

An action shot of lacrosse players in blue jerseys on a green field. The player in the foreground has "MANNY" and the number "4" on his jersey. Other players are visible in the background, some with "adidas" and "ARGH" logos. The image is overlaid with a dark blue banner on the left and a large orange diagonal shape at the bottom.

**NC
LACROSSE
COACHING MANUAL**

2020

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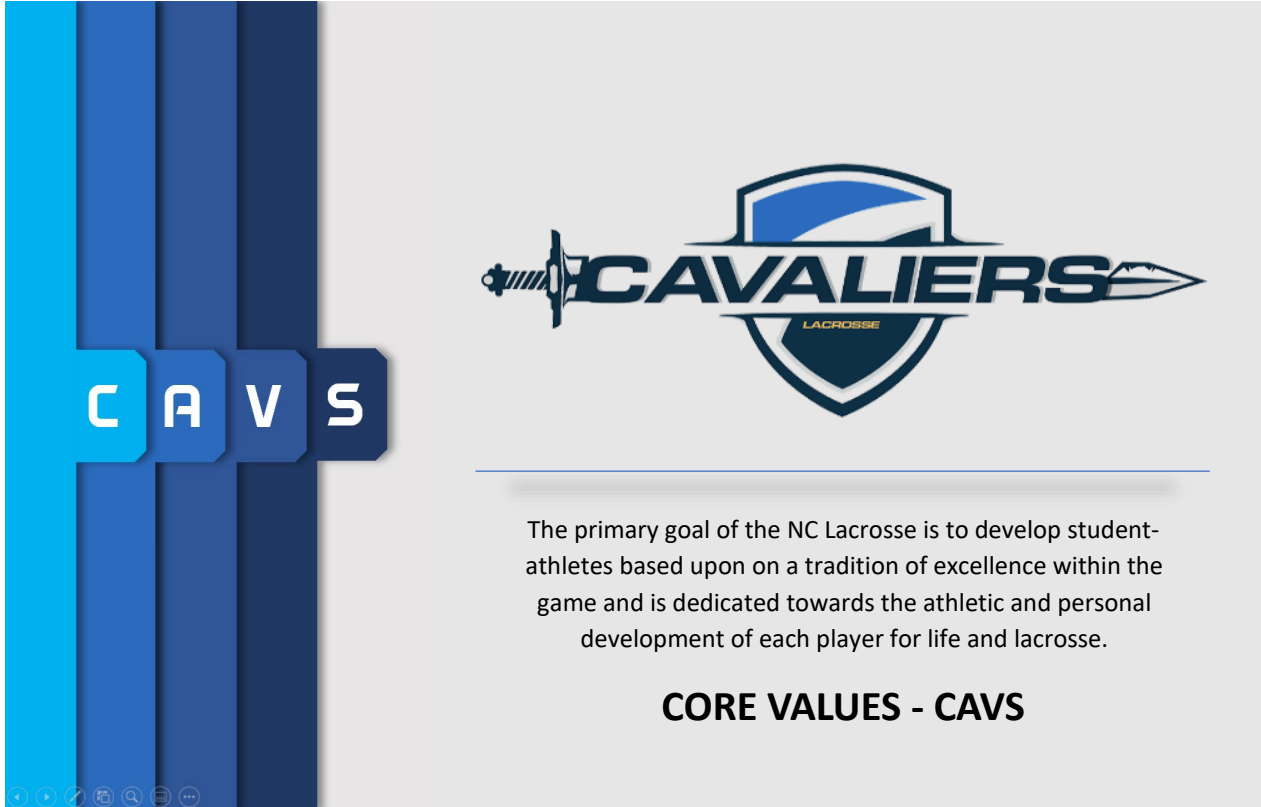
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1. NCL Youth Lacrosse Philosophy



The primary goal of the NC Lacrosse is to develop student-athletes based upon on a tradition of excellence within the game and is dedicated towards the athletic and personal development of each player for life and lacrosse.

CORE VALUES - CAVS

Founded in 2006, North County Lacrosse, a 501(c)(3) nonprofit organization, works to create positive change in the lives of young people through lacrosse. The organization’s mission is to build a community that inspires and empowers youth to excel in life and lax. We achieve our mission through a wide variety of programs designed to develop character, build self-confidence, and instill a sense of community.

Program offerings include summer camps, year-round skill training, leagues, tournaments, special events, travel teams, in-school physical education programs, after-school programs, a youth leadership development programs, scholarship fund and several other “Grow the Game” initiatives including training of community leaders, coaches, and referees.

Each work together to provide valuable life and perspective-changing experiences to wide range of youth who come from a diverse array of socio-economic and cultural backgrounds across Whatcom County. We also partner with and provide support to other local and state youth programs.

The primary goal of the North County Lacrosse (NCL) is to develop youth and student-athletes based upon on a tradition of excellence within the game and dedicated to the lifelong engagement of athletic and personal development of those in our community.

NCL will strive to make its lacrosse programming inclusive and accessible to families. NCL is dedicated to the skill development of our participants without emphasis on a team's winning record. NCL will endeavor to instill the values of sportsmanship, respect, teamwork, fair play and a love of the sport of lacrosse for players, coaches and officials. NCL believes that sportsmanship is a way of life and will set an example of good sportsmanship and friendly competition for our young players. NCL Youth Lacrosse is an active member of US Lacrosse, SafeSport, and the Positive Coaching Alliance.

In the spirit of this philosophy, we have composed guidelines for our coaches that are designed to help them with the practical challenges of coaching and to clarify expectations regarding the execution of our curriculum. This manual will attempt to provide a framework that our coaches are meant to follow in order to provide continuity across the program in ways that promote best practices as defined through feedback among the NCL coaching staff as well as guidelines from organizations such as US Lacrosse and Positive Coaching Alliance. While each coach will contribute his or her own style to teaching lacrosse, the NCL Board believes that certain standards should be pervasive across the program and help set a tone of excellence that will continue to endure over the years among all NCL lacrosse participants.

We hope the manual will become a "living document" such that each year participants in the youth program can add constructive feedback based on their own experiences. This will improve our program for future players, coaches, and parents with the aim of making youth lacrosse in NCL among the best possible lacrosse experience available anywhere.

Our Daily goal is to have coaches, players, and family develop the following characteristics and develop age appropriate philosophy to reinforce this at age appropriate levels on their teams.

- Show Up
- Pay Attention to Details
- Be the Best that YOU can be
- Care deeply about those around you and the sport.

2. Coaching Requirements

In an effort to maintain the highest level of coaching experience for staff and players, the following are requirements for all NCL Youth and High School Lacrosse coaches for the season:

Head Coaches

- Head coaches for each grade must be sponsored by the NCL Board through the Program Athletic Director. Walk-on personnel shall not be permitted on the practice or game field without express, prior permission of the President or Athletic Director
- Assignment of head coaches shall be made at the sole discretion of the Athletic Director based on the recommendations made by committee or Board and parent/player feedback.
- Head coaches will be selected based on positive attitude, communication skills, leadership qualities, technical knowledge and support of NCL objectives.
- Head coaches will be responsible for the assembly selection of their own coaching staffs; no coaching staff, including the head coach, shall not exceed (3) total members.
- A head coach who wishes to return as the head coach in the same position in an ensuing season, he will be given the right of first refusal to serve in that same position granted he remains in good standing with NCL and reviewed annually by the Athletic Director.
- Completion of the New Coaching Familiarization Course by the Athletic Director and US Lacrosse Level 1 online course. This can be found at www.uslacrosse.org.
- Review, sign, and follow the NCL Coach's Code of Conduct.
- Review of this manual and NFHS and, or Boys\Girls Youth Rules.
- Communication. Our program will not be successful unless coaches communicate with players, parents, and each other. Coaches who receive a verbal or written complaint must report to the Youth Coordinator or Athletic Director in 24 hours.
- It may be necessary and is recommended that the head coach document player attendance, performance, behavior, etc. in this context; head coaches shall handle all complaints, comments or other communications from parents of players; any attempt by parents to circumvent dealing with a head coach regarding complaints, etc. by addressing them with a staff member, other parents, board members or any other NCL volunteer shall be subject to violation of the NCL Code of Conduct.
- The procedure and process for reporting complaints is contained in the appendix of this manual and available online on the NCL Website and must be followed for properly handling player privacy.

All Coaches

- All coaches must participate in a Positive Coaching Alliance (PCA) “Double Goal Coaching” session. This can be done in person, as provided by the NCL board prior to the beginning of each season, or on line through PCA’s website at: www.positivecoach.org.
- All coaches must participate in the NCL Abuse Prevention or Safe Sport Program as determined by the Athletic Director.

In addition, NCL Board highly recommends that coaches develop the following characteristics:

- Work towards becoming a fully certified US Lacrosse Level 1 certified as a lacrosse coach. This includes completing the two required programs outlined above (PCA and US Lacrosse Level 1 online course) AND attending one in-person US Lacrosse Instructional Clinic. Dates and times for such clinics are available at www.uslacrosse.org.
- Provide a written summary of what worked and did not at the end of the season to the NCL Athletic Director so that we can document feedback for future coaching development of each grade.

General Expectations for youth coaching based on age-appropriate development

Active for Life Long Term	Training to Win <small>Select</small>	Males 16 + Females 14 +	Elite Sport Development
	Training to Compete	Males 15 - 21 Females 16 - 23	Emphasis: Physical and Mental Capability
	Training to Train	Males 12 - 16 Females 11 - 15	
Physical Literacy Injury Prevention	Learning to Train	Boys 9 - 12 Girls 8 - 11	Emphasis: Physical and Mental Capability
	“FUN”damentals	Boys 6 - 9 Girls 6 - 8	
	Active Start Physical Motor Skill	Boys 0 - 6 Girls 0 - 6	Basic Movement Skill

High School: Train to Win

- **Competitive:** Players are now fine tuning their lacrosse skills under a variety of competitive conditions in a game format that mirrors adult play. Along with continued refinement of advanced techniques, players work to develop their tactical awareness, discipline and mental toughness. They are honing their performance in competition during this stage. Athletes may start to focus on one or two key sports or continue with a variety of physical activities.

7-8 Middle School U14: Train to Compete

- **Emerging Competition:** This is the stage in which we make or break the athlete; when children choose to continue participation in the sport. This is the time for developing strong technical skills and is the dawning of tactical awareness. Players are also introduced to concepts like mental preparation, goal setting, and coping with winning and losing. Players learn advanced technical skills and position-specific techniques. The major focus is on applying skills, strategies and tactics from practice to competitive situations. Athletes participate in several sports throughout the year or in a variety of physical activities.

5/6 Youth U12: Train to Train

- **Foundations:** This is the “golden age” of learning and sport skill development. Children become less self-centered and are able to reflect on their actions and learn from their mistakes. This is the optimal time to learn and build a large repertoire of lacrosse-specific skills and learn the basic principles of play in a fun, challenging environment. Players sample many physical activities and sports in addition to lacrosse.

3/4 Youth U10: Fundamentals

- **Fundamentals:** Allows children to develop their movement ABCs — agility, balance, coordination, and speed — and learn the basics of the game while emphasizing fun, cooperation, and maximum touches with the ball. Kids sample lots of different physical activities and sports

2.1. Playing Time Policy

NCL Youth as developed and adopted an “equal effort, equal play” foundation for its program. What this means is that, at the outset, players who exhibit equal effort in practices and in games should be rewarded with equal playing time. The focus at each level should rarely be on “winning at all costs” while realizing that wins and success do help to aid in motivation and player development goals. Our goal is to measure success in ways that develop player character over competition and a love for the sport over focusing on outcomes.

Implicit within the words “equal effort” is the issue of conduct. That includes the degree to which a player hustles, listens, cooperates, assists others, is properly equipped, attends practices and games, is prepared when asked to enter a game, and demonstrates respect for the sport. Our goal is to emphasize that “Effort” is the minimum standard and reward it with attendance weighted more heavily over other aspects.

Our playing time policy is purest at the introductory level of U8, it is a core belief that continues through all age levels, modified to adapt to the growing competitiveness of the sport at older age levels. In that sense, it is an ideal against which we inform our decisions on assigning playing time as other factors, such as years of experience; demonstrated skills; and individual aspirations, emerge as key considerations for coaches and players to award play time.

Effort + Attendance + Attitude + Ability = Playing Time

At all levels, the ideal situation is where all players get an exact equal amount of playing time.

In reality, that is difficult if not impossible. Substitution rules make it virtually impossible to precisely control playing time on coaching staff. Similarly, different positions are substituted at different frequencies. And, depending upon which team is controlling the game, time on the field may not equate to actual “play”, i.e. in any given period, different positions will experience varying degrees of activity.

Additionally, there are a number of more controllable factors that may result in a player receiving more or less playing time than others:

- Safety concerns created by an imbalance of size of players
- A gross imbalance of skills that would potentially humiliate a player
- Failure to be ready when it is time for a substitution, as a “line” or as an individual
- Misconduct or poor attendance at practices and/or games
- Fatigue, illness or injury

To help players understand how to earn more playing time; to guide coaches in allocating playing time; and so that parents can appreciate the challenges of ensuring playing time, the NCL has developed the following guidelines:

2.2. U8 through U14 -

Under normal circumstances, all players who attend a game should be given the opportunity to play.

The playing time ratios provided for each age division represent minimum acceptable playing time ratios, i.e. no player should play less in a single game than the minimum time defined by that ratio. The goal is to provide a more equitable playing time ratio over the course of a season, where the competitive situations will fluctuate to allow coaches to bring all players closer to the 1:1 playing ratio the club has set as its ideal.

2.2.1.U8 (K2) - 1:1 playing ratio

At this age level, the goal is to have all players receive equal playing time, regardless of experience, skill level, or the player’s impact on the outcome of the game. The ratio of playing time between the player with the most time and the least time is targeted at 1:1. In other words, if one player gets 15 minutes of playing time, the goal is to have all players receive 15 minutes.

The exceptions are those that relate to issues of health, safety, behavior and/or attendance. Additionally, all players should play all positions during the course of a game, if possible.

2.2.2.U10 (3/4) - 4:3 playing ratio

By U10, a stepped increase emphasis is placed on winning, so a player's likely impact on the outcome of the game will start to factor into a coach's decision regarding playing time.

Again, while the ideal situation is a 1:1 playing ratio, achieving this ideal ratio would require all players to be of the exact same skill level and have exhibited the exact same level of effort. However, to acknowledge the growing competitiveness of the sport with age, and to acknowledge that some players may have applied themselves more diligently in refining their skills outside of team practices, some players may see more playing time. At U10, a target of a 4:3 playing ratio has been set, which means one player may see 20 minutes of play while another may see 15 minutes.

Note: This does not necessarily mean that the player with the more advanced skills or higher effort will always see more playing time in any given particular game. The coach(es) may attempt to achieve a more equitable ratio than 4:3 by balancing playing time over the course of the entire season rather than focus on a single game.

For example, in a highly competitive game with an uncertain outcome, a coach may use that 4:3 target ratio to play more advanced players a greater amount of time. However, in games where the outcome is far more certain at an early stage, less advanced players may see a greater amount of time to gain experience and to compensate for games where they played less.

At U10, players specialize by position is highly discouraged. Rotation through the various positions is strongly encouraged during the course of the season. It builds better all-around players and ensures they are making the best choice when selecting a position and allows them to see their skill development as a relationship to the ball rather than a position on the field. A trait that becomes critical at the higher levels of competition.

2.2.3.U12 (5/6) - 2:1 playing ratio

Competitiveness of the sport begins to immerge at the U12 level and the 2:1 playing ratio is intended to provide coaches with greater flexibility to:

1. Account for varying skill levels of competing teams, and
2. Acknowledge that players who are brand new to the sport will require time to catch-up to the overall caliber of play at U12.

New Players thrown into high level competition without a solid skill foundation will routinely become easily discouraged if they haven't developed a level of confidence in practice.

Nevertheless, the 2:1 ratio is established as a target to provide flexibility. It is still the goal to create opportunities where players can achieve a more equitable ratio over the course of the season. So, while

a coach may be within the 2:1 ratio if the player with the most time during a game receives 12 minutes of play and the player with the least amount of time receives 6 minutes, the goal is to keep that differential as small as possible.

Players at the U12 level have likely picked a position in which they would like to specialize, but it is encouraged that all players play all positions during the course of the season. This is to help each player to better understand the interaction of all positions and to build depth at each position. It is Highly encouraged to follow that athlete development model outlined in the following sections and not allow players to bypass or skip key areas on development. Special consideration should be made, for example, by not allowing players to use a long stick defense pole without developing a solid foundational stick skills using a short offensive stick. The same consideration for players that over rely on defensive poles to mask improper footwork or positional skills on defense.

2.2.4. U14 7/8- 3:1 playing ratio

The U14 bracket provides an interesting challenge for two reasons:

- 1) because of NSYL rules that limit age-eligible players to only those still attending middle school, U14's are all within a very narrow age range, and
- 2) because they are about to enter the far more competitive High School environment.

For these reasons, greater flexibility is given to coaches during a specific game. Under this guideline, the player with the most time on the field may get 20 minutes of play while the player with the least receives 6 minutes.

And, as with the U12's, new players to the sport are going to be even more challenged to catch up with the average caliber of play, so small doses of playing time are likely to be to the new player's advantage early in the season.

Again, the goal is to offer the most equitable ratio of playing time reasonable, which may occur over the course of the season, not within a single game.

At the U14 level, players are highly encouraged to become specialized if they have played for more than 2 years and rotation through the various positions is likely to be minimal. Again if poor habits begin to immerge as a result of specialization coaches are expected to reset core skill foundation building.

2.3. JV and Varsity -

High School play is at a far higher level in terms of competition and playing time reflects that fact, particularly at the Varsity level.

2.3.1.JV - 2:1 playing ratio

The NCL's JV program is considered the "developmental" program. It is for Freshmen and older players have not yet developed the size and/or skills to compete at a Varsity level. To encourage player development, it is the goal to have all players participate in all games, assuming they have adhered to

other requirements to earn that time. Nevertheless, the JV team will strive to be competitive and coaches may choose to weight playing time in favor of players with the most advanced skills.

As with guidelines for the Youth divisions, coaches may also strive for a 2:1 playing time over the course of a number of games rather than through strict adherence to the guideline in all games. However, in no JV game should a player be denied reasonable playing time if he/she is in good standing with the team.

2.3.2. Varsity - Coach's Discretion

The NCL's Varsity program is the most competitive level of play and, as such, will allow coaches full discretion in determining the allocation of playing time among team members.

This does not, however, negate the requirements that the players be in good standing with the team. In other words, players who repeatedly flout team policies on attendance, behavior, attitude, sportsmanship, and similar principles, should not be given much, if any, playing time until the situation is corrected.

Additionally, it is still the NCL's objective to allow all players the opportunity to participate in games, so if the outcome of a game is not likely to be impacted by playing team members of varying degrees of competence, coaches are strongly encouraged to more evenly allocate playing time.

3. SAFE SPORT / Abuse Prevention Policy

3.1. NCL Safe Sport Policy

NCL expect its members to create a safe environment to protect athletes, coaches, and participants. Part of that safe environment is one that is free from potentially harassing and inappropriate behavior from adults toward minors or between minors. NCL volunteer members and coaches should review the [Safe Sport Act of 2017](#) and the [US Lacrosse Standard for Athlete Safety and Protection](#) documents. The NCL Athlete Coach Interaction Policy outlines the requirements of each NCL member. The additional recommendations from US Lacrosse are for each club to evaluate and determine its appropriateness for their membership. NCL clubs should be aware that when lacrosse becomes an Olympic sport, all clubs will be required to follow all of the provisions of the Safe Sport Act of 2017 for player eligibility.

Mandated Reporting

Reporting and responding to abuse at the local level should occur with two levels of concern.

- 1) When child sexual abuse is suspected it should be reported to law enforcement immediately.
- 2) When violations of conduct or behavioral practices are not believed to be sexual abuse, but inappropriate or higher risk such as time alone with an athlete are suspected, they should be reported to the club Athletic Director or club designee. The NCL clubs and teams are required to inform the NCL Board and Directors of any coach or club representative that has been removed from contact with minors either temporary or permanent by the club in writing.

NCL Athlete Coach Interaction Policy in Operations Guide.

[Athlete Safety Reporting Form](#)

3.2. Concussions

Visit the US Lacrosse site for information about concussions. The latest information on the ever-increasing body of knowledge on concussions is update regularly on their site. Please note that there is a lot of information on the US Lacrosse site and it extensively references the Center for Disease Control site. Please make sure that you review all the information available. The NCL Operations Guide has specific instructions regarding concussion requirement for Coaches Certification and Parents.

[US Lacrosse Concussion Information Site](#)

[Center for Disease Control Website](#)

All coaches, (and optionally parents) are required to complete annual concussion prevention and/or awareness training. **NCL is required** to keep on file all of the signed waivers and training certificates. As part of the coaches certification process all coaches must submit the completion date of the Concussion Training Certificate to the Athletic Director

Parents:

Receive Concussion and Head Injury information

Must sign parent waiver stating that they have received the information and understand the risks

This form has been integrated into Team Registration, may use electronic signature or upload as attachment

Players:

Receive Concussion and Head Injury information

Must sign player waiver stating that they have received the information and understand the risks.

This form has been integrated into Team Registration, may use electronic signature or upload as attachment

All Coaches and Club Administrators:

Receive Concussion and Head Injury Education

Successfully complete concussion and head injury education either online or in person before supervising an athlete in an activity ([CDC Online Course HERE](#))

Coaches may submit their NFHS concussion training certificate in lieu of the HeadsUp CDC training.

Documents from the Center for Disease Control & Prevention:

[CDC Concussion Info English.pdf](#)

[CDC Concussion Info Spanish.pdf](#)

[CDC Concussion and Head Injury Online Training Module](#)

3.3. On-Field Concussion Diagnosis and Actions

This is the action card that the NCL recommends each team uses if they suspect that player is concussed. Please note that concussions have a wide variety of symptoms and potential causes it is best practice to have an authorized medical provider diagnose an athlete.

[CDC Pocket Guide](#)

[NCL Athlete Concussion Action Plan](#)

3.4. Return to Play Protocol:

1. Whenever an athlete is removed from play for injury.
2. Ensure that the athlete is evaluated by a health care professional experienced in evaluating for concussion. Do not try to judge the seriousness of the injury yourself.
3. Inform Parents or Guardians of the suspected concussion or injury and give them the Concussion fact sheet.
4. Complete the NCL Serious Injury Report within 24 hours of the incident.
5. Keep the athlete out of play the day of the injury. An athlete should only return to play with permission from a health care professional, who is experienced in evaluating for concussion. (*Documentation must be on official medical practice letter head, with wet signature and unconditional clearance to return to play*).

3.5. AEDs

Sudden cardiac arrest (SCA) is the #1 cause of death in the U.S., taking more than 400,000 lives each year. The American Heart Association (AHA) recommends a specific four-step "Chain-of-Survival" for SCA. The hallmarks of this sequence, which are well documented as dramatically increasing survival rates, are:

- 1) Early 911 Access
- 2) Cardio-Pulmonary Resuscitation (CPR)
- 3) Early Defibrillation with an Automated External Defibrillator (AED) and
- 4) Early Advanced Life Support (ALS).

4. Coach and Parent Relationship

4.1. How coaches can support parents

Just as coaches need players to buy-in to their approach, they also need to gain cooperation from parents with sometimes dissimilar views. To do this, NCL recommends for each team a pre- or early-season meeting with all the parents, with or without players present. In addition to logistical information like times, dates, equipment, etc., coaches should:

Clearly inform parents about their coaching methods.

Coaches should present simplified summaries of research demonstrating the effectiveness of the mastery approach, rather relying on “because I said so” or other authoritative ego approaches.

Outline parental commitments essential for the coach to do his or her job, such as:

Accepting the coach’s authority as the leader of the team.

Pledging to support children after disappointments without expressing embarrassment, shame, or anger.

Exercising self-control and adhering to socially-acceptable standards of conduct.

Being engaged. Attending some practices and competitions when possible; asking kids about their experiences, not just the outcomes.

Letting kids make their own choices, including whether to participate at all.

Coaches should also encourage parents to provide them with both positive and negative feedback at appropriate times, including during the pre-season meeting.

4.2. How parents can support coaches

In addition to fulfilling the above requirements, parents can contribute by:

Reinforcing the coach's interactions with other parents who act in ways that cause performance anxiety and fear of failure for young athletes.

Avoiding "sideline coaching," or yelling instructions to athletes that may confuse or contradict the coach's instructions.

Try to encourage parents to avoid coaching and correcting mistakes without the coaches direct input. Instead focus on "I enjoy watching you play."

4.3. Sample Codes of Conduct

NCL Youth Lacrosse requires both players and parents along with coaches to sign codes of conduct to participate in our club sport. These codes are subject to change and the most current policies are kept in the player and program documents but may refer to the references here as samples for consideration.

4.4. Coach Code of Conduct

NCL Youth Lacrosse appreciates your commitment as a coach to helping and working with the youth of our community. As coaches, we should all recognize the profound effect our actions may have on our youth lacrosse participants. In order to promote a positive, fun, and healthy environment, the Board of the NCL has adopted the following Coach's Code of Conduct, which shall be agreed to by all coaches and assistant coaches participating in the program:

1. I will emphasize at all times that playing lacrosse is an opportunity to be part of a team, and that sportsmanship, camaraderie, and respect are valuable priorities of the NCL lacrosse community. I will deemphasize playing only to win but rather promote the sport, healthy competition, and the desire to continually improve by developing one's own skills and working together as a team. By instilling these ideals, I will provide both players and parents with a better opportunity for success through their future participation in lacrosse and other sports.
2. Winning is a very important goal in coaching, but it will not be my only goal. I will keep in perspective that these young people have an interest in a great game. I will encourage and enhance that interest and not create an environment that promotes winning at all costs. I understand that coaching is a privilege, and that in my role as coach, I am an ambassador of the game and a role model for my team. I understand that my behavior and actions will have a great influence on the future participation of these young players and their enjoyment of the game.
3. I acknowledge that NCL expects that all coaches and assistant coaches involved in the NCL program will adhere to a high standard of personal conduct.
4. I will minimize individual accolades and promote the team concept of success. I will make decisions without favoritism or prejudice.
5. I will instill in my players the concepts of teamwork and sportsmanship that are consistent with the objectives of NCL.
6. I will avoid both verbal and physical confrontations with parents, other coaches and officials. I will never get into an argument with a parent in the presence of any player or others. If I have any criticism of an official's performance, I will do it through proper channels by reporting it to the NCL Board, and will never create a scene on the field during or after a game. I will communicate clearly to parents the expectations of the NCL for all players, parents, and coaches.
7. I will refrain from smoking and not tolerate the use or anyone under the influence of alcohol or any illegal or controlled substance around participants.
8. I will refrain from using any language which is racially or ethnically offensive or which is in any way discriminatory towards others. I will not use profane, obscene, or other off color language.
9. I will not initiate physical contact with any player for disciplinary reasons.
10. I will attend any lacrosse clinics or coaches' meetings required by the NCL.

11. I will not use my authority as a coach to allow a participant to have special treatment, whether related to myself, other coaches or personal friends.
12. I will not use in a practice or game a player who appears to need medical attention until such time as competent medical advice is available and that player is cleared by a doctor to play.
13. I will seek to control disruptive or excessively outspoken parents or fans.
14. I will accept the decisions of game officials.
15. I will never verbally abuse or criticize a player in front of spectators, but reserve constructive coaching/teaching for a later time in private or in the presence of other team members if others might benefit.
16. I will never criticize, belittle, antagonize, berate or otherwise incite an opposing team, its players, coaches, or fans by word of mouth or by gesture.
17. I will demonstrate sportsmanship at all times.
18. I will be ever conscious of not running up the score. If my team has a commanding lead, and the outcome of the game is not in doubt, every effort shall be made to let all players play.
19. I will not permit an ineligible player, a player without proper equipment or the appropriate medical clearance to participate in practice, scrimmage or games.
20. I am responsible for reading, understanding, and adhering to the following:
 - The NCL Youth Lacrosse Manual
 - US Lacrosse Rules for Boys\Girls Youth Lacrosse
 - The NCL Coaches and Players Code of Conduct
21. I will abide by the rules, regulations, policies and procedures outlined in the NCL Youth Lacrosse Manual and all referenced documentation herein at all times along with any and all decisions made by the NCL Board of Directors.
22. I further acknowledge that if I violate any of the above guidelines I may be subject to disciplinary action by the NCL which may include an oral or written warning, suspension from or termination of my position as a coach.

Participant's Printed Name

Signature

Date

4.5. Player Code of Conduct

1. I will respect my teammates, coaches, referees and opponents at all times. This means:
 - I will not bully, taunt, or tease a teammate or opponent for any reason.
 - I will not dispute or argue the decision of a coach or official.
 - I will strive to learn from my coaches and pay attention during practices.
2. I will Support and encourage my teammates. I will strive to set a positive example.
3. I will display good sportsmanship at all times on and off the field. I will be modest in victory and gracious in defeat.
4. I agree to conduct myself with dignity as a participant of NCL Youth Lacrosse and as a citizen of the community.
5. I will arrive to practices/games on time, prepared and ready to go. I will give 100% effort at each practice and game.
6. I will strive to Know the rules of the game of lacrosse and abide by them.
7. I will Wear the required equipment at all games and practices.
8. I will agree to maintain my studies and respect my teachers and counselors.
9. I will not use profane language or gestures.
10. I will avoid use of drugs, alcohol and/or any other illegal substances, as they will impact my health and my performance on the field in a negative way.
11. I will be fully accountable for my behavior and its outcome. Individual discipline is the only way to maintain team safety. I understand that discipline problems will not be tolerated and could result in my being suspended or removed from the team.

Participant's Printed Name

Signature

Date

TRAVEL COMMITMENT: Travel team placement and playing time will be based upon the 3 "A's": Attitude, Aptitude and Attendance. We expect that if you play travel lacrosse, you will make lacrosse your PRIORITY this spring. All travel rosters will be flexible and NCLax reserves the right to move players when deemed appropriate.

4.6. Parent Code of Conduct

1. Teach and practice good sportsmanship at all games and practices. You are role models!
2. Know the rules of the game of lacrosse.
3. Respect the game of lacrosse. Respect the officials. Respect the coaches, who are volunteers.
4. Do not coach your child. Let players play and coaches coach, and support both positively.
5. Do not EVER criticize other players regardless of the circumstance.
6. Follow the "24 Hour Rule"; if you have a complaint resulting from a game (or practice) situation, speak with the coach on the following day.
7. If there is a serious problem, please use the NCL Grievance Policy.
8. Emphasize the **FUN** of the game and the team, putting forth effort at all times, not wins and losses.

Parent's Printed Name

Signature

Date

5. Coaching Guidelines

5.1. US Lacrosse Tips for Developing Youth Athletes

The following section contains tips from *US Lacrosse* as developed by Dr. Richard Ginsburg a member of the US Lacrosse Sports Science and Safety Committee for the healthy development of youth athletes in lacrosse and any other sport they may participate in:

- Have fun. Kids remain active in a sport if they are having fun. Performance improves when participants enjoy playing the game.

- Teach sportsmanship early. Coaches must impart good values (integrity, respect, compassion, etc.) and model good behavior.
- Kids are not mini-adults. They are a work in progress and must be treated and coached differently than adults.
- Design age-appropriate practices. Coaches should consider the physical, psychological and cognitive abilities of youth players when developing practice plans. In addition, coaches should minimize the amount of time spent standing around during practice.
- Define success appropriately for each age group. For pre-kindergarten and kindergarten aged kids, focus on fun and safe activity. Among elementary school aged youth, emphasize developing skills and friendships. With middle school and high school players, define and recognize individual strengths and weaknesses.
- Provide positive feedback. Research shows that a ratio of at least 5:1 between positive and negative feedback is needed.
- Save specialization for older kids. Research shows that an unrealistic number of hours of activity are necessary to move a person's skill set to a significantly upgraded level.
- Avoid over-training. Ginsburg says youths should play just one sport per season, and have at least 1-2 days off per week, and a break of at least two or three months from the game. He also cautions against increases in training levels that increase the risk of injury.
- Use appropriate equipment. Avoid ill-fitting hand-me-down equipment and make sure equipment fits properly.
- Avoid moving kids into older age groupings based on skill level or physical development. Ginsburg says players risk injuries and social alienation when moved up.

6. NCL Curriculum

6.1. Objective

Our objective is to formulate a complete curriculum for the boys' lacrosse program that fosters the development of players and coaches at every level of the program and is consistent with the philosophy of the program. The intent of this section of the manual is to develop an evolutionary structure which is driven by the contributions of coaches, and through observations of experts in the field, and will become the guide for the organization for years to come. Central to the success of this curriculum will be the offering of an environment where young kids can develop skills in a fun and positive setting.

The foundation of the curriculum is based on the development of our player's fundamental lacrosse skills. This, in combination with our focus on sportsmanship, camaraderie, work ethic, respect, and fun will help achieve our goal of instilling a lifelong passion for the game of lacrosse. Achieving these outcomes in our players and coaches will inevitably lead to a winning program, which is an important, but secondary goal.

Think back to when you first got involved with lacrosse. Were you a parent, held hostage with the threat to either be the coach or not have a place for your child to play. Maybe you grew up playing, went on to a college career and never dreamed of not being a coach?

In either scenario, what was missing from your development as a coach? What do you wish you had that would have helped you? Did you know everything that you needed to put that group of young athletes out on the field and have it resemble lacrosse?

This curriculum is about providing the ultimate lacrosse experience for the kids. It's about creating an environment where every kid can reach their full potential.

There is nothing else like this for the lacrosse coach. We have had conversations with many lacrosse coaches, ranging from NCAA Division 1 Champions to the coaches in youth programs that consistently advance players to high level programs to develop this resource. All of the experts agree that a systematic and intentional development pathway is what made the difference in their athletes.

Age appropriate coaching will help young athletes and ultimately reach their full athletic potential

LEARN THE SPORT BETTER,

LOVE THE SPORT MORE,

STAY WITH THE SPORT LONGER.

6.2. NCL Youth Lacrosse Commonly Used Terms

- *"One More"*- calling for that open pass, or one more look. Taking the Best Shot not the First Shot
- *"Help right/left"*- defensive help adjacent to ball
- *"Hot" or "My GO"*- defensive hot Slide responsibility. My GO frees the thought process to action.
- *"Draw and dump"*- draw a defender towards you with the ball then pass to the open man (leaving his man to cover you).
- *"Vacate-Fill"*- Basic Triangle Rotation for Off Ball play. Know where your help will be
- *"Dodge-Pass-Pass-Dodge" or "DPD"*- 3 man rotation to attack and with one transition play to rotate the ball to the weak or back side defense
- *"Fire"*- crease slide
- *"Coma"*- Adjacent cross-crease slide
- *"Hole"*- area in front of crease/goal
- *"3 Man, 2 Ball"*- 3 man line drill with middle player passing back and forth to end payers
- *"Box area"*- square area between head and shoulder
- *"C-Cut"*- cut into open space or passing lane to the ball if defender is playing soft defense or after a slide from the crease
- *"V-Cut"*- cut into your man and pop out to ball if defender is playing tight defense
- *"Pop off"*- pop off crease up top (transition from a 1-4-1 to 2-3-1 or 2-2-2 to 2-1-3)
- *"Roll off"*- roll off crease behind (transition from a 1-4-1 to Inverted 2-3-1)
- *"X dodge"*- dodge from behind the change
- *"X"*- attack position behind the cage

- *“Skip Pass”*- skip an adjacent perimeter man
- *“Fade”*- Move backward away from ball carrier as he approaches
- *“Follow”*- follow pass looking for shot
- *“Sneak”*- sneak from behind to GLE
- *“GLE”*- goal line extended
- *“Backside”*- low pipe position on opposite side of the cage
- *“Ball Side”*- Defense on ball side of the crease where all players should be extended withing 5 yrds of their man
- *“Help Side”*- Defense off ball side of the crease where all players are playing the back side pipe to cover the crease so that the slide rotations are achieved much quicker.
- *“Push pull”*- proper throwing motion
- *“Zero”*- Iso 1 v 1 Play for the player who has the ball.
- *“Banana Out”*- bowed motion out to side on beginning of clear

6.3. Skills Progression

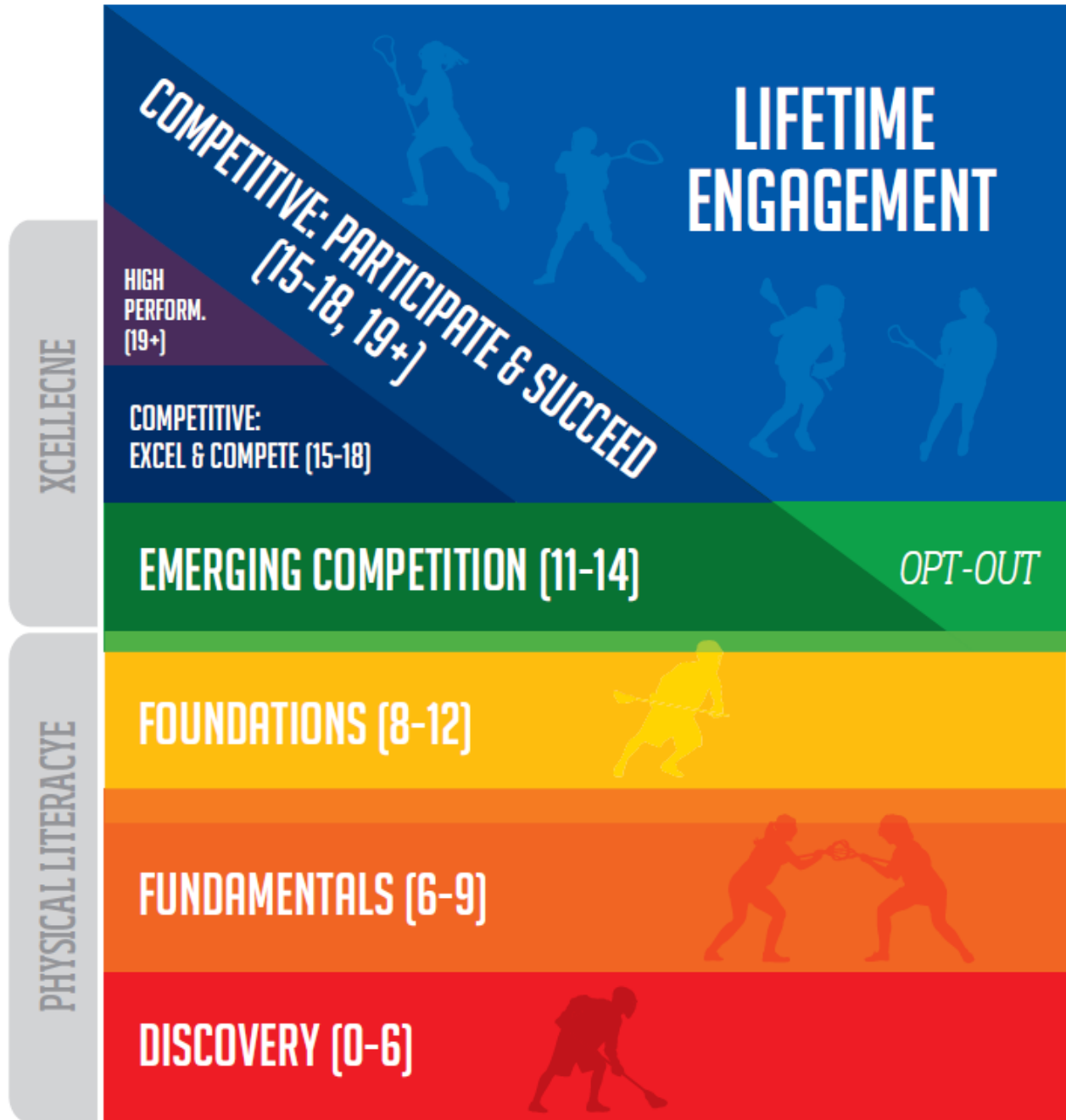
At the youngest levels, little can get accomplished without first developing the social and motor skills necessary to be part of a well functioning team. Getting 1st -4th graders just to focus and listen is essential before they can learn anything from you. We aim to build from the bottom up. Team skills will be very important in high school but learning to develop individual skills and knowing how to interact on a team is the priority of the youth lacrosse program. Without this basic foundation, there is little benefit to teaching set offensive or defensive plays, or moving onto more advanced concepts. The basic fundamentals of proper catching, throwing, scooping, dodging, shooting need to be drilled over and over again before more advanced concepts can be implemented.

It is universally agreed upon that not all skills are appropriate for every age player to learn, as well as that players must learn the foundational skills of lacrosse technique before moving on to more complex ones. We call this The Matrix. The Matrix is a process that illustrates what should be taught to athletes, when it should be taught to them, and to what extent they should be learning it.

US Lacrosse defines six stages of development for each skill in The Matrix. These different stages tell you just how far you can and should push your athletes to perform, based upon their age, physical development, cognitive development and experience level. Let’s take a look at the stages:

INTRODUCTION	Players have seen the skill.
EXPLORATION	Players have the opportunity to try the skill on their own in a lacrosse or nonlacrosse context.
DEVELOPING	Players have been coached in the fundamentals of the skill.
PROFICIENCY	Players can perform the skill well consistently with little to no resistance from an opponent.

MASTERY	Players can perform the skill well consistently with moderate resistance from an opponent or with another teammate.
EXTENSION	Players can use the skill well consistently within multiple contexts.



This Development Model is in keeping with the total lacrosse athlete model as emphasized in previous referenced materials

Skills Matrix

The following development grids are meant to describe the skills progression we strive for among our youth lacrosse participants. Coaches are responsible for ensuring that all players have every opportunity to achieve these Skills and players should not progress until they have shown the required proficiency at a given level. The Appendix of this manual contains more detailed discussion on the athletic progression from US Lacrosse model that we endeavor to tailor to our programs unique aspects..

6.4. NCL Youth Lacrosse Curriculum Individual Skills Matrix

We expect coaches to strive for team proficiency in the following situational areas based on the timeline outlined below.

NCL Youth Lacrosse Curriculum Individual Skills Matrix

See Appendix

US Lacrosse Individual skill development

	Introduction	Exploration	Developing	Proficiency	Mastery	Extension
Grip	U9	U9	U9	U9	U11	U11
Scooping	U9	U9	U9	U9	U11	U11
Catching	U9	U9	U9	U11	U11	U11
Cradling	U9	U9	U11	U11	U11	U11
Face Dodge	U9	U9	U11	U11	U11	U11
Split Dodge	U9	U9	U11	U11	U13	U13
Roll Dodge	U11	U11	U13	U13	U13	U13
Overhand Throwing	U9	U9	U9	U11	U11	U11
3/4 Throwing	U9	U11	U11	U13	U13	U15
Sidearm Throwing	U11	U11	U11	U13	U13	U15

Behind the Back Throwing	U13	U13	U13	U15	U15	U15
Faking	U11	U13	U13	U15	U15	U15
Overhand Shooting	U9	U9	U9	U11	U11	U11
3/4 Shooting	U11	U11	U11	U13	U13	U15
Sidearm Shooting	U11	U11	U13	U13	U15	U15
Behind the Back Shooting	U11	U11	U13	U15	U15	U15
Goalkeeping	U11	U11	U11	U13	U13	U13
Long Stick Defender	U11	U11	U13	U13	U15	U15
Face Off	U11	U11	U11	U11	U13	U13
1v1 Defense	U9	U9	U9	U11	U11	U11
1v1 Offense	U9	U9	U9	U11	U11	U11

6.5. Developing Team Skills

We expect coaches to strive for team proficiency in the following situational areas based on the timeline outlined below.

NCL Youth Lacrosse Curriculum Individual Skills Matrix

See Appendix

US Lacrosse Team skill development

	Introduction	Exploration	Developing	Proficiency	Mastery	Extension
2v1 Offense/ Defense	U9	U9	U11	U11	U11	U13
2v2 Offense/ Defense	U9	U9	U9	U11	U11	U13
3v2 Offense/ Defense	U11	U11	U11	U11	U13	U13
3v3 Offense/ Defense	U11	U11	U11	U11	U13	U13
4v3 Offense/ Defense	U11	U11	U13	U13	U13	U13
4v4 Offense/ Defense	U11	U11	U13	U13	U13	U13
5v4 Offense/ Defense	U13	U13	U13	U15	U15	U15
5v5 Offense/ Defense	U13	U13	U13	U15	U15	U15
6v5 Offense/ Defense	U13	U13	U15	U15	U15	U15
6v6 Offense/ Defense	U13	U13	U15	U15	U15	U15
Riding/ Clearing	U9	U9	U11	U13	U13	U15

Substitution	U11	U11	U13	U13	U15	U15
Man to Man Defense	U9	U9	U9	U11	U11	U11
Zone Defense	U13	U13	U15	U15	U15	U15
Rules	U9	U9	U9	U11	U11	U13

6.6. Developing a Lacrosse “IQ”

Kids need to continually work on their basic stick skills, but also need to start learning the basic concepts of the game at an early age. These concepts will be intuitive to some and more challenging to others. But to advance our curriculum as efficiently and inclusively as possible, coaches need to strive to achieve proficiency in these fundamental concepts based on the timeline set forth below. Develop the basic concepts about how the game is played before spending time teaching set offensive plays.

NCL Youth Lacrosse Curriculum IQ Matrix

See Appendix

- Work on strong and weak hands whenever possible.
- Be fair. Switch around roles so that everyone feels important. Find something positive to highlight about each kid, regardless of how small.
- Set rules. Be clear about consequences for breaking the rules (i.e. missing practice without a reason or notice = no starting the next game).

7. Practice Planning

7.1. Overarching Principles

Use smallest groups whenever possible. Mix it up from practice to practice but keep some drills the same to establish routine. Combine drills and conditioning. Keep things moving!

Variety and Progression need to be carefully orchestrated

Consistency is important: opening stretch and warm-up should mirror pre-game

Building: from Individual, to Positional to Team concepts through drills

Intensity: should vary, build to a climax at end of practice (2 minute drill or fierce scrimmage)

Flexibility: have more than you need ready, own failures, be prepared to change

Duration: shorter is always better, consider attention span = age in minutes x .66

Weekly Progression: don't add more than one drill per practice, recycle old favorites for continuity.
Conditioning: hide it in drills, make this the players responsibility, set benchmarks and assess monthly
Posting When Possible: practice plans outside of locker room, include diagrams of new drills
Inclusion: 3 man-up teams, 3 man-down teams (use them in lopsided games)
Closing Messages are Essential: 5 minutes is a lot of time, deliver a message

Youth Head Coaches are highly encouraged to involve parents, assistant coaches and varsity players to run station-based drills in a round robin style format as they oversee the practice. Stations should be run for 10 min intervals and players rotate through the stations.

To the extent possible coaches are highly encourage to use game and competition based drills immediately following detailed instruction to allow players to develop their skills in a competition environment.

Small sided 3 v 3 and 4 v 3 are the single most effective drills to allow players to develop the concepts that will eventually transition into full 6 v 6 games.

Following are some example practice plans for both youth and High School. Drills can be found in the attached Appendix as well as the age specific drill skill matrix

7.2. Best Practices Recommendations- Practices and Skills:

7.2.1. Running Effective Practices

- PLAN! Coaches should have a written plan for each and every practice. Determine what drills to use and how much time to spend on each. *USL Mobile Coach* can be a good repository for practice plans. Make sure plans are consistent with your goals and the developmental stages for your age group.
- Be efficient. Enforce start time strictly. Maximize the amount of time kids spend "in action" and minimize standing around time. Smaller groups are better than larger groups. Use stations instead of full group drills that result in long lines and fewer touches. Maintain a level of intensity to your practice. Have LOTS of balls.
- Explain drills and concepts clearly so that kids know why you are doing a particular drill. Allow for questions.
- Be flexible. If something isn't working, move on. If more time is needed than planned for a crucial concept, allow for it.
- Let conditioning be part of your drills. Don't waste time on that which can be incorporated into a skills drill and be fun at the same time.
- Have some routines that are done at every practice. Try to end each practice with something fun and positive.
- Give players feedback. Complement great effort. Reward unselfish play. Never criticize- be constructive when correcting mistakes.

Drills - Controlled setting with limited choices and a specific right answer or set of actions. The focus here is getting the correct action with a high degree of accuracy. High muscle memory and may not be contextual. Low Risk, Low Fun

Games - Any activity regarded as contest involving rivalry or struggle where actions are taken as a result of devising a solution to a presented problem. The focus is on the decisions with desired goals. Can be a “winner” and “loser”. Small Side Lax and highly contextual. Medium Risk, More Fun, 2 points for picks

Competition - This is a contest that is often used to determine some sort of ranking. The focus here is not on the execution but the struggle to determine the level of competency resulting from drills or games. High Risk, High Reward

Sample Practice Plan 1: Youth U10 3/4

Practice Name: Early Season Basic
Date: 3/16/2015
Coach: Speith, J
Estimated Duration: 93 minutes

Individual Drills:

- | | | |
|--------------------------|---|------------------|
| <input type="checkbox"/> | Triangle line Drills or Partner Passing | 10 minutes |
| <input type="checkbox"/> | 5 Yard Scoop Drill | 10 minutes |
| <input type="checkbox"/> | Three pressure ground ball drill | 10 minutes |
| <input type="checkbox"/> | Bathroom Sprint | 10 minutes |
| <input type="checkbox"/> | 3 Minute Water Break | 3 minutes |
| <input type="checkbox"/> | 4-Points 1 v 1 Drill | 10 minutes |
| <input type="checkbox"/> | Change of Direction Drill | 15 minutes |
| <input type="checkbox"/> | 4 v 3 Drill | 15 minutes |
| <input type="checkbox"/> | Pentagon Drill | 15 minutes |

Notes Coaching Emphasis:

First Half Practice is 30 min station-based rotations after stretching and passing



Monday

Practice Name:	Walk - Crawl - "Run"	Practice Start:	5:00 PM
Date:	02/25/19	Practice End:	7:00 PM

Warmup	Time:	Start:	Finish:
Active Team Stretch Captians Lead	15:00	5:00 PM	5:15 PM

Individual Period Drills:		Time:	Start:	Finish:
Drill	Coaching Points	40:00	5:15 PM	5:55 PM
Triangle Passing		05:00	5:15 PM	5:20 PM
Corn Maze		10:00	5:20 PM	5:30 PM
Star Drill		10:00	5:30 PM	5:40 PM
Invert Start Drill		05:00	5:40 PM	5:45 PM
2 Man Side Weave		05:00	5:45 PM	5:50 PM
2 Man Express (Strong and Weak)		05:00	5:50 PM	5:55 PM

Break Outs		Big Picture Concept		
Coaching Time Out	Explain 32 Box Drill for New Players	05:00	5:55 PM	6:00 PM
32 Box Drill		10:00	6:00 PM	6:10 PM

Water Break	05:00	6:10 PM	6:15 PM
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Positional Tendancy Drills		Coaching Points	Time:	Start:	Finish:
		Section Time	25:00	6:15 PM	6:40 PM
Offense - Zach/Jarrett Lead		Shooting and Movement	20:00		
1	Roll Back Throw Back From X (Looking for Double Call)		05:00	6:15 PM	6:20 PM
2	2 Ball Shooting	Fake and Hitch	05:00	6:20 PM	6:25 PM
3	Pistons	Driving From Side Line	05:00	6:25 PM	6:30 PM
4	Whirl Pools		05:00	6:30 PM	6:35 PM
Defense - Raf Lead		Foot Work and Slides	25:00		
1	Footwork		05:00	6:15 PM	6:20 PM
2	Checks and Holds		05:00	6:20 PM	6:25 PM
3	Ball Control Drill		05:00	6:25 PM	6:30 PM
4			10:00	6:30 PM	6:40 PM

Team Build Period	Coaching Points	Time:	Start:	Finish:
End on Cavs Short Drill		15:00	6:40 PM	6:55 PM

<p>Notes Coaching Points</p> <p>Discuss: Everything Builds - Starting off where we left emphasize higher tempo practices and fixed Midfield Lines.</p> <ul style="list-style-type: none"> • Make Note and Hit Home: IF YOUR NOT TIRED YOU ARE NOT PUTTING IN THE EFFORT <p>Discuss:</p> <ul style="list-style-type: none"> • Team Offense: 222 Motion and 141 Zone, Expect everyone to know 231 and run confidently - 2 and 3 man Plays • Team Defense: AGGRESSIVE MAN and ZONE
--

<p>32 Box Drill</p>	<p>3v2 Def Positioning - Off Feed Lanes Drill</p> <ul style="list-style-type: none"> • Def Position Sticks to Middle • Air Interference (AI) cover skip passes • Approach and Glove Check • Communication "BALL" - "Im In" <p>Offense</p> <ul style="list-style-type: none"> • Vacate Fill - Triangle Principals • Move in Box Format with Hand Pressure • Look for skip and feeding lanes 	
<p>Attack Tendency 2 Ball Shooting</p>	<p>Form Shooting on the Run</p> <ul style="list-style-type: none"> • 1st shot overhand, from wing Dodge • Curl UNDER second Cone and Catch a crease feed • Finish Opening Hips toward Goal <p>Variation</p> <ul style="list-style-type: none"> • Add a hitch on the first feed 	
<p>Triples Weave</p>	<p>Dynamic Passing Feeding</p> <ul style="list-style-type: none"> • Cutting and Movement Off ball in 2 Man Play • Cutting Player should move fast to get his shoulders above (up field) the ball carrier stick • Work on Creating Angles, Spacing and Exchange. 	
<p>Variations</p>		



Monday (Bellingham Prep)

Practice Name: Team Building - Bellingham Prep **Practice Start:** 5:30 PM
Date: 04/10/19 **Practice End:** 7:30 PM

Warmup **Time:** **Start:** **Finish:**
 Active Team Stretch Captains Lead 15:00 5:30 PM 5:45 PM

Individual Period Drills:		Time:	Start:	Finish:
Drill	Coaching Points	40:00	5:45 PM	6:25 PM
1	Partner Passing	05:00	5:45 PM	5:50 PM
2		10:00	5:50 PM	6:00 PM
3	Skeleton SS-Offense Motion as Line Drills	10:00	6:00 PM	6:10 PM
4	Poles-Defense 3 Man line Drills, GB's, Stick and Long Passing	00:00	6:10 PM	6:10 PM
5		05:00	6:10 PM	6:15 PM
6	Pop 2 v 2 From X - Crease Slides	10:00	6:15 PM	6:25 PM

Break Outs		Big Picture Playing		
Fast Break Recovering 4 v 3		10:00	6:25 PM	6:35 PM
3 v 3 with Transition / Recovery		10:00	6:35 PM	6:45 PM
Water Break		05:00	6:45 PM	6:50 PM

Positional Tendency Drills		Coaching Points	Time:	Start:	Finish:
		Section Time	35:00	6:50 PM	7:20 PM
Offense - Zach Lead - Two Groups Attack and Defense together			30:00		
1	QB Bounce Drill		05:00	6:50 PM	6:55 PM
2	Phone Booth Picks and Rolls Off Ball Mid Defense		05:00	6:55 PM	7:00 PM
3			10:00	7:00 PM	7:10 PM
4			10:00	7:10 PM	7:20 PM
Defense - Raf Lead - Two Groups Midfield Together			30:00		
1	Foot Work for Long and Short Approaches		05:00	6:50 PM	6:55 PM
2	Cylinder - Slides and Recovery Drill		05:00	6:55 PM	7:00 PM
3	Skeleton Roving Zone Defense		10:00	7:00 PM	7:10 PM
4			10:00	7:10 PM	7:20 PM
Team Build Period		Coaching Points	Time:	Start:	Finish:
Play Live 6 v 6			15:00	7:20 PM	7:35 PM
Zone Defense - 222 Motion Offense			00:00	7:35 PM	7:35 PM

Notes Coaching Points
 Final Thoughts from Spring Break
 Ask Players what they want to get out of the rest of the season -
 Force high intensity running after missed passes and poor GB's
 Sprints - (2 second rule, ! Handed Scoop rule, and 5 dropped Pass Rule)

<p>1 v 1's Loaded Pentagons</p>	<p>Coaching Points</p> <ul style="list-style-type: none"> • 1 v 1 Players start "Loaded" or Back to Back • Offensive Player Must Exit from the Point Cone from above GLE or Must Inside Roll or ? From X • Defense Should Make a good decision on which cone to attack create best approach angles on the ball carrier, Drive them To GLE and X and not give Top Side 	
<p>Shooting - Roll Off Reps</p>	<p>Coaching Points</p> <ul style="list-style-type: none"> • Coach is a simulated Cutter (replace with a feeder) • Focus on difference for Roll Off of On Ball and Off Ball Picks • Always Roll Toward the Feeder. On Ball must roll to the inside, Off Ball roll toward the feeder • Have Players Present sticks in strong hand with soft feeds from coaches 	
<p>QB Bounce Shooting - Feeding Offense Zig Zag</p>	<p>Coaching Points</p> <ul style="list-style-type: none"> • Dodge Head and eyes Up, Proper Stick Protection • Bounce Off and Re-dodge twice • Simulate look to Feed crease, and call coaches # <p>Finish with a strong overhand shot on goal</p>	
<p>Phone Booth Crease Pics</p>	<p>Coaching Points</p> <ul style="list-style-type: none"> • Continual Pics and Re-pics that produce a clear cutter • Try to re-pick up field and not float too close to the feeder • Defense Should Be aware of but not focus on ball <p>Emphasize Communication on Offense and Defense</p>	
<p>2 v 2 Pop From X - Crease Slides</p>	<p>Coaching Points</p> <ul style="list-style-type: none"> • Whistle - Roll Off to "X" and Pop off the Crease • Dodge to Score from X, Not ONLY to draw the Slide - Force the Slide and Read the 2 on 1 • Communicate for Ball on Crease <p>Emphasize Foot Movement to Play</p> <ul style="list-style-type: none"> • Defense Make Good Approaches • Slide and Communicate 	

8. NCL Youth Lacrosse Core Skills and Drills

An objective of the NCL Youth Lacrosse Curriculum is to develop consistency through the entire program. In an effort to promote that consistency, the NCL Board has identified three “Core” Drills that high school teams perform routinely. We would like all youth coaches at every level to incorporate these regularly into their practice sessions.

See Attached Appendix B for Key Core Drills

- **Basic Skills Work:**
 - 1) *“3 Man, 2 Balls”* - As highlighted above. The drill emphasizes basic skills on the run and provides strong conditioning.
- **Offense**
 - 2) *“Shooting on the Run”* - As highlighted above. The drill emphasizes dodging and shooting on the run. Developing this skill is particularly important for players to bring up to the high school level.
- **Defense**
 - 3) *“Footwork”* – Focus on position rather than on making contact or checks, No check is Better than a poor check that takes you out of position. The higher the skill level the less chance for full physical contact due to the speed of the game.
- **Team Passing**
 - 4) *“Full Field Passing”* - As follows. Emphasizes team ball movement and passing on the run. Distance passing is advanced and will have to be reduced to a half field or smaller for younger players. Focus on effective perimeter passing and catching, movement to the ball (C-Cutts, or V-Cutts)

Following are Key Core Skills to emphasize every practice at every level

8.1. GRIPPING THE STICK

DESCRIPTION: Holding the stick properly is the foundation on which skills such as passing, catching, and shooting are based. By learning to grip the stick properly, players will be set up for future successes.

Ideal Age of Introduction: U9 and Below | Age to Reach Extension: U11

Introduction (Players have seen it) – U9 and Below

In the Introduction stage, players have seen coaches performing the skill correctly. You can show your athletes how to do it by saying things such as “Look at how I’m holding my stick with my fingers and not my palm.” You are just trying to plant the seeds for success in this early stage.

Exploration (Players try it) – U9

During the Exploration phase, players are not given intentional instruction for how to hold their sticks, but rather simple cues to get them thinking about the correct way to hold a lacrosse stick. Examples of the cues you might use with players include:

- “Hold it, but don’t squeeze it.”
- “Be gentle.”
- “Let your stick breathe.”

Development (Players are working on it) – U9

In the Development stage, players are given specific instruction for holding their sticks properly.

- Have the player’s place their sticks on the ground in front of them, with the open face of the head towards the ground.
- Players reach down and pick their sticks up in their fingertips, not allowing their palms to touch the shaft.
- Emphasize that they should imagine a small ball like a ping-pong ball between their palm and the stick. If they are having trouble with this, physically place a ping-pong ball between their palm and the shaft to create the desired space.

Proficiency (Players can do it consistently) – U9

Players are ready to work on Proficiency stage when the player can consistently hold their stick properly. Once this occurs, coaches can begin working on incorporating the correct grip into drills involving stick work. Work on using a correct grip while doing the following:

- Scooping a ground ball
- Catching a ball tossed by the coach or partner
- Throwing a ball into an open goal or target
- Throwing a ball to a partner

Mastery (Players can do it with others) – U11

Upon entering the Mastery stage, players are now introduced to a competitive element for using the correct grip. They should begin learning how to alter their grip based on the situation presented.

- Shooting – Fingertip grip (added in this stage)
- Passing – Fingertip grip
- Catching – Fingertips grip

Extension (Players can do it in multiple contexts) – U11

Extension being the final stage grip development is where the player will use the previously learned skills in multiple contexts. The players should be working on the following skills to complete the Extension stage:

- Maintaining the correct grip during dodging
- Maintaining the correct grip when shooting

8.2. SCOOPING

DESCRIPTION: Scooping is the act of picking a ball up off of the ground using a lacrosse stick and maintaining possession of it for three steps after the scoop.

Ideal Age of Introduction: U9 and Below | Age to Reach Extension: U11

Introduction (Players have seen it) – U9 and Below

In the Introduction stage, players have seen coaches performing the skill correctly. This may be by intentional modeling (The coach says “Watch how I scoop.”) or through observing the coach doing it on and around the field. Players are not formally taught the technique of scooping during the Introduction stage. But rather are allowed to work through the skill individually and figure out what works for them.

Exploration (Players try it) – U9

During the Exploration phase, players are not given intentional instruction for scooping. Rather they are taught the principles of scooping through the suggested teaching progression as follows:

1. Players use their hands to walk up to a ball on the ground, pick it up, and continue to move forward. Both hands should be used when doing this.
2. Players hold a stick head (no shaft) in their hand and use it to scoop the ground ball and continue to move forward. Both hands should be used when doing this.
3. Players are given a complete stick and use the techniques they have self-identified through the previous two stages to scoop a ground ball. Both hands should be used when doing this.

Development (Players are working on it) – U9

In the Development stage, players are given specific instruction for scooping a ground ball. In a one player to one ball setting, players should be taught to:

- Bend their body to be low to the ground
- Keep the top hand about one-third of the way down from the throat of the stick
- Aim their stick 1-2 inches in front of the ball
- Hold their stick parallel to the ground
- Keep their back hand low to the ground
- Move through the ball
- Bring the stick and ball quickly up to a vertical position, immediately beginning cradling to keep the ball in the stick
- Continue moving throughout the scooping process
- Use their body and leg to protect their stick and ball from an opponent
- Take 3 steps and fish-hook to protect their stick
- Pick their head up and look to pass the ball to a teammate (passing not required, only the act of looking to move the ball should be expected)
- Scoop moving balls (rolling towards and away from the scooper)

No defensive pressure should be used in this stage, as developing confidence in their abilities is of the utmost importance. Only once the player is consistent and confident in their scooping ability, should the coach begin adding pressure.

Proficiency (Players can do it consistently) – U9

Players are ready to work on Proficiency stage when the player can consistently scoop a ground ball using the proper technique as outlined in the Development phase of skill progression. When a player reaches this stage, the coach can begin adding light defensive pressure such as the following:

- Coach covers the ball with a stick

The player should be expected to build their scooping skills in this stage to incorporate the following:

- Fish-hook away from light defensive pressure
- Make a pass to coach or shoot the ball into a goal after taking three steps and fish-hooking away from light defensive pressure.

Mastery (Players can do it with others) – U11

Upon entering the Mastery stage, players are now introduced to a competitive element for scooping ground balls. They should begin learning how to use their speed and body to be in position to “win” a ground ball versus a single opponent. The suggested skill progression for the Mastery stage is as follows:

- Redirecting a loose ball to a favorable location for scooping
- Passing the ball to a teammate
- Boxing out an opponent

Extension (Players can do it in multiple contexts) – U11

Extension being the final stage of scooping skill development is where the player will use the previously learned skills in multiple contexts and versus multiple opponents. The players should be working on the following skills to complete the Extension stage:

- Redirecting the ball to a teammate to scoop
- Scooping against multiple opponents
- Boxing out an opponent so a teammate can safely scoop

SUGGESTED DRILLS AND ACTIVITIES <i>(AVAILABLE IN THE PROGRESSION PLAYBOOK DRILL CARDS AND US LACROSS MOBILE COACH)</i>					
Introduction	Exploration	Development	Proficiency	Mastery	Extension
<ul style="list-style-type: none"> • Coach models scooping to the player(s). 	<ul style="list-style-type: none"> • Messy • Backyard • Noodle • Scooping • Hungry • Hippos 	<ul style="list-style-type: none"> • Messy • Backyard • Noodle • Scooping • Hungry • Hippos 	<ul style="list-style-type: none"> • Scoop and Shoot • Sideline GB’s • J-Turn GB’s 	<ul style="list-style-type: none"> • Butt to Butt • Spin to Win • 1v1 GB’s 	<ul style="list-style-type: none"> • 2v2 Canada GB’s • 2v1 GB’s • 3v2 GB’s

8.3. CRADLING AND STICK PROTECTION

DESCRIPTION: Cradling is using the movement of the stick to maintain possession of the ball in the stick. There are two handed and one handed methods of cradling. Stick protection is part of the requirement to maintain possession of the ball.

Ideal Age of Introduction: U9 or Below | Age to Reach Extension: U11

Introduction (Players have seen it) – U9 and Below

In the Introduction stage, players have seen coaches performing the skill correctly. This may be by intentional modeling (The coach says “Watch how I cradle to keep the ball in my stick.”) or through observing the coach doing it on and around the field. Players are not formally taught the technique of catching during the Introduction stage. But rather are allowed to work through the skill individually and figure out what works for them.

Exploration (Players try it) – U9

During the Exploration phase, players are not given intentional instruction for cradling or stick protection.

Cradling:

- Players are asked to hold a ball vertically in the palm of their hand up near their ear/shoulder area and to move their hand from their nose to their ear. This introduces the cradling motion and force needed to keep the ball in their sticks later.
- Players try to walk, jog, or run while “cradling the ball in their hand.”
- Players are given their sticks and asked to try and mimic the techniques they found successful in the previous two activities.

Stick Protection:

- Players are each given a pinnie or other flag like item to tuck into their waist band. They then play a game with a partner, trying to take their partners flag.
- Give players the instruction to keep their body between their opponent and the flag.
- Players are given their sticks back and now try to keep an opponent from tapping their stick with their hand, much like in the flag drill.

Development (Players are working on it) – U9

In the Development stage, players are given specific instruction for cradling and stick protection. In a one player to one ball setting, players should be taught to:

Cradling:

Two Handed Cradle

- The top hand 2-3 inches below bottom of the head of the crosse. The top hand is responsible for controlling the motion of the stick.
- Bottom hand is positioned near the belly-button and is relaxed on the butt end of the stick. It is responsible for protecting the stick and maintaining its’ stability.
- Stick should be held in the fingertips with top digit of each finger and thumb for better control & wrist action.
- Palm in palm out movement of the top hand is the cradling motion (This motion creates the centrifugal force on the stick head which keeps the ball in pocket)

- Keep his elbow up so stick is parallel to the body creating excellent stick protection and limited stick exposure to the defender.
- Arms should move similar to the natural movement of one's arms when running, which is forward and backward.
- The difference is when cradling both arms move together.
- A player should use the 2 handed cradle when there is no pressure or less pressure from a defender. This allows for easier running ability in open field.

Stick Protection:

- The player's body should be between the stick and his defender (think Shoulder, Shoulder, Stick)
- The stick should be at shoulder height and vertical
- Top hand holding stick in position about chest high near the arm pit (this is called the "box position") • Player's head is kept up as part of the protective system with the stick head in the "box position"
- The elbow of the top hand holding the stick must be up so the forearm is horizontal to ground.
- Keeping the elbow up forces stick to be vertical & perpendicular to ground, maximizing protection of the stick.

All practice sessions should incorporate using both hands at the top of the stick for cradling and stick protection.

Proficiency (Players can do it consistently) – U11

Players are ready to work on Proficiency stage when the player can consistently keep the ball in his stick by cradling and protect the stick with his body from a "shadow" defender trying to touch the stick. You can work on developing proficiency by adding minimal pressure and incorporating a single defender. The ball carrier should be working on the following skills:

- Run in a straight line while maintaining possession of the ball in their stick
- Run through a course of cones while maintaining possession of the ball in the stick
- Pivot his entire body to maintain Shoulder, Shoulder, Stick protection while cradling to avoid a check • Immediately begin cradling and protecting his stick after scooping a ground ball or receiving a pass.

Mastery (Players can do it with others) – U11

Upon entering the Mastery stage, players are now introduced to a competitive element for cradling and stick protection. They are working on the skill primarily with another player(s) for a partner. The suggested skill progression for the Mastery stage is as follows:

- Cradling in multiple positions ("box", waist)
- Switching hands when cradling for optimal stick protection
- Cradling and protecting his stick while evading a defender

Extension (Players can do it in multiple contexts) – U11

Extension is the final stage of skill development and is where the player will use the previously learned skills in multiple contexts and versus multiple opponents. The players should be working on the following skills to complete the Extension stage of cradling and stick protection:

- Cradling in multiple positions (at the shoelaces, with bottom hand only on an extended stick).
- Appropriately use one handed or two handed technique based on the situation presented to them.
- Appropriately switch hands multiple times to evade defender(s).

SUGGESTED DRILLS AND ACTIVITIES
(AVAILABLE IN THE PROGRESSION PLAYBOOK DRILL CARDS AND US LACROSS MOBILE COACH)

Introduction	Exploration	Development	Proficiency	Mastery	Extension
<ul style="list-style-type: none"> • Coach models catching to the player(s). 	<ul style="list-style-type: none"> • Hand Cradling • Pinnie Tag • Stick Touch 	<ul style="list-style-type: none"> • Form Cradling • Stick Tricks • Cradle Ring 	<ul style="list-style-type: none"> • Stick Tricks • Nail Drill • Run and • Shoot 	<ul style="list-style-type: none"> • 1v1's • 10yd Fight 	<ul style="list-style-type: none"> • Zig Zag • Cradling • 10yd Fight • 1v1's

8.4. CATCHING

DESCRIPTION: Catching is the skill of receiving a ball into the pocket of the lacrosse stick and maintaining control of it once it enters the pocket of the stick.

Ideal Age of Introduction: U9 and Below | Age to Reach Extension: U11

Introduction (Players have seen it) – U9 and Below

In the Introduction stage, players have seen coaches performing the skill correctly. This may be by intentional modeling (The coach says “Watch how I catch.”) or through observing the coach doing it on and around the field. Players are not formally taught the technique of catching during the Introduction stage. But rather are allowed to work through the skill individually and figure out what works for them.

Exploration (Players try it) – U9

During the Exploration phase, players are not given intentional instruction for catching. Rather they are taught the principles of catching through the suggested teaching progression as follows:

1. Without using sticks, an adult tosses a ball underhand to the player. The player should work on allowing the ball to come to them and receiving the ball softly with both hands.
2. Give the players just the head of a stick. An adult tosses a ball underhand to the player and he catches it with the head of the stick, similar to using a baseball glove. This teaches “choking up” on the stick to provide better control during the catch.
3. Give the players a complete lacrosse stick. An adult will underhand toss balls to the player and the player will receive the ball into their stick, using the skills they acquired in the previous two progressions.

Development (Players are working on it) – U9

In the Development stage, players are given specific instruction for catching a ball. In a one player to one ball setting, players should be taught to:

- Keep their stick up in the box position to provide a target for the passer.
- Keep the face of their pocket “open” to the passer to provide the greatest surface area to catch with.
- Give with the ball as it enters the pocket by slightly moving the entire stick in the direction the ball is traveling.
- See the ball into the pocket by following it with his eyes.
- Immediately cradle once he feels the ball in his stick’s pocket.

All practice sessions should incorporate using both hands at the top of the stick for catching passes.

Proficiency (Players can do it consistently) – U11

Players are ready to work on Proficiency stage when the player can consistently catch a ball using the proper technique as outlined in the Development phase of skill progression. When a player reaches this stage, the coach can begin adding layers of difficulty, such as:

- Stationary partner passing (player to player).
- Catching while walking, jogging, or running towards a passer (coach to player).
- Over the Shoulder Catching while walking, jogging, or running away from a passer (coach to player).

Mastery (Players can do it with others) – U11

Upon entering the Mastery stage, players are now introduced to a competitive element for catching passes. They are working on the skill primarily with another player(s) for a partner. The suggested skill progression for the Mastery stage is as follows:

- Catching while walking, jogging, or running towards a passer (player to player).
- Over the Shoulder Catching while walking, jogging, or running away from a passer (player to player).
- Catching with light defensive pressure (1 defender shadow covering)

Extension (Players can do it in multiple contexts) – U11

Extension is the final stage of catching skill development and is where the player will use the previously learned skills in multiple contexts and versus multiple opponents. The players should be working on the following skills to complete the Extension stage of catching:

- Quick Sticking
- Catching on the opposite side (cross-handed)
- Catching passes “off-target”
- Catching with moderate defensive pressure

SUGGESTED DRILLS AND ACTIVITIES <i>(AVAILABLE IN THE PROGRESSION PLAYBOOK DRILL CARDS AND US LACROSS MOBILE COACH)</i>					
Introduction	Exploration	Development	Proficiency	Mastery	Extension
<ul style="list-style-type: none"> • Coach models catching to the player(s). 	<ul style="list-style-type: none"> • Coach Toss • Partner Passing • Water Balloon Toss 	<ul style="list-style-type: none"> • Partner Passing • Eagle Eye 	<ul style="list-style-type: none"> • Hula Hoop Pass • Triangle Lines • Straight • Weave • 4 Corners Pass 	<ul style="list-style-type: none"> • 3 Man Weave • Star Drill • Figure 8’s • Catch if you • Can 	<ul style="list-style-type: none"> • 3 Man Weave • Bad Pass Drill • JHU Up/Over • Feed the • Crease

8.5. OVERHAND PASSING

DESCRIPTION: Passing is the skill of propelling a ball using a lacrosse stick in the direction of a designated target, with the intent of the ball being caught by another player.

Ideal Age of Introduction: U9 and Below | Age to Reach Extension: U11

Introduction (Players have seen it) – U9 and Below

In the Introduction stage, players have seen coaches performing the skill correctly. This may be by intentional modeling (The coach says “Watch how I throw.”) or through observing the coach doing it on and around the field. Players are not formally taught the technique of throwing during the Introduction stage. But rather are allowed to work through the skill individually and figure out what works for them.

Exploration (Players try it) – U9

During the Exploration phase, players are not given intentional instruction for passing. The methodology below provides the player with an opportunity to self-correct some of the more common problems with throwing, such as the ball dropping out of the stick because the back shoulder or head of the stick is dipped too low. The players can learn the principles of passing through the suggested teaching progression as follows:

1. Without using sticks, a player uses overhand throwing technique to propel the ball into a target.
2. Without using sticks, a player uses overhand throwing technique to propel the ball to a partner, aiming for the “box” area.
3. Player is given a stick and uses the self-taught mechanics from the previous two progressions to propel the ball into a fence or other surface that will stop even the most errant of passes.

During this phase, any and all movement of the ball in a forward direction should be celebrated.

Development (Players are working on it) – U9

In the Development stage, players are given specific instruction for throwing a ball with a lacrosse stick. In a one player to one ball setting, players should be taught to:

- Keep the stick up in the box position.
- Point non-throwing shoulder at the target. Arms are out and away from the body.
- Push off with the back foot and step with the front foot.
- Rotate the upper body so it ends up squared to the target.
- Pull with the bottom hand while simultaneously pushing with the top hand.
- Snap the top-hand wrist over so the head of the stick ends up pointing at the target.
- The follow-through of the stick is across the body to the opposite hip, not under the armpit.

Proper mechanics take precedence over accuracy during development. Accuracy of passes is still developing at this point in the player’s skill development.

Proficiency (Players can do it consistently) – U11

Players are ready to work on Proficiency stage when the player can consistently throw a ball using the proper technique as outlined in the Development phase of skill progression. When a player reaches this stage, the coach can begin adding layers of difficulty, such as:

- Players are given a specific target to throw to.
- Players are working with a stationary teammate.
- Players may pass to more than one teammate.

All practice sessions should incorporate using both hands at the top of the stick for throwing overhand passes. Accuracy begins to be developed during the Proficiency stage.

Mastery (Players can do it with others) – U11

Upon entering the Mastery stage, players are now introduced to a competitive element for passing. They are working on the skill primarily with another player(s) for a partner. The suggested skill progression for the Mastery stage is as follows:

- Pull-passing across the body
- Throwing while moving
- Throwing around a defender(s)

Extension (Players can do it in multiple contexts) – U11

Extension is the final stage of throwing skill development and is where the player will use the previously learned skills in multiple contexts and versus multiple opponents. The players should be working on the following skills to complete the Extension stage of catching:

- Quick Sticking
- Throwing on the opposite side (cross-handed)
- Throwing passes “off-target” to a spot where teammate can catch it.
- Throwing with moderate defensive pressure

SUGGESTED DRILLS AND ACTIVITIES <i>(AVAILABLE IN THE PROGRESSION PLAYBOOK DRILL CARDS AND US LACROSS MOBILE COACH)</i>					
Introduction	Exploration	Development	Proficiency	Mastery	Extension
<ul style="list-style-type: none"> • Coach models overhand passing to the player(s). 	<ul style="list-style-type: none"> • Water Balloon Toss • Lacrosse Javelin • Target passing 	<ul style="list-style-type: none"> • Form Passing • Partner Passing • Eagle Eye Drill 	<ul style="list-style-type: none"> • Hula Hoop Pass • Triangle Lines • Straight • Weave • 4 Corners Pass 	<ul style="list-style-type: none"> • 3 Man Weave • Star Drill • Figure 8’s 	<ul style="list-style-type: none"> • 3 Man Weave • JHU Up/Over • Feed the • Crease

SAMPLE VARSITY PLAYER ASSESMENT

Lacrosse Skills Rubric Players will receive a score of 1 through 5 for each test on the criteria listed below:

Cradling:

- Stick is vertical with one hand high and one hand low.
- Hip to hip and shoulder to shoulder motion (pocket faces forward when at the sides and when stick is in front of the body it faces toward the player).
- Able to Switch hands effectively at sides and cross body.

Scoop Ground Balls:

- Position body low with bent knees.
- Whichever hand is at the head of the stick lead with that foot.
- Lead foot is close to the ball.
- Stick position is lowered, especially the back hand.
- As the ball enters the stick, gradually cradle into an upright position.

Throwing:

- Step with opposition.
- Body should be turned sideways.
- Over the shoulder, not side arm.
- Bottom hand on the bottom, drop the top hand a few inches.

Catching:

- Stick face is open.
- Lead shoulder should be pointing down the field.
- Stick head should be facing back towards the thrower showing a target.
- Continuously watch the ball into the pocket, as soon as the ball enters the stick it should be absorbed "soft give", then right into a cradle.

Dodging:

- Player keeps head up scanning entering and maintains field awareness during the dodge Approach with shoulders square to defender. (split dodge) Attack leading foot.
- Opens defenders hips.
- Protects stick.
- Accelerates away from defender

Shooting:

- Hand placement on Stick.
- Elbow Pointing at target.
- Hands reaching back. (advanced: hiding ball from Goalie)
- Overhand release and snapping wrists during follow through.

VARSITY INDIVIDUAL SKILLS TEST (Assessment)

	<p>Station One: GB Pass Drill Goalies are exempt. <u>Coaching Points and Skills Assessed:</u> Proper GB Technique</p> <ul style="list-style-type: none"> • Speed (ability to accelerate and decelerate in and out of) • Passing (accuracy under pressure) • Cradling (protection stick) • Head up always up scanning looking for outlet pass • Rolling away from pressure
	<p>Test Two: Weave Drill 15 min All Players Run through twice in three men lines</p> <p><u>Coaching Points:</u></p> <ul style="list-style-type: none"> • Looking for passing/catching on the run • Players maintaining space and distance • Communication • Movements
	<p>Test Three: Skull King (King of the Hill) 35 min concurrent All Players Run through twice (as defender and attacker Players switch) King plays without stick. Can run one or two simultaneously if need be. Arrows indicate player movement between Drills.</p> <p><u>Coaching Points:</u></p> <ul style="list-style-type: none"> • Defender maintaining proper Body position • Aggressiveness • Footwork/movement • Attacker maintaining ball possession
	<p>Station Two: Iso's All Players Run through twice (From up top and from "X") Goalies evaluation in stopping shots, covering pipes, proper calls for Slide when defender is beat</p> <p><u>Coaching Points and Skills Assessed:</u> Dodge Ability and see the crease feed</p> <ul style="list-style-type: none"> • Dodging (Offense)/ Defending the Dodge (Defense) • Proper position to goal crease play • Speed/ aggressiveness • Time and Room shooting • See the feed to crease when slide comes
	<p>Station Three(d): "Sand Lot Drill" Individual Defensive Skills. Goalies evaluation on awareness and communication.</p> <p><u>Coaching Points and Skills Assessed:</u></p> <ul style="list-style-type: none"> • Awareness and spacing • Communication • Movement to slide and recovery • Maintains Athletic Stance • GB Clear when possible
	<p>Station four (o): Feed and Shoot All Players run through in CCW Direction Goalies evaluation on ability to stop shots from "X" feeds</p> <p><u>Coaching Points and Skills Assessed:</u> Proper GB Technique</p> <ul style="list-style-type: none"> • Feeding • Cutting • Shot Placement/ Accuracy



Technical Skills	U9	U11	U13	U15	
Cradling					Teaching Points
2 Hand Cradle - Strong Hand	x	x	x	x	A. Stick shaft perpendicular B. Control the ball C. Should be Natural Easy movements, not jerky / violent. D. Eliminate any unnecessary stick movement (showing off) E. Be able to get the stick to the box position to pass or shoot quickly.
2 Hand Cradle - Weak Hand		Intro	x	x	A. Stick shaft perpendicular B. Control the ball C. Should be Natural Easy movements, not jerky / violent. D. Eliminate any unnecessary stick movement (showing off) E. Be able to get the stick to the box position to pass or shoot quickly.
1 Hand Cradle - Strong Hand	x	x	x	x	A. Stick shaft perpendicular B. Control the ball C. Should be Natural Easy movements, not jerky / violent. D. Eliminate any unnecessary stick movement (showing off) E. Be able to get the stick to the box position to pass or shoot quickly.
1 Hand Cradle - Weak Hand		Intro	x	x	A. Stick shaft perpendicular B. Control the ball C. Should be Natural Easy movements, not jerky / violent. D. Eliminate any unnecessary stick movement (showing off) E. Be able to get the stick to the box position to pass or shoot quickly.
Throwing					Teaching Points
Strong Hand	x	x	x	x	A. Start with stationary passing drills, progress to drills on the move as soon as you can B. Utilize small ball games to create learning environments under pressure
Weak Hand		Intro	x	x	A. Start with stationary passing drills, progress to drills on the move as soon as you can B. Utilize small ball games to create learning environments under pressure
Catching					
Strong Hand	x	x	x	x	A. Start with stationary passing drills, progress to drills on the move as soon as you can. B. Utilize small ball games to teach passing and catching under competitive circumstances
Weak Hand		Intro	x	x	A. Start with stationary passing drills, progress to drills on the move as soon as you can. B. Utilize small ball games to teach passing and catching under competitive circumstances
Diagonal on the move	x	x	x	x	A. Start with stationary passing drills, progress to drills on the move as soon as you can. B. Utilize small ball games to teach passing and catching under competitive circumstances
Over the shoulder	Intro	x	x	x	A. Start with stationary passing drills, progress to drills on the move as soon as you can. B. Utilize small ball games to teach passing and catching under competitive circumstances
Scooping					Teaching Points
Strong Hand	x	x	x	x	A. Emphasize proper two handed technique, Stick low, head over the ball, scoop through. B. Run away from defender to open field. C. NO RAKING D. NO ONE HANDED SCOOPS. The team that wins most of the ground ball battles in lacrosse is almost always the one that wins the game.
Weak Hand		Intro	x	x	A. Emphasize proper two handed technique, Stick low, head over the ball, scoop through. B. Run away from defender to open field. C. NO RAKING D. NO ONE HANDED SCOOPS. The team that wins most of the ground ball battles in lacrosse is almost always the one that wins the game.
Dodges					Teaching Points
Roll Dodge	x	x	x	x	A. Review for technique. B. Progress through the dodges starting with Roll, to Face etc. C. There is no time table so don't feel this has to be done in week one. It is far more important to get one dodge down right. In a perfect world U15's should be able to do this with their weak hands
Face Dodge	x	x	x	x	A. Review for technique. B. Progress through the dodges starting with Roll, to Face etc. C. There is no time table so don't feel this has to be done in week one. It is far more important to get one dodge down right. In a perfect world U15's should be able to do this with their weak hands
Circle Dodge	Intro	x	x	x	A. Review for technique. B. Progress through the dodges starting with Roll, to Face etc. C. There is no time table so don't feel this has to be done in week one. It is far more important to get one dodge down right. In a perfect world U15's should be able to do this with their weak hands
Change of Direction Dodge	Intro	x	x	x	A. Review for technique. B. Progress through the dodges starting with Roll, to Face etc. C. There is no time table so don't feel this has to be done in week one. It is far more important to get one dodge down right. In a perfect world U15's should be able to do this with their weak hands



Split Dodge		Intro	x	x	A. Review for technique. B. Progress through the dodges starting with Roll, to Face etc. C. There is no time table so don't feel this has to be done in week one. It is far more important to get one dodge down right. In a perfect world U15's should be able to do this with their weak hands
Bull Dodge		Intro	x	x	A. Review for technique. B. Progress through the dodges starting with Roll, to Face etc. C. There is no time table so don't feel this has to be done in week one. It is far more important to get one dodge down right. In a perfect world U15's should be able to do this with their weak hands
Inside Roll Dodge			Intro	x	A. Review for technique. B. Progress through the dodges starting with Roll, to Face etc. C. There is no time table so don't feel this has to be done in week one. It is far more important to get one dodge down right. In a perfect world U15's should be able to do this with their weak hands
Feeding					Teaching Points
Create Space - Dodge	x	x	x	x	A. The key is creating space so that your hands are free to pass. Move, V Cut, get to open space to create time and space
Create Space - V Cut	x	x	x	x	A. The key is creating space so that your hands are free to pass. Move, V Cut, get to open space to create time and space
Create Space - Get to open areas					A. The key is creating space so that your hands are free to pass. Move, V Cut, get to open space to create time and space
Shooting					Teaching Points
Overhand	x	x	x	x	A. Start with stationary shooting galleries, progress to 'on the run'. B. Practice high shots bounce shots. C. Add combination drills combining skills that would be used to create a shot i.e. Give and Go passing of a triangle formation, Dodge / Feed
Three Quarter	x	x	x	x	A. Start with stationary shooting galleries, progress to 'on the run'. B. Practice high shots bounce shots. C. Add combination drills combining skills that would be used to create a shot i.e. Give and Go passing of a triangle formation, Dodge / Feed
Side Arm		Intro	x	x	A. Start with stationary shooting galleries, progress to 'on the run'. B. Practice high shots bounce shots. C. Add combination drills combining skills that would be used to create a shot i.e. Give and Go passing of a triangle formation, Dodge / Feed
Quick Stick		Intro	x	x	A. Start with stationary shooting galleries, progress to 'on the run'. B. Practice high shots bounce shots. C. Add combination drills combining skills that would be used to create a shot i.e. Give and Go passing of a triangle formation, Dodge / Feed
In Tight - Hi Lo Fake		Intro	x	x	A. Start with stationary shooting galleries, progress to 'on the run'. B. Practice high shots bounce shots. C. Add combination drills combining skills that would be used to create a shot i.e. Give and Go passing of a triangle formation, Dodge / Feed
Checking					Teaching Points
Poke	x	x	x	x	Checking under control, on the hands or stick, NO wild swings, use both hands if at possible. Defense is played with the legs first proper position, and stick last
Lift	x	x	x	x	Checking under control, on the hands or stick, NO wild swings, use both hands if at possible. Defense is played with the legs first proper position, and stick last
Slap / Chop		Intro	x	x	Checking under control, on the hands or stick, NO wild swings, use both hands if at possible. Defense is played with the legs first proper position, and stick last
Can Opener		Intro	x	x	Checking under control, on the hands or stick, NO wild swings, use both hands if at possible. Defense is played with the legs first proper position, and stick last



Tactical Skills	U9	U11	U13	U15	
Playing without the ball					Teaching Points
Whistle Ready	x	x	x	x	A. Whistle ready is running to your proper position on a dead ball situation. The ref will blow the whistle as soon as the team that has possession gets it. This is for both defense and offense. B. What your players do off the ball will determine much of your success. It is the difference between well coached teams and the other guys. C. Are players moving, cutting, V-Cuts, setting pics. The game is constant motion when played correctly. D. College coaches spend a lot of time studying players and what they do when the DON'T have the ball - Are you a part of the clear, making yourself available for a pass.
V Cuts - Creating Space	x	x	x	x	
Cutting	x	x	x	x	
On Ball Picks	Intro	x	x	x	
Off Ball Picks		Intro	x	x	
Transition Offense					Teaching Points
Draw and Dump	x	x	x	x	A. Practice transition a lot, odd man rushes, and create a passing mentality. The objective is recognizing you have "numbers" or more players than the defense first, second is to find or create that 2 v 1 situation. Third, get the ball to the hole and get a shot. Do NOT be too fancy when you get the ball to the hole, Do NOT over pass. The best goalies in the world only stop 55-60% of the shots they face. In Youth Lax if your goalie stops 1 out of 2 he or she is doing well. Get the ball to the hole quickly
Give and Go	x	x	x	x	
Fast Break "L"			Intro	x	
Fast Break "W"				x	
Transition Defense					Teaching Points
Get to the hole	x	x	x	x	A. Transition Defense is an all about getting the hole, setting up a tight zone, giving up the "Longest" pass, and closing the closest threats. In transition the players without the balls are more dangerous than the ball carrier. Bait the Offense, try to get them to over pass and make a mistake and do your best to keep them out of the hole. Give up long shots is not a bad thing too
Zone Defense	x	x	x	x	
Slide and Support	x	x	x	x	
Settled Offense					
Get organized - Patience	x	x	x	x	GET ORGANIZED - Patience, get set up, pass the ball around then run your offense. Patience is the hardest thing to teach.
Get the ball through "X"	x	x	x	x	Understand basics of feeding through X and how "X" player should position themselves to attack the weak side or crease.
2 2 Box	x	x			
1 3 2 Triangles			x	x	Communicate!!!!
Vacate Fill		x	x	x	
Pass / Dodge and Cutters	x	x			
Dodge / Pass / Pass / Dodge and Cutters			x	x	Basic of Zone Offense and Full Ball Movement. Attack, Trigger the Defense and rotate the ball through X or Point to the weak side defense.
Motion Offense - Part 1			x	x	
Motion Offense - Part 2			Intro	x	



Motion Offense - Part 3				Intro	
Zone Offense Part 1				Intro	
Settled Defense					Teaching Points
Man, to Man, don't chase	x	x	x	x	A. Be whistle ready B. Communicate C. Be a defense first team and start your season with defensive systems. This is the hard
Slough off ball	x	x	x	x	part and the grind. Do not make the mistake of assuming your defense will just take care of itself while you are working on
Adjacent Slide	Intro	x	x	x	your offense. It doesn't. Everyone plays defense, Everyone! It is the difference between a good team and a great team
Crease Slide			x	x	
Clears					Teaching Points
After Shot	x	x	x	x	A. Players break immediately to open areas for outlet pass
Sideline	x	x	x	x	A. Whistle ready! B. Younger levels get open, older levels run Modified 32. B. Clear up the sideline
Modified 32			x	x	A. Three defensemen low in a line. Two middies in the middle. On whistle one breaks to side line and the other to the ball.
Rides					Teaching Points
Man to Man	x	x			
3 3 3 1			x	x	A. Attack plays Zone down low giving up the long pass B. Middies Man to Man C. Defense Man to Man on Attack

Man Down Defense					Teaching Points
Triangle Zone	Intro	x			Work on this because you will have to play it in every game.
Box and One Zone			x	x	
Rotating Zone Defense				x	
Extra Man Offense					Teaching Points
1 3 2 Motion Offense			x	x	
2 2 with cutters	x	x			Work on transition and settled first. When this starts to take shape work in your EMO.
1 4 1				Intro	

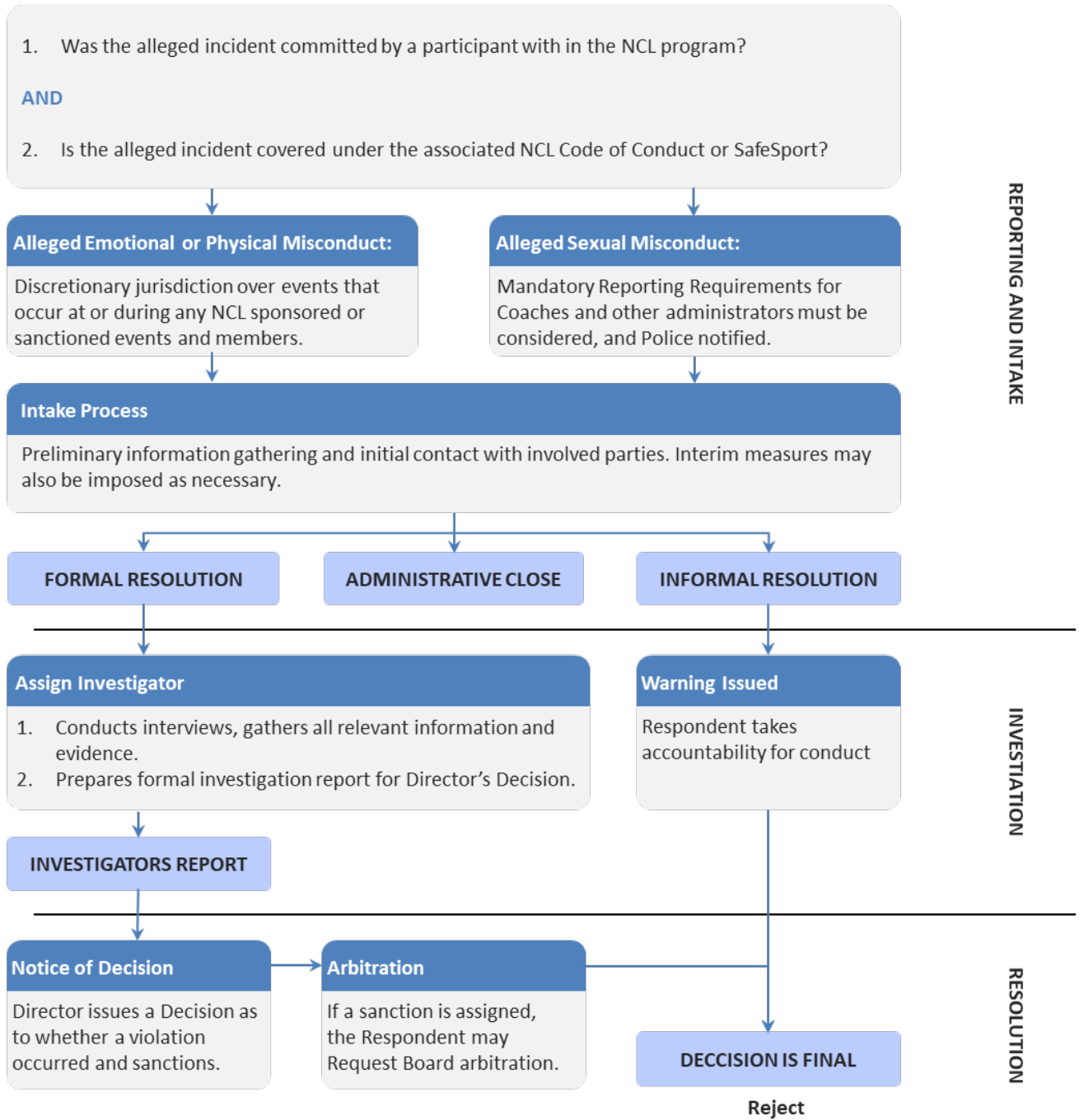
Drills - Controlled setting with limited choices and a specific right answer or set of actions. The focus here is getting the correct action with a high degree of accuracy. High muscle memory and may not be contextual. Low Risk, Low Fun

Games - Any activity regarded as contest involving rivalry or struggle were actions are taken as a result of devising a solution to a presented problem. The focus is on the decisions with desired goals. Can be a “winner” and “looser”. Small Side Lax and highly contextual. Medium Risk, More Fun, 2 points for picks

Competition - This is a contest that is often used to determine some sort of ranking. The focus here is not on the execution but the struggle to a determine the level of competency resulting from drills or games. High Risk, High Reward.



Incident Reporting Process





Volunteer Coach Waiver and Release of Liability

Volunteer Waiver Release of Liability Agreement

This **Release Agreement** shall be effective upon acknowledgement of receipt and acceptance of the NCL Coaches Manual and set forth below and shall be binding upon me, my successors, representatives, heirs, executors, assigns and transferees.

In consideration for being permitted to perform the below described volunteer activity for North County Athletics (NCL), I acknowledge, represent, and agree as follows.

1. I understand that said activities are or may be dangerous and do or may involve risks of injury, loss, or damage. I further acknowledge that such risks may arise from a variety of foreseeable and unforeseeable circumstances connected with these activities. Activities to be performed:

Youth Sports Coach or Assistant Coach. Team supervision during practices and games.

2. By signing this **Release Agreement**, I hereby expressly assume and release the NCL from all such risks of injury, loss, or damage to me.
3. I hereby also grant the NCL and its agents the right and license to use my name, image, likeness and comments in internal and external communications, not limited to advertisements, brochures, news releases newsletters, videos or websites.
4. The NCL has put in place preventative measures to reduce the spread of COVID-19, however I understand that the NCL cannot guarantee that I will not become infected. I acknowledge the contagious nature of COVID-19 and understand and voluntarily assume the risk that I may be exposed to or infected while volunteering for the NCL, and that such exposure or infection may result in personal injury, illness, permanent disability, and death. I understand that the risk of becoming exposed to or infected by COVID-19 while volunteering may result from the actions, omissions, or negligence of myself and others, including but not limited to, NCL Board, Directors, volunteers and program participants and their families. I voluntarily agree to assume all of the foregoing risks and accept sole responsibility for any injury to myself (including, but not limited to personal injury, disability, and death), illness, damage, loss, claim, liability, or expense of any kind arising out of or relating thereto. I understand and agree that this release includes any claims based on the actions, omissions, or negligence of the NCL, its employees, agents and representatives, whether a COVID-19 infection occurs before, during or after volunteering.

I HAVE READ THIS RELEASE OF LIABILITY AND ASSUMPTION OF RISK AGREEMENT, FULLY UNDERSTAND ITS TERMS, UNDERSTAND THAT I HAVE GIVEN UP SUBSTANTIAL RIGHTS BY SIGNING IT, AND SIGN IT FREELY AND VOLUNTARILY WITHOUT ANY INDUCEMENT.

Name of participant: _____

Participant signature: _____

Date signed: _____

FOR PARTICIPANTS OF MINORITY AGE (UNDER AGE 18 AT THE TIME OF REGISTRATION)

This is to certify that I, as parent/guardian, with legal responsibility for this participant, have read and explained the provisions in this waiver/release to my child/ward including the risks of presence and participation and his/her personal responsibilities for adhering to the rules and regulations of NCL and its Directors. Furthermore, my child/ward understands and accepts these risks and responsibilities. I for myself, my spouse, and child/ward do consent and agree to his/her release provided above for all the Releasees and myself, my spouse, and child/ward do release and agree to indemnify and hold harmless the Releasees for any and all liabilities incident to my minor child's/ward's presence or participation in these activities as provided above, EVEN IF ARISING FROM THEIR NEGLIGENCE to the fullest extent provided by law.

Name of parent/guardian: _____

Parent guardian/signature: _____

Date signed: _____