off one defender as you "take it in." Look to move the goalkeeper before shooting!

## Defending 8-meter shots:

The defender who committed the foul, or the defender closest to where the foul occurred when the whistle is blown is placed 4 meters (on the 12-meter fan) behind the attacker who is taking the 8 meter shot.

Keys to share with your defenders for defending 8 meter shots:

- The stick -
  - Place both hands at the bottom of the stick.
  - Hold the stick up, perpendicular to the ground, but not inside the 8-meter arc.
- Get in position - Begin in a position that will allow a defender to move towards her attacker, similar to a sprinter's start with your dominant foot back.
- Forward angle - When the whistle blows, the defender should step into the 8 meter arc on a forward angle. She should look to block or alter the shot, not check the stick.
- Ground Balls - A defender should be ready to pick up any loose balls either dropped or blocked from the shooter.
- Shots - All defenders should be prepared for a shot that misses the goal or is deflected off of the goalkeeper.

## 12-Meter Free Positions

A free position from the 12-meter fan is taken when the defensive team commits a minor foul within the critical scoring area.

The defensive player who committed the foul is placed on the 8-meter arc facing the player with the ball, who is positioned on the 12-meter fan.

When the whistle blows, all players can move; however the ball must be played by a different player before it can be shot. This is called an "indirect" free position.

## LESSON 12.2:

# The Draw

### Introduction

At the beginning of each half and after each goal, players get in position for a “draw,” the women’s lacrosse version of a “jump ball.”

- The designated center goes to the middle of the center circle to prepare for the draw.
- Two additional teammates position themselves around the center circle; the additional players from her team must remain below the two restraining lines until the draw has been taken.
- Players may move outside of the circle and behind the restraining line. Once the whistle blows to begin play, any player may cross the line in an attempt to get the ball.
- The actual draw can be taken with either the right or left hand at the top of the stick as long as the player’s stick is between the ball and the goal that they are defending.

### Key Points of Emphasis

- Each team’s center must “toe the center line” (have one foot touching the centerline without going over it); however, they may choose to place both feet on the line.
- If a player is drawing with her right hand up she will position herself facing the goal she is attacking; if she is drawing left hand up, her back will face the goal she is attacking.
- The back sides of the opposing centers’ sticks are lined up and the ball is placed between them.
- Players must place a bit of pressure between to keep the ball in place.
- Once the umpire places the ball between the centers’ sticks, the players taking the draw must remain motionless until the whistle is blown. When the whistle blows, the centers either push and lift (when your right hand is up) or pull and lift (when your left hand is up) the ball over their heads and into the air by rotating their wrists and using the natural rotation of their body. The ball then is a loose ball and both teams try to gain possession.
- Play begins very quickly once the whistle blows so it is imperative that each player be aware of her position on the field and be prepared to play offense or defense immediately.
- All players should be aware of her opponent’s position on the field so she may either take advantage of a poorly positioned defender or recover to defend an open attacker.

### Drills and Activities for Teaching the Draw

- The actual skill of taking the draw can be practiced by placing your team into groups of three; two to take the draw and one to act as the umpire. The “umpire” can place the ball between and pretend to blow her whistle. The three players can rotate so each player gets to practice against different teammates.
- If you want to involve more players, have the players not involved with the actual draw positioned around a circle (of similar size to the center circle) to work on getting possession of the ball after the draw. The role of the other players is to step across and box out her opponent on the whistle- position and then possession.



## LESSON 13: **Transition Offense**



### **Introduction**

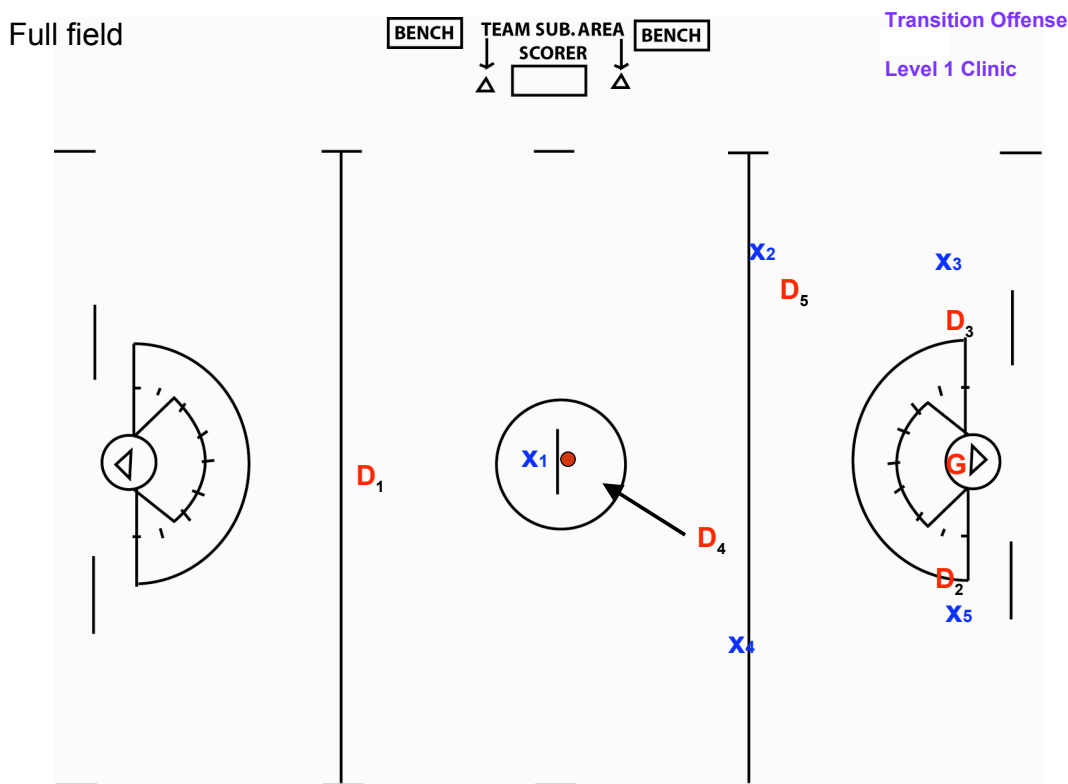
Transition offense is what your team is playing every time they have possession of the ball and the ball is not actually “settled” below the restraining line. In other words, play has not slowed down to the point where seven offensive players are working together to create scoring opportunities within the critical scoring area. The objective is to gain a numerical advantage over your opponent by running and passing the ball quickly down the field towards the goal.

Fast breaks can occur in several situations: off the draw, after a save is made by the goal keeper, when the ball is turned over by your opponent in the mid-field, and when a ball has rolled out of bounds and your team gains possession.

On a fast break the offense wants to score quickly before the defense has time to set up and stop or slow the attack.

## Key Points of Emphasis

- Players may carry or run the ball down the center or sides of the field (bringing the ball down the center is the ideal path).
- The player with the ball should carry it as long as she can until she receives defensive pressure; doing this will challenge the defense to read a player's next move.
- When the ball carrier receives pressure from a defender she should look to pass the ball to an open or loosely covered teammate.
- Offensive players without the ball should be working to get away from their defender in order to run towards, or "cut to" the player with the ball if the ball carrier is receiving defensive pressure.
- As the ball moves closer to the goal, the offense must recognize two things:
  - 1) Where the defense is positioned by reading their body and stick positioning.
  - 2) Which player is then in the best position to receive the ball and score a goal.



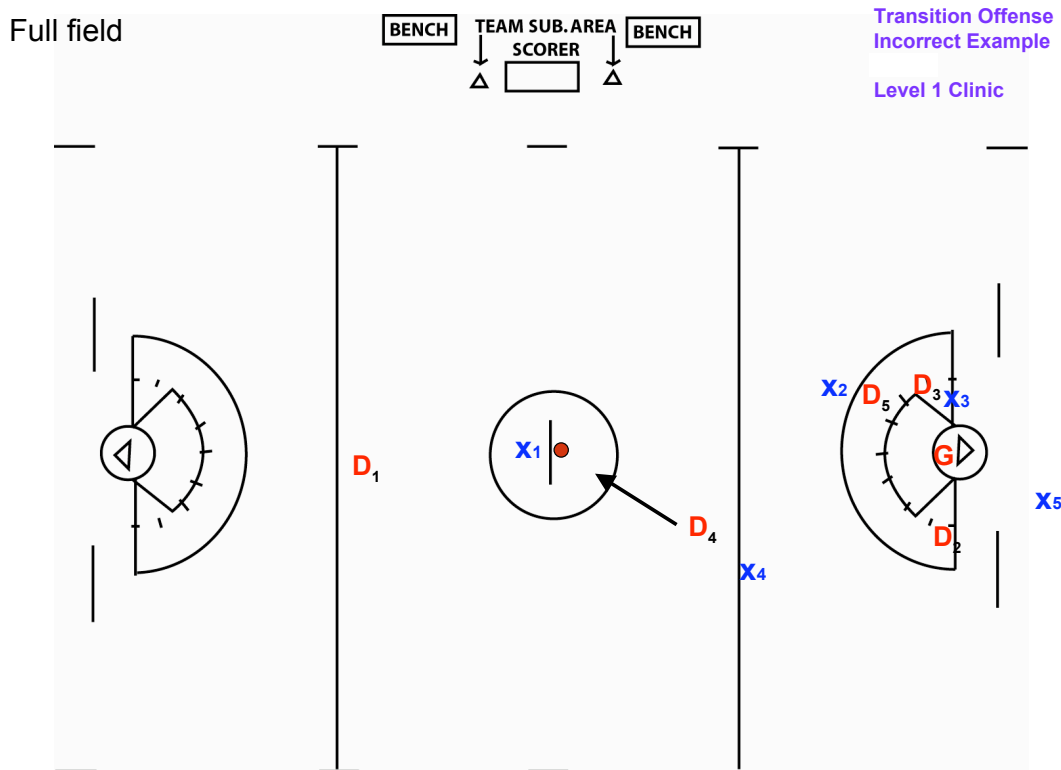
**X1** is heading down the center of the field and has drawn **D1** away from **X4** who should get ball from **X1**. Notice how all other offensive players are spread out give the offense many options.

12



## Error Detection

Attackers all stay in front of the goal cage as ball moves down the field.



X1 is heading down the center of the field and has drawn D1 away from X4 who should get ball from X1. Notice how all other offensive players are bunched up or out of the play behind the cage. 13

## Error Correction

Remind attack that the closer together they stand, the easier it is for fewer defenders to cover them. Encourage attack to stay spread out.

## Drills to Teach this Concept

Start with a 2 v 1, progress to 3 vs. 2, 4 vs. 3 These progressions can be run from the following situations:

- opposing team's goal keeper clear
- ground ball situation
- out of bounds call or a free position off the draw

## 2v1 Attack

A1: DRIVE, DRAW, DISH - Be dangerous!

A2: Get into a free passing lane to receive the dish (pass) and get an angle to shoot!



## LESSON 14:

# Transition Defense

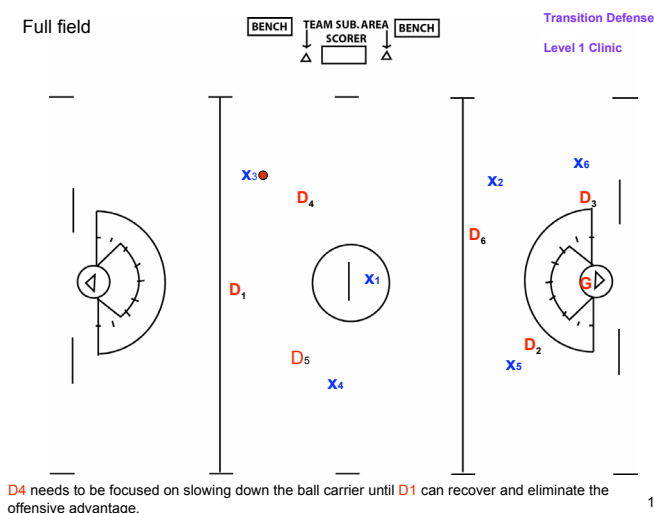


## Introduction

Transition defense is what the entire team plays every time the opponent has the ball and the ball is not actually “settled” below the restraining line. The objective of transition defense is to prevent the opponent’s attempt to move the ball down the field quickly in a “fast break” situation.

## Understanding the Player's Role in Transitional Defense

1. When your team is a player down, a player who is defending the girl with the ball only needs to slow her girl and the ball long enough for her teammates to recover and eliminate the offensive advantage.



2. If "off ball" (one pass away), a player can have one hand on the bottom of her stick and the stick should be positioned in the perceived passing lane between the girl with the ball and the defender's girl. A defender must always position herself between the goal and the girl she is defending.

3. Communication – Teach words and phrases like: "I have ball," "I have two," "help."

4. Sliding - a defender must be able to recognize situations where she needs to move or "slide" towards a player who is more dangerous than the girl she is marking.

5. Each player must know where the ball and her girl are on the field at all times so that they may position themselves to properly defend the fast break, their girl, and the goal.

6. Only within 12 meters do you leave your girl and move up field to take the ball carrier.

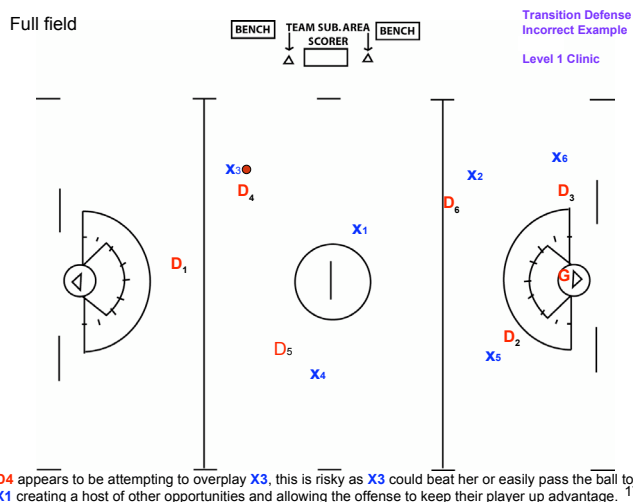
7. Try to force attackers to take a low angled shot.

### Error Detection

Opposing team is able to make one pass and take an easy shot.

### Error Correction

- Teach the timing of the slides and pressure on the ball. Most defenders are too late to decide and do not get into position soon enough.
- Teach defenders to anticipate a pass and begin to move before the pass.
- The on-ball defender must put pressure on the ball carrier and force the pass in one direction.
- Force the attackers to pass as many times as possible until your teammates can recover – buy time.
- Encourage your goalkeeper to be prepared to intercept a pass on the field.



## Drills to Teach This Concept:

1. Practice running transitional defense from the following situations -
  - Opposing team's goal keeper clear
  - Ground ball possession
  - An out of bounds call or free position
  - Off the draw
2. Build on the numbers game – start 3V2, then 4V3, then 5v4 and show the defense how the more players involved the easier it is for the defense.
3. Add recovering defenders at varied times from behind the ball carrier.

## Games

1. 3v2, 2v1 continuous – assign individual point values for an interception, block, possession, shot on goal, assist, and goal.
2. 4 v 4 with a neutral player – Play shortened field with 2 goalkeepers, neutral player is always on attack as the 5th offensive player.
3. Numbers – Select 2 teams with even numbers up to 5. Each team has 5 offensive possessions from the restraining line, then they switch to defense. Both teams, independent of each other, decide how many players to put out for each of the 5 possessions; however, each team must use the numbers 1, 2, 3, 4 or 5 out only once. Offense stands on the restraining line huddled in a group with one player having the ball. Defenders stand huddled together 5 yards inside the line. On the whistle, the pre-selected numbers of each team are alive to try to score. If defense gets possession, they must clear the ball over the line.

**Note:** This game provides recognition of the situation which could be one or more extra players on offense, defense, or even numbers.

# Appendix A

## Practice Plan - Sample 1

- OVERALL OBJECTIVES FOR THE DAY: What goals you want to achieve in practice today are listed here.
- OFFENSE TODAY: Specific objectives for the offense are listed here.
- DEFENSE TODAY: Specific objectives for the defense are listed here.
- GOALKEEPING TODAY: Goalkeeper objectives.

### REMINDERS:

Any announcement for the players and parents should be included here so the coach remembers to share them with the team.

### TEAMS:

If you are setting up drills or teams for practice, list them here so you can quickly organize your team during practice.

Time	Drill	Description	Diagram	Key skills/ words
Time per activity	Drill name	General description	Basic diagram	Key skills and teaching cues for players



# Appendix A

## Practice Plan - Sample 2

- OVERALL OBJECTIVES FOR THE DAY: Develop Defensive Techniques
- OFFENSE TODAY: Get free of your defender, make them work to cover or prevent you from passing, catching or shooting.
- DEFENSE TODAY: Gain the advantage through proper body positioning.
- GOALKEEPING TODAY: Communicate and assist defenders.

### REMINDERS:

Game at 9 AM be there 30 minutes before to warm up.

### TEAMS:

Time	Drill	Description	Diagram	Key skills/ words
10 min	Warm-up	Full Field Jog cradling with the ball Dynamic Stretching		
30 min	Stick-Ball warm up	Partner passing 5 player continuous ground ball shuttle World Cup Catching and Throwing Drill		Catch ball at the ear quick cradle and release throw to the target, make your pass catchable. Concentrate on being on the move all the time.
10 min	Defensive Footwork Drill	This is a simple game of chase. The attack player must not get caught by the defender. The defender can change direction and tries to tag the attacker. Neither player can penetrate the circle. Run this drill for time.		footwork change of direction timing reading the attacker
10 min	Defensive Box Drill	Players are set up in a 10 x 10 yard grid. The defender begins without a stick. The offensive player has a stick and a ball. The offensive player begins at the top of the box in the middle of the two cones. The defender is one sticks length away. On the whistle the offensive player attempts to get to the opposite side of the box (H) without turning over the ball. The defender wants to get up on her and forcing her to cradle on their weak side and lead her out of the box before she reaches the opposite side of the box.		footwork getting solid body positioning forcing the ball carrier cradling
10 min	Defensive Forcing Drill	Defender starts with the ball and rolls a ground ball to X1. Immediately D2 runs out and marks X1 on her strong side. X1 must continue across the 8 meter arc attempting to beat the defender and get a quality shot on the goalkeeper. He offensive player is not allowed to roll back. The defender wants to force the offensive player to cradle weak and lead her out of the 8 meter arc using proper footwork.		footwork marking getting up on a moving player groundball pick up goalkeeper skills shooting
20 min	7 v 7	Use defensive techniques taught today.		Offensive players should make the defenders work hard
5 min	Cool down	Light stretching, announcements for this weeks, games and practices.		

# Appendix B

## Parents' Guidelines for "Honoring the Game"

Below are suggestions that you can pass on to the parents of your players. By communicating these ideas, parents can help you create a positive youth sports culture so that players will have fun and learn positive character traits to last a lifetime.

### ***Before the Game:***

- Make a commitment to Honor the Game in action and language no matter what others may do.
- Tell your child before each game that you are proud of him or her regardless of how well he or she plays.

### ***During the Game:***

- Fill your children's "Emotional Tank" through praise and positive recognition so they can play their very best.
- Don't give instructions to your child during the game. Let the coach correct player mistakes.
- Cheer good plays by both teams (this is advanced behavior!)
- Mention good calls by the official to other parents.
- If an official makes a "bad" call against your team? Honor the Game—BE SILENT!
- If another parent on your team yells at an official? Gently remind him or her to Honor the Game.
- Don't do anything in the heat of the moment that you will regret after the game. Ask yourself, "Will this embarrass my child or the team?"
- Remember to have fun! Enjoy the game.

### ***After the Game:***

- Thank the officials for doing a difficult job for little or no pay.
- Thank the coaches for their commitment and effort.
- Don't give advice. Instead ask your child what he or she thought about the game and then LISTEN. Listening fills Emotional Tanks.
- Tell your child again that you are proud of him or her, whether the team won or lost.

# Appendix C

## SAFETY SCENARIOS

Each person should read and evaluate the scenarios below. Then decide if the specific situation is safe or unsafe. Follow with comments to support your decision and/or suggest changes to improve the situation.

1. You, the only coach, are on the practice field with 10-year old boys team. One of the players asks to go to the bathroom. You send him on his way to the gym. The gym is located across the street and out of sight of the field.
2. Your team of boys is practicing on a field in April when a thunderstorm approaches. One of the players says he sees a streak of lighting. Rather than run back to the gym a quarter mile away, you wait under a tree to see if the lighting continues.
3. The team practice is scheduled to be over at 5 pm. There are two players left at 5:10 pm and you, the coach, need to leave now to pick up your dog at the vet. One car arrives to pick up one player. You ask that parent to stay a few minutes longer with the last child so you can leave to get to the vet on time. The parent agrees to stay as long as necessary until the last child is picked up.
4. Today is the first day of practice for a 9-year old boys' team. Half the kids show up with new equipment and half arrive with used equipment. You, as coach, ask the old equipment players to suit up in all their equipment so you can inspect the condition of the different items.
5. You are coaching a team of 12-year old boys, and in the middle of practice you hear a scream from the other end of the field. You see your assistant coach running to a player who is lying on the field. You ask two players to go the side line and bring the cooler and your canvas bag to the injured player. You run down the field toward the injured player. Once there you see the player is grabbing his ankle and crying in pain. You try to calm him down and examine the ankle. In your judgment there appears to be an abnormally large lump on the outside of the ankle. You instruct your assistant to call the parent's phone number from your cell phone in the canvas bag. The parent's phone numbers are on the Medical Release form in your notebook in the canvas bag. You then administer basic first aid.
6. You are trying to start a new youth program so you advertise for coaches in a local newspaper. You then schedule a meeting to talk to all the interested people who have responded to your ad. At the meeting you ask everyone to fill out an application and consent to a background check. You hand out a job description and schedule personal interviews. One of the people asks "Why are we doing all this paperwork for a volunteer chance to work with kids in lacrosse?" How do you respond?
7. You and your assistant coach arrive at the field 15 minutes ahead of the players. As you are discussing what you are planning to teach today, you suggest a walk around the field to check the condition. At the far end of the field, a soccer cage is still on the field exactly where the lacrosse goal should be located. You and the assistant coach cannot move the soccer goal, it is too heavy. Should you have the kids help move the soccer goal or move the lacrosse goal to a different area of the field and practice from there? Why?
8. You are the head coach of a team of U15 boys and at practice the day before a game two of the boys ask if you can pick them up and drive them to the game because their parents cannot be there until half-time. How do you manage the situation to ensure the boys get to the game and that they are safe while removing yourself from any potential liability?
9. Your county is having a boys' youth lacrosse festival day. In between games, you and the assistant coach let the players wander off to the concessions and vendor area. You did tell them to be back to the designated team area by 11 AM. A parent walks by and asks "Where is my son? I thought you, as coaches, were responsible for him all day?" You respond, "He is over there somewhere, buying some food, I think."

# Appendix C

## Answers to Safety Questions

1. Response: UNSAFE - The best thing to do would be to call a potty/water break for everyone and all go to the gym together. If a parent is present that the coach knows well, the child could be taken to the bathroom by the parent. Ideally, a youth practice would have more than one adult coach present. The “buddy system” is not a wise choice for 10 year olds—OK for 13 years and up.
2. Response: UNSAFE - The best thing to do is leave the field at the first sign of lightning and go inside to the gym. In the absence of an indoor facility or if caught suddenly, cars are acceptable shelter as long as they are not convertibles.
3. Response: UNSAFE - Under no circumstance should a child be left under the supervision of another adult supervisor unless the parent is notified. The coach must stay until the parent comes. A call to find the parent is acceptable. The coach should not drive the child home.
4. Response: UNSAFE - All equipment whether new, loaned, rented or borrowed should be checked for proper fit on the first day of practice. Do not single a child out for unacceptable equipment. Call or schedule a meeting with the parent(s) and discuss what is needed.
5. Response: SAFE - Stop practice for everyone and tell your players to take a water break. Assess the injury for severity while your assistant calls the parent. Administer basic first aid. Don't move the injured part if possible, apply ice, add compression with an elastic wrap, elevate the injury if possible, and assess the level of shock. The parent and coach should decide how to transport the child to the hospital. In any life threatening injury, call 911 immediately.
6. Response: SAFE -Your answer should be, “As the administrator of this program, I am obligated to check the background of all the staff working with the kids.” In an ideal world we wouldn't need to do all this checking, but there is just too much going on in the world to not protect our kids to the fullest. Our kids are our most important concern here—not the coach.
7. Response: MOVE THE LACROSSE GOAL - Do not have the kids move the soccer goal. Too many injuries have occurred this way. If you can't move it yourself, change the location of the lacrosse goal or if parents volunteer to help move the soccer goal that is acceptable. Contact whoever is in charge of the fields and indicate that the soccer goal is a hazard and must be moved to a safe place before the next practice.
8. Response: UNSAFE - Do not take any players in your car or in the cars of any team personnel. The girls who need rides should ask parents who are driving to the game to take them or a parent driver can volunteer to drive them. Do not assign players to designated cars due to the liability issues involving the coaches. As the persons in charge and responsible for the girls safety, if a coach ASSIGNS players to designated cars then the coach is in fact saying that they as the coach have assumed some responsibility for determining if that parent is a safe enough driver to take others in the car. If the child makes the decision or the parent says “come with me” the decision and potential liability rests with the player or the parent. This is one of those “sticky” /grey issues when it comes to the coach and liability issues so you should try to remain removed from this realm. It is much better to have the parents decide who goes where or for the kids to decide themselves.
9. Response: UNSAFE - Between games the coach continues to be responsible for the entire team unless a child's parents are there to assume that responsibility. The ideal situation is for parents to take charge of their children between games. If the coaches are the only chaperones, the team must then stay together and any activity should be carefully planned and monitored for safety considerations.

# Appendix D: Sample Drills

For more drills or to download these drills online, visit the Level 1 Online Course reference section



## Coaches' Education Program Level 1 Online Course Reference Section Drill and Game Supplement

### World Cup Ground Ball Warm-Up

*Objective:* Improve ground ball pick-ups both toward and away. Enhances players' understanding of picking up ground balls on the move.



Once your players understand this drill you can use it as a fitness developing component in your practice. Players can execute the drill full speed for a time period then rest/recover and repeat the drill.

*Suggested space needed/equipment:* Depending on the size of your team you will need at least a 30 x 30 yard area for this drill. Sectioning off the area from the goal line extended to the restraining line and then splitting the field down the middle. Do not make the area too big. Keeping the space contained helps the players to focus on the skills needed to perform this drill. This size space keeps them aware of other players moving around them adding subtle pressure to the drill.

*Players needed:* Any number of players can be involved in this drill. They need to be matched up in pairs and it is always a good idea to switch partners during this drill at least one time.

#### *Description of Drill-Execution*

Players are put together in groups of two with one ball per group. The coach explains the drill and gives a good demonstration.

**Ground ball toward:** Players must be constantly moving during this drill. The players begin moving in the space with their partners and once everyone is moving the player with the ball rolls the ball toward their partner. They receive the ball using proper ground ball technique, accelerating through the pick up and cradling the ball off the ground. Once they have it the receiver then rolls the ball toward their partner who repeats the pick up completing one cycle.



# Appendix D

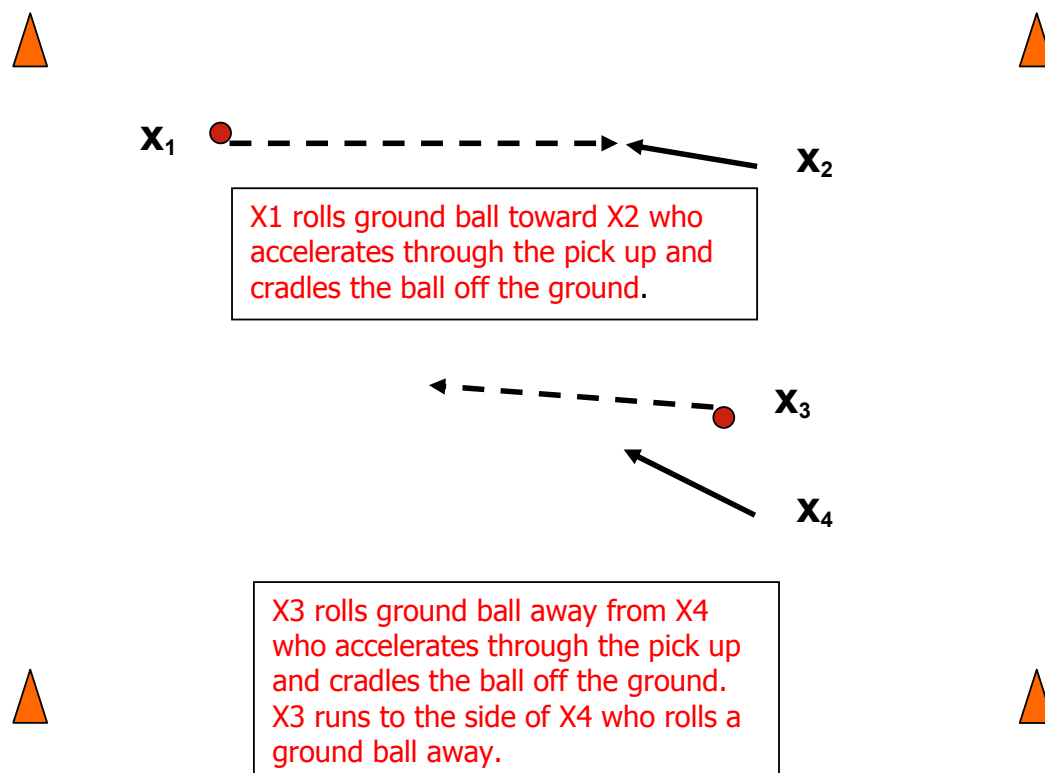
**Ground ball away:** Players must be constantly moving during this drill. The players begin moving in the space with their partners and once everyone is moving the player with the ball rolls the ball away from their partner. They receive the ball using proper ground ball technique, accelerating through the pick up and cradling the ball off the ground. Once they have it the receiver then rolls the ball away from their partner who repeats the pick up completing one cycle.

Drill key aspects:

1. players must be moving at all times
2. balls must be rolling during the pick up, no stationary balls
3. players must constantly be adjusting their positions to receive the ball

*Drill diagram*

30 x 30 yard area coned off



## Appendix D

### *Skills practiced*

1. ground ball pick up toward and away
2. accelerating through the pick-up
3. cradling and controlling the ball off the pick-up
4. alternating sides for the pick up

### *Variations/Progression/Increased difficulty (As your players improve their skills incorporate the following...)*

1. Alternate top hand allowing pick ups on both sides
2. Time the drill and give each pair a target number of pick-ups
3. Decrease the space placing more pressure on players and creating greater field awareness
4. Have players bounce the ball or roll it with greater force allowing for variations of pick-ups

*Goalie involvement:* Goalies participate in this drill.

### *Related drills:*

Competitive Ground Ball in 3's

Five Player Continuous Ground Ball Shuttle

# Appendix D

**Drill Name:** Star Drill

**Skills Practiced and introduction:**

- Throwing and Catching
- Ground balls
- Using both hands

**Suggested Equipment:**

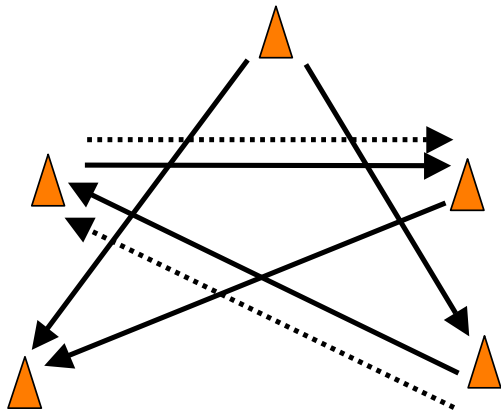
- 5 cones or markers to create the points of a star
- alternate setup: include a goal as an extra "point"

**Space needed:** 20 – 30 yards

**Players needed:** At least 10

**Set – up and execution:**

- Form a 5-pointed star with the cones; have at least 20 yards diameter. If incorporating a goal, position star so that there is a cone on either side of the crease, on goal line extended, and one opposite the goal (creating an imaginary line through the center of the drill); other two cones should be on either side of the imaginary center line (created by top cone and goal) and about half way between top cone and goal line extended.
- Players line up, evenly dispersed, behind each of the five cones, all lines should be facing center of the star, one line should have a ball.
- To begin, player with the ball passes to the first player in the line located 2 lines to his/her left then joins the back of that line.
- The player that received the ball passes to the first player in the line located 2 lines to his/her left and joins the back of that line. Drill continues in this manner for a length of time determined by the coach.
- If incorporating a goal, begin drill at the line directly right of the goal, players pass to the line two lines to their right and join the back of that line. When the ball is passed to the player in the fifth line (line directly opposite the goal), he/she takes a shot on goal instead of making a pass. Ball is then retrieved and drill begins again at the line directly right of the goal.



-Follow pass to next line or pass 2 to the left and move 1 to the right

**Coaching tips:**

- Adjust size of the star depending on skill level of players – larger for more advanced players, smaller for younger/lesser skilled players.

**Variations/Progression:**

As your players improve their skills incorporate the following:

- Vary type of catches (dominant, non-dominant, over the shoulder, ground balls, etc.) and alternate hand from right to left as skill level increases.
- When players reach a high skill level and are confident with running the drill, introduce a second or third ball to continue to challenge and sharpen skills.

Drill Author: Wendy Kridel, Bryn Mawr School.

# Appendix D



## Coaches' Education Program Level 1 Online Course Reference Section Drill and Game Supplement

### Shooting Shuttle Drill

*Objective:* Improve ability to shoot on the move. Enhance your ability to catch on the move and go to the cage for a quality shot.

This drill can be used as a follow-up to any shooting or catching drill.

*Suggested space needed/equipment:* You will want to use the area around the 8 meter arc.

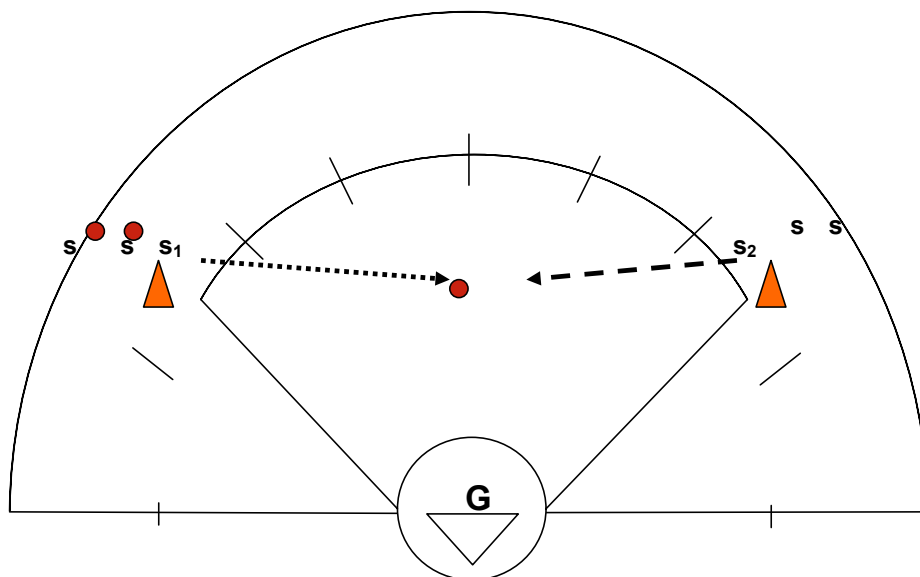
*Players needed:* Ten players and a goalie can be involved in this drill. High safety alert: any time there is shooting going on the players should be watching the ball at all times.

*Description of Drill-Execution* This is a simple shuttle with one line having all the balls and being responsible for passing the ball to players in the opposite line. Once a player receives a pass they should take a shot on the cage. Players rotate from passing to shooting lines continuously.

Drill key aspects:

1. shooter needs to ask for the ball and catch the pass on the run
2. shooter should have stick on the correct side of body to catch the pass
3. shooter should lock on the target after they catch pass
4. shooter should get shot off quickly and on the move
5. shooters should try to move the goalie after they receive the pass while they are setting up to shoot
6. feeder should make a quality pass leading the shooter
7. goalies should follow the ball and set up to stop shots from the shooter

# Appendix D



S1 passes the ball to S2 who is cutting across the 8 meter arc. S2 shoots and then goes to the end of the passing line. After passers make their pass they move to a shooting line.

## *Skills practiced*

1. shot accuracy
2. catching pass on the move
3. moving the goalie
4. creative shot menu
5. passing

## *Variations/Progression/Increased difficulty (As your players improve their skills incorporate the following...)*

1. shoot at targets (if no goalie)
2. shoot off weak side
3. add goalie clear if they make the save to shooter cutting away from the goal

*Goalie involvement:* Full

*Related drills:* Crossing Shooting Drill

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# Appendix D



## Coaches' Education Program Level 1 Online Course Reference Section Drill and Game Supplement

### Simple Dodging Drill

*Objective:* Improve player's ability time when to dodge. Enhance players understanding of how to dodge and protect the stick and ball from the defender.

This drill is simple but often a key step in teaching a pull dodge. It allows beginners to time when they should start their dodge. This is a continuous drill so players keep running cradling and dodging. High safety alert: any time there are players running close together there is a chance of injury. Make sure all players understand this drill.

*Suggested space needed/equipment:* 30 yard by 30 yard area. Cones and balls.

*Players needed:* The whole team can do this.

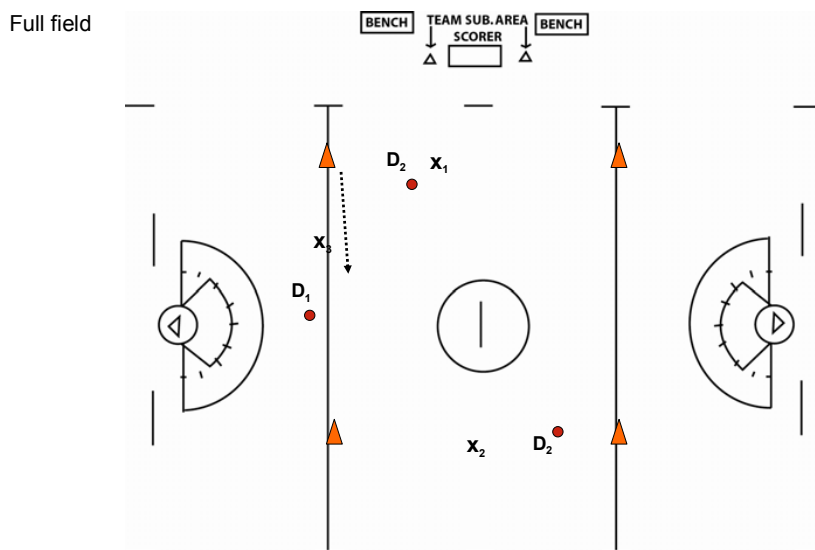
#### *Description of Drill-Execution*

The players spread out around the square and are at least 10 feet apart. Half the players will go clockwise around the square the other players will be moving counter clockwise. The clockwise group will be the dodgers and they will begin by cradling on their right side. The counter clockwise group will be the defenders. As the dodgers come up on a defender they must execute a pull dodge to protect their stick from the defender who puts a little pressure on them. The dodgers always move to the outside of the defender. After the dodger passes the defender and seals them off they bring their stick back to the right side and cradle until they meet and other defender.

Drill key aspects:

1. keep moving and cradling
2. establish good body positioning for the dodge
3. wait until the defender is close enough to dodge
4. defenders time their pressure and try to create a ground ball

# Appendix D



The D's are all traveling clockwise while the X's are going counter clockwise. As D2 comes up on X1 she performs a pull dodge and goes to the left of X1. The recovers and continues to cradle.

## *Skills practiced*

1. cradling
2. pull dodge
3. adding defensive pressure
4. creating a turnover

## *Variations/Progression/Increased difficulty (As your players improve their skills incorporate the following...)*

1. keep score, how many turnovers
2. adjust speed of running
3. travel in opposite direction and cradle with left hand up

**Goalie involvement:** Full, goalies should be involved in this drill

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# Appendix D



## Coaches' Education Program Level 1 Online Course Reference Section Drill and Game Supplement

### Block that Pass Drill

This drill can be used as a high level passing and catching drill, but in this case it can be used as a blocking drill. Due to the nature of this drill it may require the coach to hand feed or pass the ball to beginner level players.

*Objective:* Improve player's ability to block passes and ultimately create a turnover. Enhance players understanding of getting their stick in the passing lane to block passes and or create turnovers.

This drill can be used when teaching defensive play or transition defense. This drill forces the defenders to work together in a live setting. If a defender blocks the pass and creates a turnover that results in a ground ball the non blocking defender should be quick to pick up the ground ball. High safety alert: any time there are players waiting in line they all should be watching the ball.

*Suggested space needed/equipment:* 10 yard by 25 yard area/Cones and balls.

*Players needed:* Ten players per group are needed for this drill.

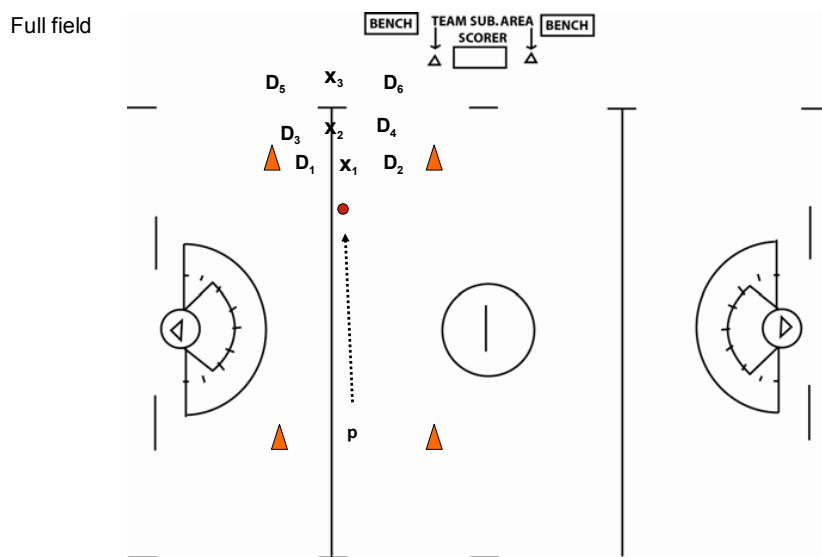
#### *Description of Drill-Execution (matches and explains diagram)*

Three lines of players are at one end of the grid. These players are side by side about one stick length apart. The outside players are defenders who are trying to block a pass, create a turnover, and pick up any ground ball. The middle player is receiving an accurate pass from a player at the other end of the grid 20-25 yards away. The player passing the ball says go which releases the two defenders and the receiver. For beginner players, the coach can hand feed the ball or pass the ball depending on the player's skill level.

Drill key aspects:

1. passer must make an accurate pass
2. defenders must have good body position
3. defenders should have sticks in the passing lane for the block
4. defenders should have top hand on the side next to the defender
5. defenders should be ready to pick up a ground ball
6. receiver must have stick out in front of her
7. receiver must catch and cradle the ball then run away from the defenders

# Appendix D



P is passing the ball to X1. D1 & D2 are attempting to block the pass and create a turn over. After drill sequence is complete X1 becomes the next passer (P).

## *Skills practiced*

1. passing
2. filling the passing lane with sticks
3. blocking the ball
4. creating a bad pass/turnover opportunity
5. catching under pressure
6. running through the catch

## *Variations/Progression/Increased difficulty (As your players improve their skills incorporate the following...)*

1. have the defenders break the ball out if they create a turn over
2. allow the offensive player to go to goal if they catch it and have defenders play defense

*Goalie involvement:* Full, goalies should be involved in this drill

*Related drills:* Blocking Drill

# Appendix D



## Coaches' Education Program Level 1 Online Course Reference Section Drill and Game Supplement

### Defensive Box Drill

*Objective:* Improve player's ability to defend the offensive player. Enhance understanding of defensive positioning and forcing the ball carrier as the move on the field.

This drill should be considered a foundation drill for players who are learning how to play proper defense. There are so many options off this drill. Coaches are encouraged to increase the difficulty and enhance learning.

*Suggested space needed/equipment:* 10 yard by 10 yard area. Cones and balls.

*Players needed:* Two players per group are needed for this drill. The whole field can be used to set these grids up and have the team practicing.

#### *Description of Drill*

Players are set up in a 10 x 10 yard grid. The defender begins without a stick. The offensive player has a stick and a ball. The offensive player begins at the top of the box in the middle of the two cones. The defender is one stick length away. On the whistle the offensive player attempts to get to the opposite side of the box (H) without turning over the ball. The defender wants to get up on the offender and force her to cradle on her weak side and lead her out of the box before she reaches the opposite side of the box.

It is key that the defender understands proper footwork and defensive body position. The defender does not want to end up chasing the offensive player. They want to be leading the offensive player. The defender gets a point for a ball that is dropped, a point for forcing the offensive player out on their weak side, and a point if the offensive player has to cradle weak. The offensive player gets 2 points if they reach the opposite side of the grid and a bonus point if they switched to their weak side and cradled without turning over the ball.

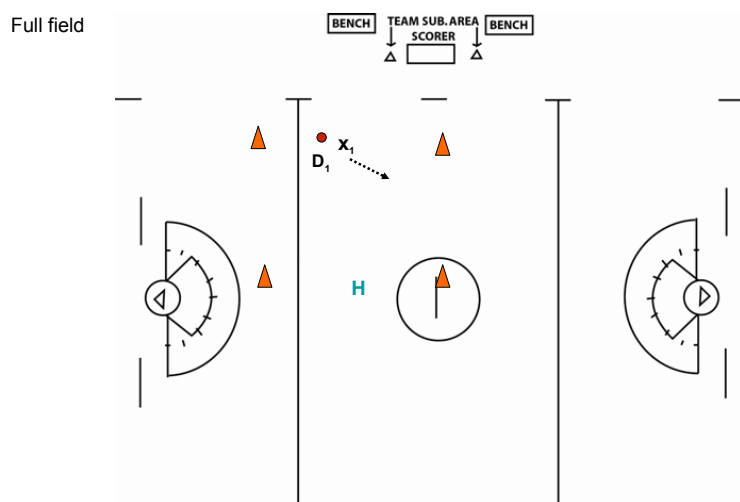


# Appendix D

Drill key aspects:

1. defender must use good footwork
2. defender set up on the offensive players strong side
3. defender must lead their player out of the grid
4. offensive player must keep moving and cradling
5. offensive player must be creative to get by defender

*Drill diagram*



X1 is trying to make her way to the **H** on the opposite side of the grid. D1 is set up on her strong side and trying to lead/force her out of the grid on her weak side.

*Skills practiced*

1. footwork
2. getting solid body positioning
3. forcing the ball carrier
4. cradling

*Variations/Progression/Increased difficulty (As your players improve their skills incorporate the following...)*

1. allow defenders to use stick holding it upside down
2. allow defenders to use stick normally

*Goalie involvement:* Full, goalies should be involved in this drill

*Related drills:* Pivot Drill

# Appendix D



## Coaches' Education Program Level 1 Online Course Reference Section Drill and Game Supplement

### Groundball Checking Drill

*Objective:* Improve player's ability to pick up ground balls and check an opponent's stick when the opportunity arises. Enhance players understanding of how, when and why to check a player on a ground ball pick up.

This drill can be used when teaching defensive play or transition defense especially in a groundball situation. Players should gain skills associated with defensive play and ground ball pick up before they use any checking drills. Coaches should focus players on making a check and then recovering the ball. High safety alert: any time there are players checking there is potential for injury, please make sure that players understand all the rules around this skill and how to do it properly.

*Suggested space needed/equipment:* 10 yard by 25 yard area. Cones and balls.

*Players needed:* Five players per group are needed for this drill.

#### *Description of Drill-Execution*

This is a drill that you can run as a conditioning drill with five players moving fairly quickly. It is a drill that players run themselves so the coach can attend to the players and help them with any error correction that is needed. Three players are set up side by side at one end of the grid. The player in the middle has the ball. She rolls the ball away from the players on either side of her and they take off attempting to retrieve the groundball. Once one player has control of the ball the other player looks to create a turnover and tries make the check and then gain control of the ball. If the player has an opportunity to check they should use the "Out and Away" check. This is a great check that allows you to dislodge the ball and then maintain great body position on the player you just created a turnover with.

The key with this check is that it will propel the ball out and in front of you so you can easily pick it up with good body position.

Once one player maintains possession the two players head to the opposite end of the grid from where they started. Two players are down at the opposite end are waiting until the player with the ball reaches them. The player with the ball rolls the ground ball out for these two players to go after. The sequence continues.

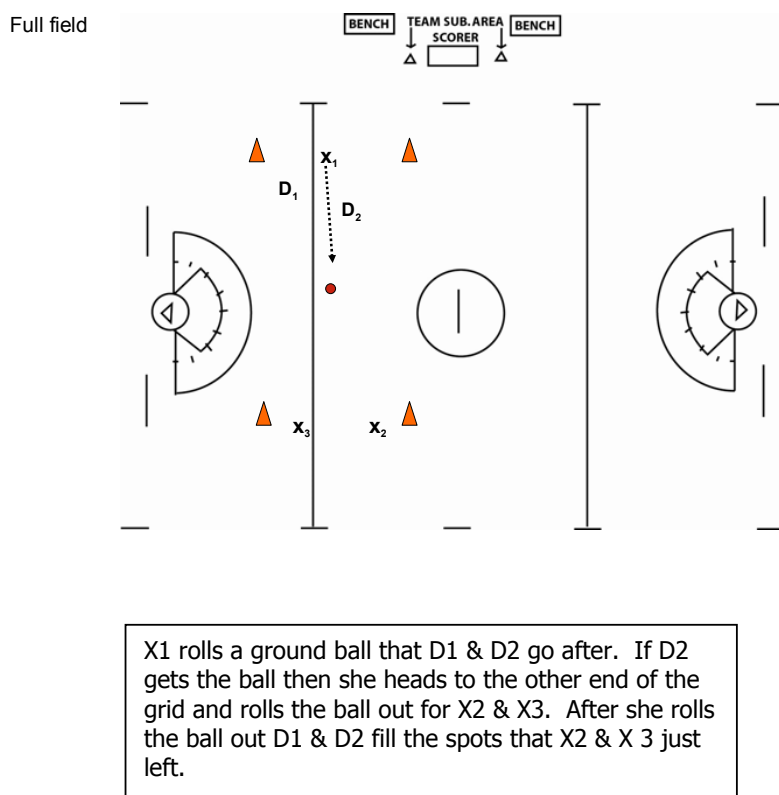
# Appendix D

It is advisable to practice this particular drill with out checking so all players understand the pattern of the drill.

Drill key aspects:

1. keep moving and running through groundball pick-ups
2. establish good body positioning to minimize the chance of getting checked
3. wait until the player has the ball in her crosse before checking
4. make sure the check is out and away
5. once you check and dislodge the ball box your player out while you attempt to get the ball in your crosse

*Drill diagram*



*Skills practiced*

1. groundball pick up
2. getting solid body positioning
3. checking
4. creating a turnover
5. groundball pick up under pressure

*Variations/Progression/Increased difficulty (As your players improve their skills incorporate the following...)*

1. keep score, how many turnovers
2. run drill for time as a fitness drill

*Goalie involvement:* Full, goalies should be involved in this drill

*Related drills:* Pivot Drill

# Appendix D



## Coaches' Education Program Level 1 Online Course Reference Section Drill and Game Supplement

### Goalkeeper Shot Drill

*Objective:* Improve goalkeeper's ability to watch the ball and make a save from a player moving across the cage.

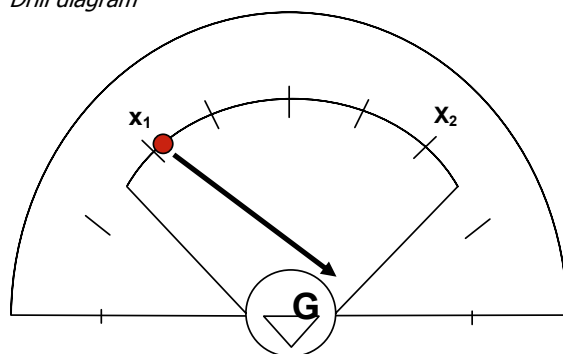
*Suggested space needed/equipment:* Use inside the 12 meter fan for this drill.

*Players needed:* Six to eight players and a goalkeeper.

#### *Description of Drill-Execution*

One player starts with the ball at one high corner of the 8 meter arc. They cradle and run across the arc to a point low and off to the far side of the cage. The shooter can shoot at any time. The goalkeeper must work the angles as the shooter moves to take the shot. The lines alternate shooting.

#### *Drill diagram*



X1 is moving across the cage and taking a shot on the run. The goalkeeper must adjust to the shooter's movement and work the angles.

#### Skills practiced

1. moving from side to side
2. working the angles
3. step step technique
4. shooting

Variations/Progression/Increased difficulty (As your players improve their skills incorporate the following...)

1. add goalkeeper clear if she makes the save
2. add defender

Goalkeeper involvement: Full.

Related drills: Goalkeeper Reaction Drill

# Glossary

**8M or Arc** – The area in front of the goal marked by two straight lines extending 45 degrees from the edge of either side of the goal circle at the goal line connected by a line in the shape of an arc that is 8 meters in front of the goal line.

**12M or Fan** – A semi-circle shaped area in front of the goal that is marked by an arc that is 12 meters from the goal line, and two straight lines extending from the edge of either side of the goal circle at the goal line connected by the 12 meter arc. The line of the 12 meter fan is outside the 8 meter arc.

**Attack/Offense** – The offensive team.

**Checking** – Stick checking is the repeated tapping or a repeated push/pull motion of a defender's stick in an attempt to dislodge the ball from the ball carrier's stick.

**Clear** – A pass usually coming from the goal keeper to advance the ball from the defensive end of the field to the offensive end of the field.

**Goal circle** – The circle with a 8.5 foot radius that surrounds the goal; this is the home of the goal keeper and certain rules apply about who can enter the goal circle and when.

**Critical scoring area** – The area around and behind the goal (usually 15 square yards in front of the goal and 10 square yards behind the goal) where the attack attempts to execute plays to score goals. This space is also used in the evaluation of shooting space.

**Cutting** – The movement of a player to get free from an opponent so one may have enough clear space to receive a pass from a teammate, or creates free space for another teammate to move into.

**Defense** – The team not in possession of the ball, attempting to prevent the attack from scoring goals.

**Direct free position** – The result of a major foul in which the fouled player with the ball may shoot immediately, run, or pass the ball to a teammate.

**Fast break** – A team's attempt to gain a numerical advantage over their opponent by moving the ball quickly down the field as a team by running and passing it towards the goal .

**Free space/lane** – The space in front of a player with the ball that extends to the outside of either side of the goal circle.

**Goal Line** – The line on the field painted between the two goal posts to indicate the plane of the goal face. The ball must cross this line and the plane of the goal to be a valid goal.

**Goal line extended (GLE)** – An imaginary line that extends from the either side of the goal line to the sidelines of the field.

**Indirect free position** – The result of a minor foul in which the player awarded the ball may not shoot immediately and must either pass the ball to a teammate or wait to shoot the ball until a defender has checked her stick.

**Mark** – To defend one player within one arm and stick's length of that player.

**Modified Checking** – Checking of an opponent's stick if it is below shoulder level, and a downward motion away from the opponent's body is used. Pocket – The part of the stick in which the ball rests.

**"One pass away"** – A offensive or defensive player is defined as "one pass away" when they are the offensive or defensive player (marking the offensive player who is also "one pass away") on either side of the player with the ball, and may be the next player to receive a pass or defend a pass from the ball carrier.

**Restraining Line** – A painted line across the field 30 yds. from each goal line marking the limit of the offensive area where only 7 offensive players and 8 defensive players (including the goal keeper) may be located when the offensive is attacking their opponents goal.

**Slide** – A move by a defender to leave one player to mark a more dangerous opponent.



# Level 1 Instructional Clinic Evaluation Form:

May we use the comments on this evaluation for marketing and promotional purposes?

Yes \_\_\_\_\_ No \_\_\_\_\_

May we attribute your name to your comments in marketing materials? Name (optional) \_\_\_\_\_

Yes \_\_\_\_\_ No \_\_\_\_\_

Circle one: Boys' Clinic \_\_\_\_\_ Girls' Clinic \_\_\_\_\_

Date of Clinic: \_\_\_\_\_ Location of Clinic: \_\_\_\_\_

Name of Trainer: \_\_\_\_\_

Age of players you coach or hope to coach: \_\_\_\_\_

Name of league you coach with: \_\_\_\_\_

Will you pursue USL Level 2 CEP certification? Yes \_\_\_\_\_ No \_\_\_\_\_ Undecided \_\_\_\_\_

Did this clinic meet your needs? Yes \_\_\_\_\_ No \_\_\_\_\_

Do you feel the information presented in this clinic will help you be a better coach? Yes \_\_\_\_\_ No \_\_\_\_\_

## Please rate the following on the scale below:

5 Excellent - 4 Very Good - 3 Good - 2 Mediocre - 1 Poor - Not applicable/I don't know

Overall clinic	5	4	3	2	1	
Classroom sessions	5	4	3	2	1	NA
Live field sessions	5	4	3	2	1	NA
Trainer enthusiasm & knowledge	5	4	3	2	1	NA
Trainer shared tips for teaching skills effectively	5	4	3	2	1	NA
Trainer was receptive to questions and answered them knowledgeably	5	4	3	2	1	NA
Workbook materials	5	4	3	2	1	NA

(See back for complete evaluation)

# Check out card:

## PLEASE PRINT

You MUST submit this card to your trainer before leaving this clinic to receive credit for attendance. Please be sure to fill out all information clearly and legibly.

Circle one:

Men's Clinic \_\_\_\_\_ Women's Clinic \_\_\_\_\_

Last Name \_\_\_\_\_ First Name \_\_\_\_\_

Birthdate (MM/DD/YY) \_\_\_\_\_

USL Member # (if known) \_\_\_\_\_

Contact e-mail \_\_\_\_\_ (in case of processing questions)

Clinic Date \_\_\_\_\_ Site (City, State) \_\_\_\_\_

Trainer Name \_\_\_\_\_

Trainer only: Time out

US Lacrosse will input your attendance information from this card into your database record. This will make you eligible for further Coaching Education Program discounts and also ensure that you will have this event credited toward certification should you chose to pursue this opportunity when it is available.

**Please rate the content of this clinic:**

Too Much                      Just Right                      Too Little  
Comments:

How much did you learn in this clinic?  
Much                      Some                      Very Little  
Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What was the most useful/informative part of this clinic? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What was the least useful/informative part of this clinic? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How did you hear about this clinic?  
\_\_ US Lacrosse website  
\_\_ E-news or e-mail from US Lacrosse  
\_\_ Word of mouth  
\_\_ Lacrosse Magazine  
\_\_ Other, please specify \_\_\_\_\_

How can we improve this clinic in the future? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional comments on this clinic: \_\_\_\_\_  
\_\_\_\_\_  
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