NCL
COACHING
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Summer Coaching Clinic
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AGENDA

Goal: Create player-centric program wide approach to maximize the ability of every player and coach through a process of assessing individual skills and developing effective planning.

The result is a method of implementing team offense, defense, and transition play built on solid game concepts,

- Introduction
- Module 1 - Coach Development
- Module 2 - Player Development
- Module 3 - Team Development
- Module 4 - Field Exploration

C A V S

Our goal is to elevate lacrosse across Whatcom County and provide every opportunity to discover, learn, participate in, enjoy, and ultimately embrace the shared passion and positive change that our Lacrosse experience brings to life.

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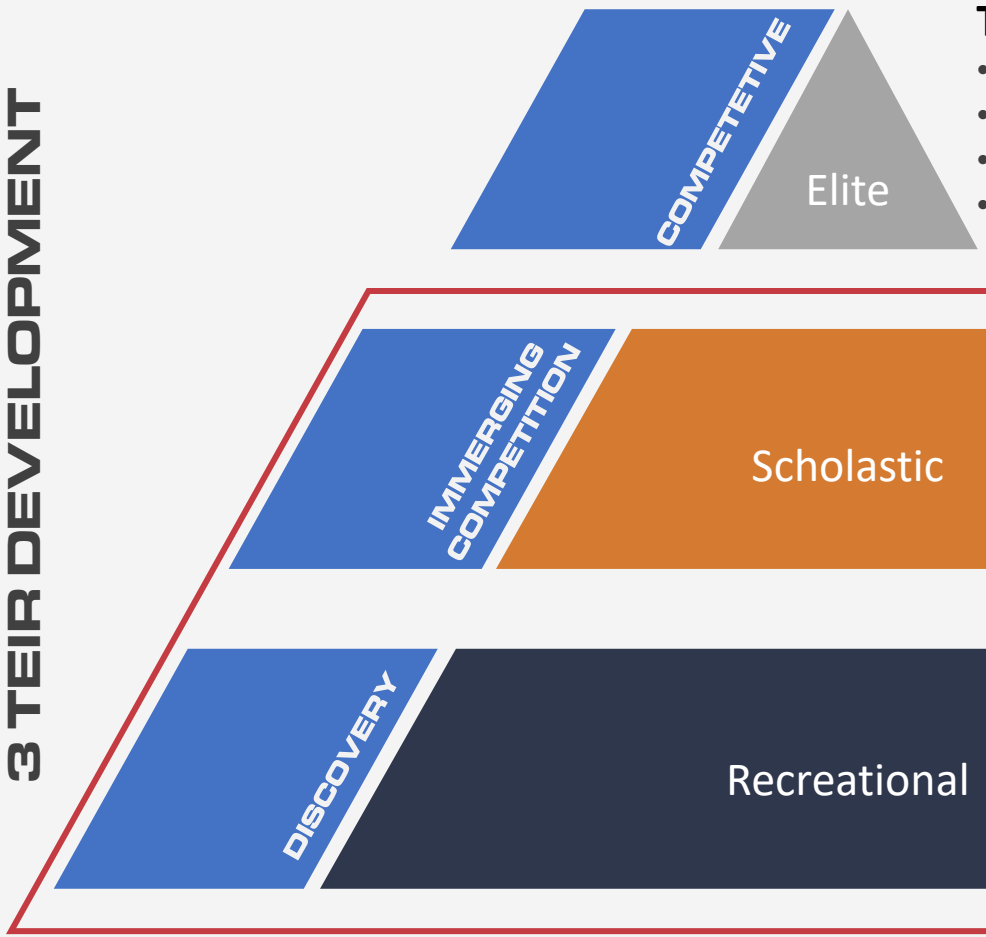
3 TEIR DEVELOPMENT



Travel team

- 4 years of experience, select try outs.
- Demanding Schedule, Less Local
- Psychological and physically demanding
- Focus on competition and specialization skill development

Fundamental team

- 2-4 years of experience, Cost effective, Mostly Local.
- Incorporates age-based player development model
- Higher motivation yet prevent early or over specialization
- Focus on tactical and team skill development concepts

Introductory Skill Development

- Beginner level of play, low cost, local play, inclusive access
- Fewer practices and difficult to obtain high level training
- Broad range and multi-sport participation
- Focus on discovery and developing a love of the game

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SEASON CALENDAR

Coaches Meeting

Objectives

What we want to achieve today:

- Deepen the programs overall player development model across the program
- Align the program and culture at every level
- Drive targeted implementation at every age level
- Managing Expectations for ourselves and the program
- Leave with tools to maximize the ability of every player at their level.

Roll of the Coach

Create the Culture

Introduction to Coaching

A ***"PLAYER-CENTRIC"*** Age-Appropriate Strategy.

One must have accomplishments to have confidence.***"Lax-IQ"***

Introduction to Coaching

“Player-Centric”
Definition

A “**PLAYER-CENTRIC**” approach is the concept and process, where you will place your player’s success and development at the front of your mind when making decisions for the team and the development of success. Player-centric and be utilized in various areas of coaching and game play, but **as a coach you must make it a priority to make your players the priority.**

Introduction to Coaching

“Lax - IQ”
Definition

Lax IQ is effective when building your players and teams understanding of lacrosse on and off the field.

Lax IQ is valuable for lifelong success in the sport and is something that **requires a coach's attention to build at all levels of play.**

General Conditions

Requirements

Every NCL Coach:

- USA Lacrosse Membership Valid through at least June 26, of current season.
- Background Investigation NCSI Service Report green light with Determination Date.
- PCA Positive Coaching Alliance - Double Goal Coaching
- SAFESport or USL Abuse Prevention Course.
- Concussion / SCA Completed through NFHS HeadsUp every 3 years.
- CPR / First Aid Valid through June 26, of the current season.

High School Varsity

Head Coach

WIAA and NCL Specific Requirements:

Additional Requirements for all Head Coaches from both WIAA, WHSBLA, and internal NCL.

- Must complete USA Lacrosse Level 1 Certificate
- Must complete annual compliance and NFHS Rules
- Attend mandatory league coaches meeting January

Consideration:

- WIAA Progressive Training Policy under Rule 20.0.0
- Washington State OSPI Moral Character Supplement. RCW 43.43.830

Youth All Ages U14

Head Coach

NSYL and NCL Specific Requirements:

Additional Requirements for all Head Coaches and does not apply to assistant coaches.

- Must be 21 and have emergency cell phone
- Must acknowledge all NSYL Rules and Code of Conduct

Considerations:

- Should have hard copies of program roster and emergency contacts
- Should have program hard copies showing all players comply with Lystedt Law

POSITIVE COACHING ALLIANCE®

U.S. CENTER FOR SAFESPORT

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USA

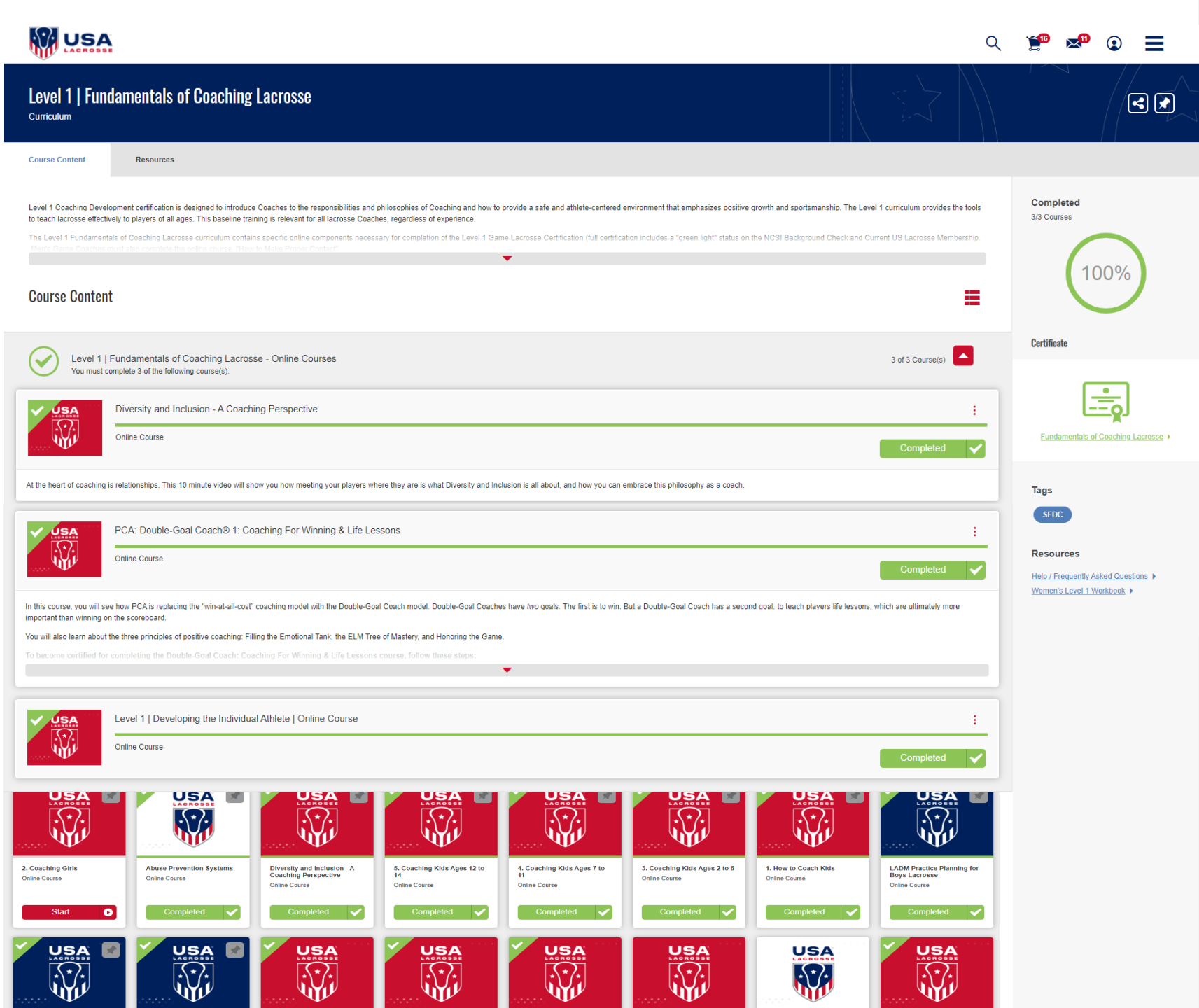
Coaching Checklist

Requirements

- **Concussion in Sports**
  Elective Course
  Coach, Parent, Administrator, Official, Performing Arts
  Free
- **Sudden Cardiac Arrest**
  Elective Course
  Student, Coach, Parent, Administrator, Official, Performing Arts
  Free
- **Protecting Students from Abuse**
  Elective Course
  Coach, Parent, Administrator, Performing Arts
  Free
- NationalCPRFoundation™
- USA

USA LACROSSE

Resources



Module 1: Program Planning

No plan ever survives first contact with the enemy, and everyone has a plan until they get punched in the mouth.

Lessons for Module 1:

1. Map Effective Coaching
2. Update Teaching Techniques
3. Update Goal Setting Assessments
4. Begin Sports Program Psychology
5. Begin Season Planning

Learn how to:

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Effective Coaching

Evaluation

Effective Coaching
Evaluation

Before we begin lets start here:

List and describe three values that you have derived thought sports participation?

What are some essential characteristics of a “good ***lacrosse*** coach?”

Describe the driving force(s) behind your interest in coaching lacrosse, and for this specific program.

Describe the most important thing you would like to achieve through today’s experience.

Effective Coaching

Philosophy

Describe your ideal philosophy:

Coaching philosophies are only as good as those who follow them. If you are going to go to the effort to develop and produce a philosophy, be the coach that celebrates and holds themselves and their team to that philosophy

Our coaching philosophy will guide our team and program towards our player-centric vision of success. We need a philosophy that can is easy to share at anytime with players, parents, and administrators, which displays your player-centric approach to success. Keep the following points in mind about your philosophy:

- Adopting a player-centric approach has its own unique set of challenges and benefits.
- Create, document, and share your philosophy prior to the season with your program, carefully consider the ramifications of your statements. How will these statements and philosophies add value to our program or come back to haunt me in certain situations?
- Live by your words and actions and stick to your philosophy once you set it.

Effective Coaching
Philosophy

NCL Varsity High-School Philosophy

The game is the starting point; it drives positive changes in behavior, reflection, and decision-making for the player, the team, the coach, and the club.

We train our players how to be “gritty” and work to reach their goals. We are unapologetic about demanding the best from them, and, in turn, having them demand the best from themselves, their teammates, and our coaches. It’s all about coaching for the game and for life.

We learn by doing; evaluating, analyzing, and reflecting on our experiences helps develop competency, poise, and confidence. We can apply those to everything we do both on and off the field through the application of the lessons we learned during the process.

1) Winning is Important

2) Player Development is more Important

Effective Coaching

Roles

Community Roles:

Parents provide every opportunity to our players to be successful.

Coaches equip players with the skills and tools they need to be successful .

Its up to the players to make the most of every opportunity they are given or earned to be successful through ELM

Effort, **L**earning, and **M**istakes are Ok.

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Communication
with Players

Effective Communication

Filling the Emotional Tank

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

1. Be Specific
2. Be Honest and Positive
3. Be Concise (Twitter Speak)
4. Listen first
5. Ask Questions to demonstrate mastery

Communication
with Parents

Effective Communication

Pre-Season parent meeting is mandatory to set expectations. At youth administrators will handle the majority of this with coaches supporting.

Continue to communicate with parents during the season.

Weekly “state of the team” communication to build culture.

Proactively communicate with administrators, they are often the primary decision makers beyond the field.

Communication
with Admins

Effective Communication

Proactively communicate with administrators, they are often the primary decision makers beyond the field.

What to communicate with your staff

- Personnel decisions
- Practice planning
- Injury reporting
- schedules

Player Development

SPRING / FALL - PLAYTIME

U8 through U12 Scholastic and Recreational

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

Effort + Attendance + Attitude + Ability = Playing Time

Player Development

SPRING / FALL - PLAYTIME

U12 (5/6) 2:1 playing ratio and Specialization

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

    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.

- 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 season. This is to help each player to better understand the interaction of all positions and to build depth of play.
- 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.

Player Development

SPRING / FALL - PLAYTIME

U14 (7/8) 3:1 playing ratio and Specialization

- Higher Focus on competitiveness, 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

    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.

- 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.

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Teach Techniques

Strategies

IDEA Method

The IDEA Method presents a comprehensive methodology for teaching lacrosse skills. A coach should try to implement each component when tackling a new skill, drill, or concept. The IDEA Method provides a framework from which the coach can build on.

I Introduce Skill

D Demonstrate Skill

E Explain Skill

A Attend to players practicing skill

Teach Techniques

Strategies

Part Whole Method

Whole-part-whole is a traditional teaching method that is very impactful when teaching tactics and situations.

- Coaches teach the whole action first by demonstrating the skill with an athlete or video.
- The action is then broken down into parts and worked on in sequential order.
- All of the pieces are subsequently put back into the whole action.

The key to whole-part-whole is to not lose sight of the whole. It is very easy to spend a significant amount of time practicing a part and drilling it to death.

[Whole-Part-Whole Practice Philosophy | SoccerDrive.com]

Teach Techniques

Strategies

Progression Theory

The teach skills and develop drills in a progression from simple to complex. Use progression as practice begins: practice the skill alone, add moderate pressure, and then go live or add competition. Follow a natural progression of basic skills that a player can understand mentally and perform physically. In other words, teach the cradle before you teach the dodge.

1. Have the player perform a skill repeatedly by him or herself.

Pro Tip: This gives the most exposure for trial and error and allows a self-exploratory process to occur.

2. Ask the players to do the skill with a partner.

Pro Tip: Helps player gain insight by watching the skill being performed correctly or helping the partner with suggested corrections.

3. Introduce a passive opposition or defender to challenge the execution of the skill.

Pro Tip: Increases pressure and complexity.

4. Finally, test the performance of the learned skill in a modified “game” situation.

Pro Tip: Should be specifically designed to include the skill as a factor in leading to a scoring or winning conclusion

TRAIN UGLY
BELIEVE IN YOURSELF
WITH TIME & HARD WORK YOU CAN GET BETTER AT ANYTHING YOU WANT
MESS
YOU ARE A LEARNING MACHINE
FAIL DOWN
ENJOY THE
LET IT RIP
BUST OUT
OF YOUR COMFORT ZONE
TRY NEV
TRAIN UGLY
JUNGLE

Skill Development

Train Ugly

Tail of Two Tigers:

Survival

Challenges Faced

Skills Developed

Survival

Challenges Faced

Skills Developed

Skill Development

Train Ugly

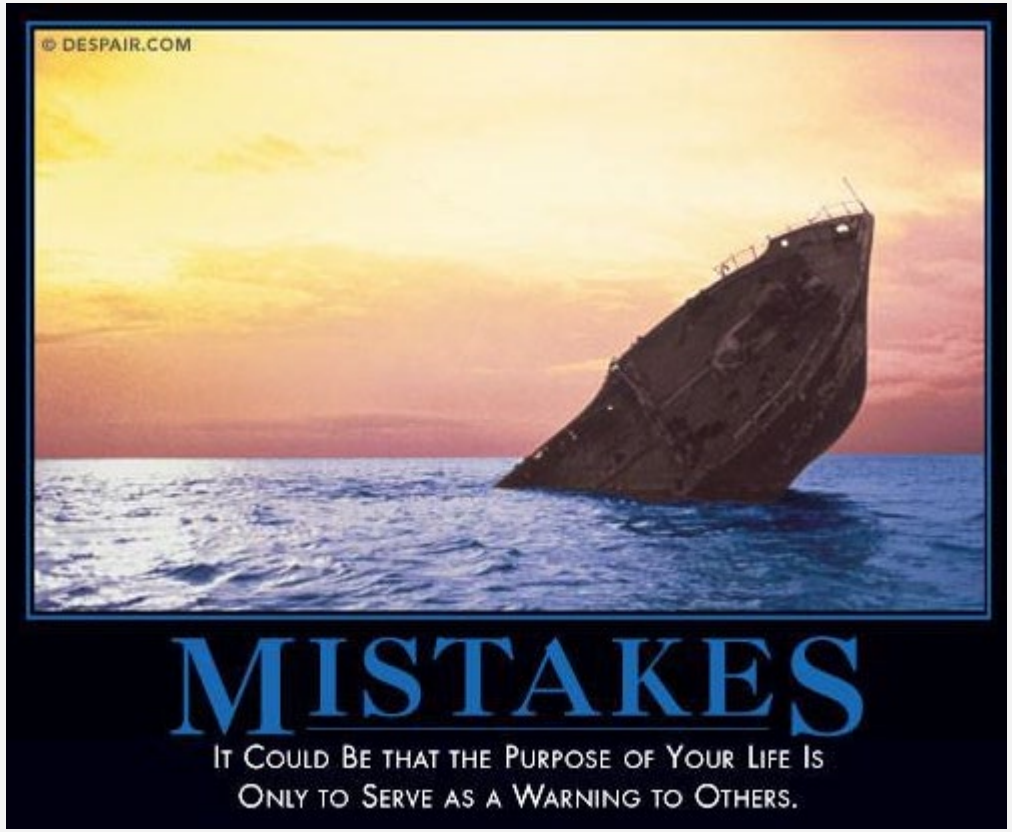
KEY POINTS

- THEY ARE BOTH TIGERS AKA - THEY BOTH HAVE **SIMILAR** TOOLS
- **THEIR ABILITY TO LEARN** AND THE SKILLS THEY DEVELOPED HAS **NOTHING** TO WITH THEIR TOOLS
- AND **EVERYTHING** TO DO WITH THE WAY THEY WERE TRAINED AND THE ENVIRONMENT THEY **WERE TRAINED IN**

Skill Development

Train Ugly

Mistake are Encouraged:



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Measure Success

Assessments

Understanding Mastery:

Measurement is the first step that leads to control and eventually to improvement. If you can't measure something, you can't understand it. If you can't understand it, you can't control it. If you can't control it, you can't improve it.

You Can't Improve What You Don't Measure,... DMAIC

The Eye Ball Test

The Scoreboard

Coach Evaluations

Assessments

Continuous Improvement

Relationship Implications - Between Coaches, Players and Parents. Influence on newer players from experienced players.

- What went Well last year at every level - 2 Positive
- What went Poorly last year at every level - 1 Negative
- What 1 thing would we do over if we could.

Team Evaluations

Assessments

Create the Perfect Team for Success

What attributes to look for in players a based-on role and position and age. Are there any unreasonable bias or expectations.

All Positions, No Positions

Focus on learning fundamentals first at all costs. Each position Every Age Group

U10 Grade 3/4: No Specialization. Learn Everything

U12 Grade 5/6: Begin Specialization for players from previous age group. Emphasize complete player. NO One Dimensional Players!

U14 Grade 7/8: Specialize based on player assessment and in part with player desires but teach all aspects of the game and within the specialization.

Touch on D-Pole concerns:

Team Evaluations

Assessments

Create the Perfect Team for Success

What attributes to look for in players a based-on role and position and age. Are there any unreasonable bias or expectations.

Role and Strategy Chart		
Skill - If the player strength,…	Ideal Position - Play at team,…	Strategy Note - Guidance
Speed	Midfield	Play fast in transition and try to capitalize on odd number situations.
Feeding	Attack	Use off-ball movement to create scoring opportunities with passes into high-percentage shooting areas.
Dodging/Change of Direction	Midfield or Attack	Use dodging and change of direction to create defensive rotations and move the ball to open players for high scoring opportunities.
Outside Shooting	Midfield	Use offensive strategies such as fades and pops away from the defensive rotations to get the ball into the sticks of outside shooters.
Field Awareness	Midfield or Attack	Use this player as a distributor. Put them into a position where they can read the defense and the ball movement accordingly.
Athleticism	Midfield or Defense	Defense must be the most athletic on the team, even with weaker stick skills and solid ground ball fundamentals.

Player Evaluations

Assessments

Why Assessments

Ties into season planning and goals

Helps you (parents/players) understand players' strengths and weaknesses

Allows you to determine depth charts (objective criteria for decisions)

Gives a roadmap and tools to reassess players several times throughout the season

Allows us to communicate and teach players to give and receive constructive criticism

- Gives a path for overall player development
- Allow players to develop their unique "***Flow***" rather then simply conforming
- Holds both Player and Coaches accountable to each other

Player Evaluations

Assessments

Why Assessments

All Position, No Position

Focus on learning fundamentals first at all costs. Each position Every Age Group

Specialization

Ages 4 - 9: No Specialization. Learn Everything

Ages 10 - 13: Begin Specialization for players from previous age group. Emphasize complete player. NO STUDS

Ages 14 - 16: Specialize based on player assessment and in part with player desires but teach all aspects within the specialization.

Touch on D-Poles:

Player Evaluations

Assessments

Objective and Subjective Data

Types of Data to Collect

- Speed and Agility: 40 yard dash time
- Shot Speed: Right and left handed shot speeds
- Passing and Catching: Use a wall ball routine for evaluation
- Game Play Evaluation: Have the players play a game and give each player a grade
- Conditioning: 1 mile run, for high school players
- Weight Room Testing: Use this evaluation only for players in high school

Player Evaluations

Assessments

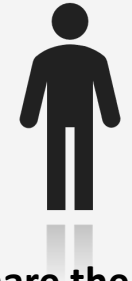
Beneficial Use of Assessments

- Use the data to determine areas of strength
- Help determine where to position players in particular types of offenses and defenses

Use it to guide our practice planning

Use it to determine which skill to set daily focus

Aids in selecting best small units or player lineups



Share the data with players

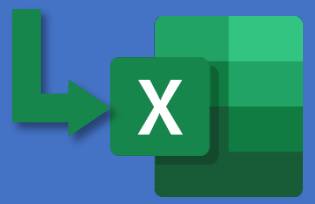
Give your players benchmarks and individual goals

Example of player-coach meeting

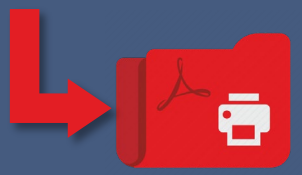
Player Evaluations

Tools / Examples

Sample Player Evaluation Form



Sample Player Evaluation Form



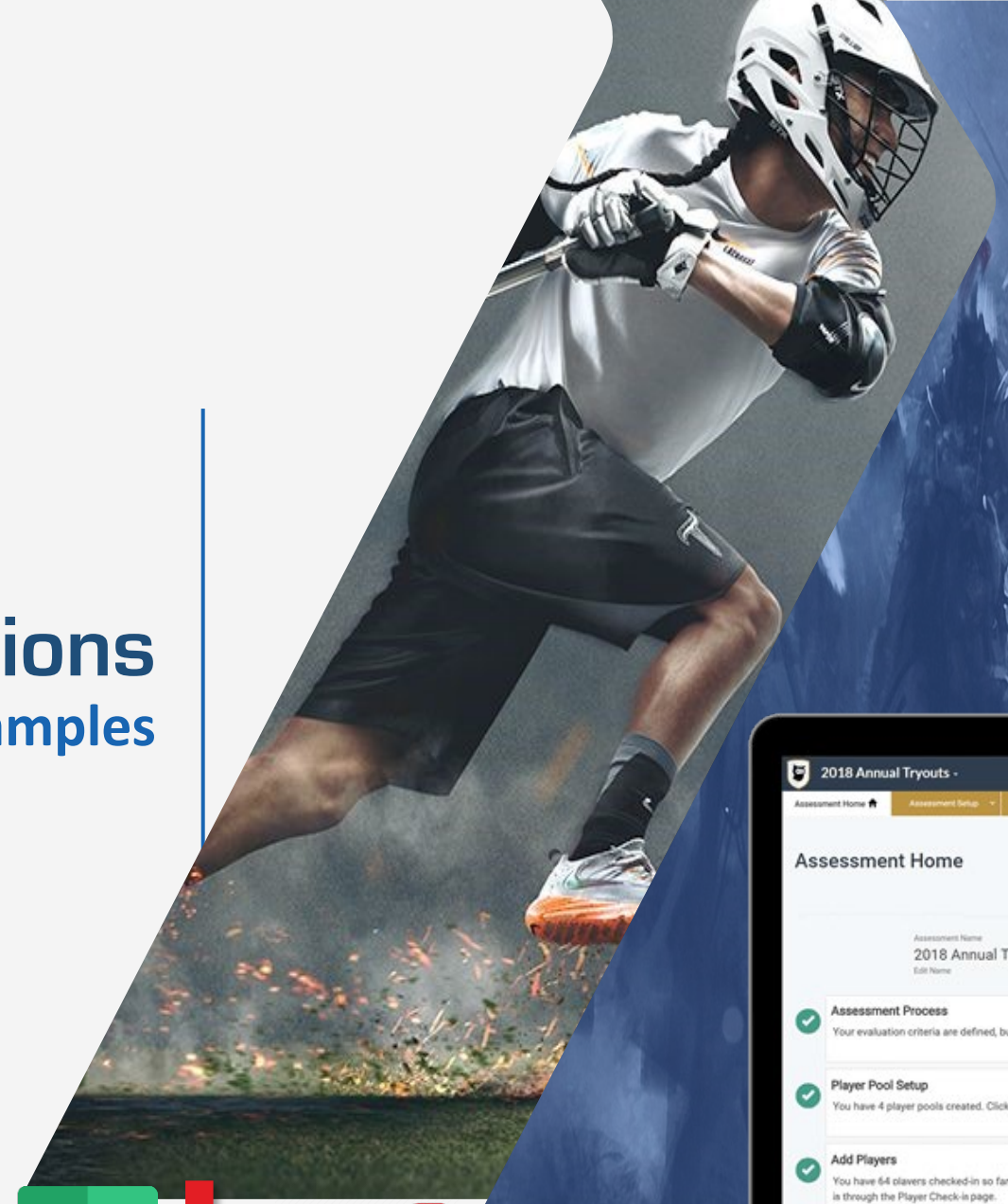
Sample Player Evaluation Form

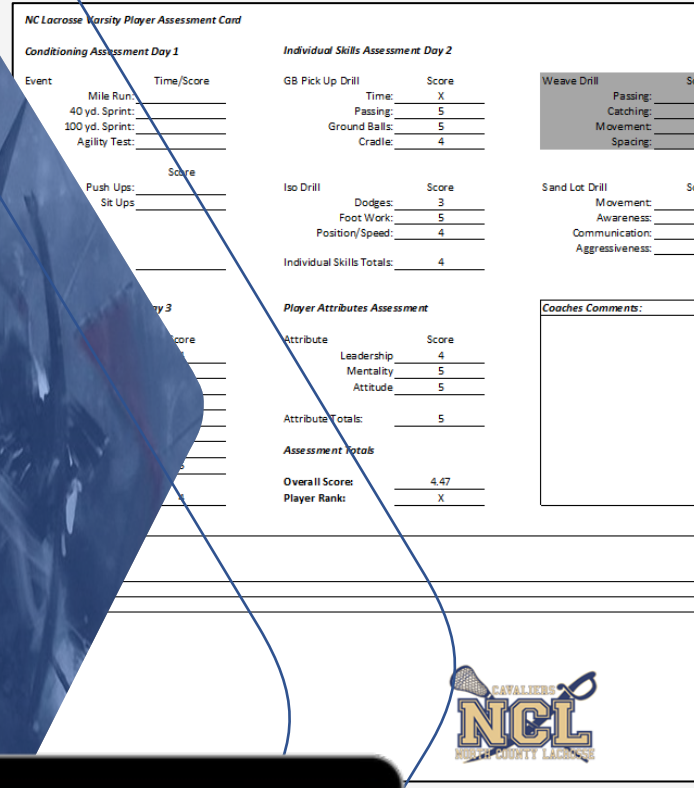
TEAMGENIUS

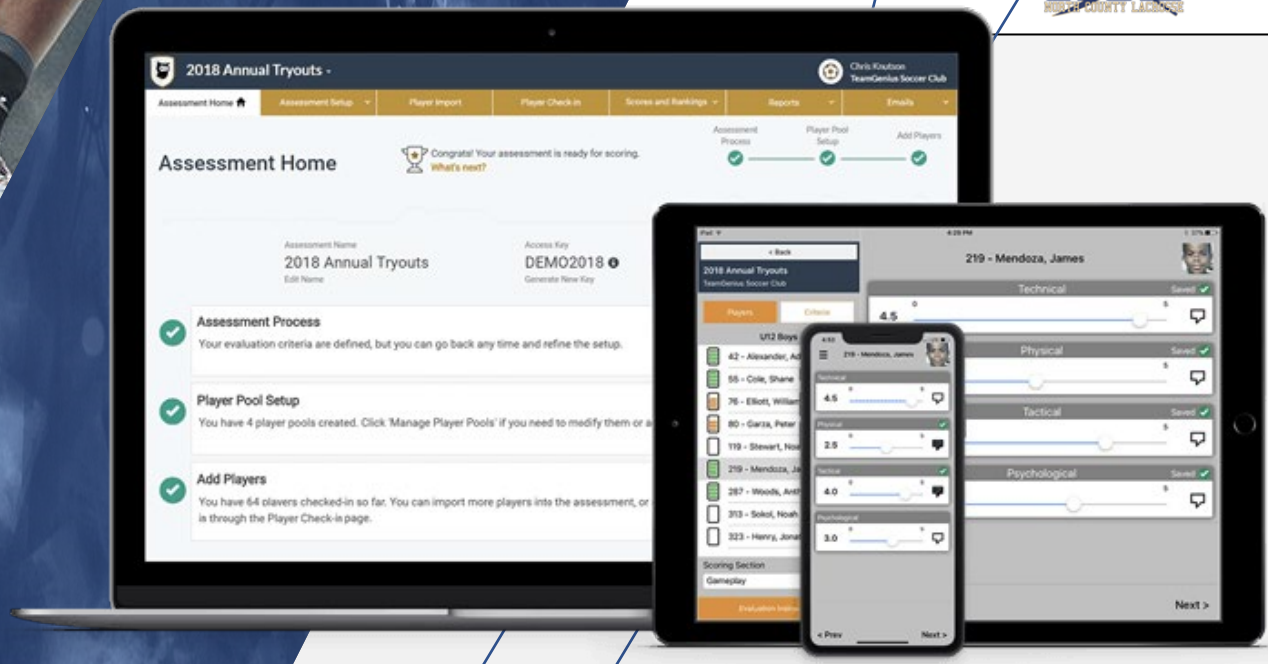
SKILLSHARK
ATHLETE EVALUATIONS

Player Evaluations

Tools / Examples







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PLAYER DEVELOPMENT

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

Program Planning

OAP

Before we begin lets start here:

What does planning with a player-centric approach mean?

Why should you season plan?

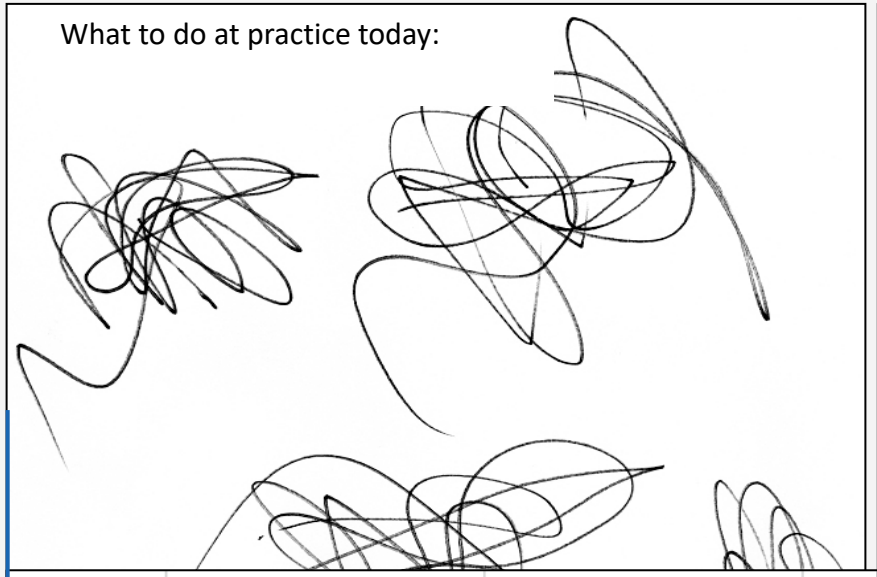
What are the benefits of practice planning? How would you develop your practice plans currently? What things do you take into consideration?

Checks
2 Man Plays
Individual Defense
D - P - D
Terminology
Clears
Passing
Rides
Off Ball Picks
Catching
Slow Breaks
Shooting
Vacate Fill
Fast Breaks
Motion Offense
Feeding
Stickwork
Defense Approaches
Offensive Plays
Pokes
Attack From Crease
Dodging
Off Ball Picks
Holds
Ground Balls
Stick Protection
Communication
Face Off Clears
Transition Defense
Face Offs
Cradling
Attack From X
Zone Offense
Transition Offense
Adjacent Slides
Crease Slides
Cutting
Defending Picks
On Ball Picks
Set Offense
Coma Slides
Man Up
Crease Slides
Defending Off Ball Picks
Footwork
Man Down
Double Team
Extend - Recovery Defense

Program Planning

Whats it Look Like

What to do at practice today:



	Week 2	Kamiak Prep			
	Day 1	Day 2			
	Team Defense Into	*Fast Break / Slow Break*	*Te*		
Defense	•Position - Presence •Footwork, Holds, Checks •Slide - Recovery, Recap Focus Field Awareness (You-Me-Ball), Communication	•Position - Presence •Footwork, Holds, Checks •Slide - Recovery, Recap Focus Field Awareness (You-Me-Ball), Communication	• Man D • Crease • Defen		
Offesne	• Form Shooting Progression • Dodge to Double Build • Passing Picking Cutting Focus FUNDAMENTALS, Confidence Shooting	• Form Shooting Progression • Dodge to Double Build • Passing Picking Cutting Focus FUNDAMENTALS, Confidence Shooting	• Advanced Shooting • 2 and 3 Man Plays • Off Ball Awareness Focus: Vacate Fill to Dodge Pass Pass Dodge	• Advanced Shooting • 2 and 3 Man Plays • Off Ball Awareness Focus: Vacate Fill to Dodge Pass Pass Dodge	Special Teams and Full Field Transitions
Team	Team Defense • Slide Recovery • Man to Man Whiteboard to Field	• Fast - Slow Breaks Unsettled Offense - • Highlight Importance for Up Tempo Lacrosse	Team Offense • Motion 2-3-1 to 2-2-2 Whiteboard to Field	Team Offense Trainsistions Intro	Special Teams and Full Field Transitions

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Practice Name: 2 Man Plays — "W,Th Build"

Date: 03/08 – 03/09

Drills:

- ☐ Active Team Stretch (Captains) — 5 minutes 3:30-3:35
  - Active Team Stretch
- ☐ **Individual Skills Drills** — 30 minutes 3:35-4:05
  - Triangle Line Drills
  - Corn Maze
  - Box Drill
  - Star Drill – Inverse Star (Pop-Out)
  - Weave Drill
- ☐ **Positional Tendency Drills** — 40 minutes 4:05-4:45
  - Att: 1 v 1, Pass Pic Away, Pic n Roll, Give n Go,
  - Mid: 1 v 1, Pass Pic Away, Pic n Roll, Give n Go,
  - Def: Second Slides, Skull-King, Hat Drill, Shed Progression
- ☐ Water Break — 5 minutes 4:40-4:45
  - Water Break (5 min)
- ☐ Low Pressure 2 Man Plays — 40 minutes 4:45-5:25
  - Pass Pick Drills Live Attack and Mid Finishers
  - Add-Fill (D drill)
  - Slide - Recover
- ☐ **Team Period:** Defense Rotation Cover the Crease, + Fire — 20 minutes 5:25-5:35

Practice Planning

OAP

Preparing for Mastery:

It doesn’t have to be fancy but it does have to be intentional - Invest.

Have a daily goal or objective and individual player and drill objectives.

Be prepared to meet players where they are on that given day. They are facing challenges just as we are.

Compare our team today with our team yesterday.

Block Drills vs ***Random*** Drills for greater retention and challenge.

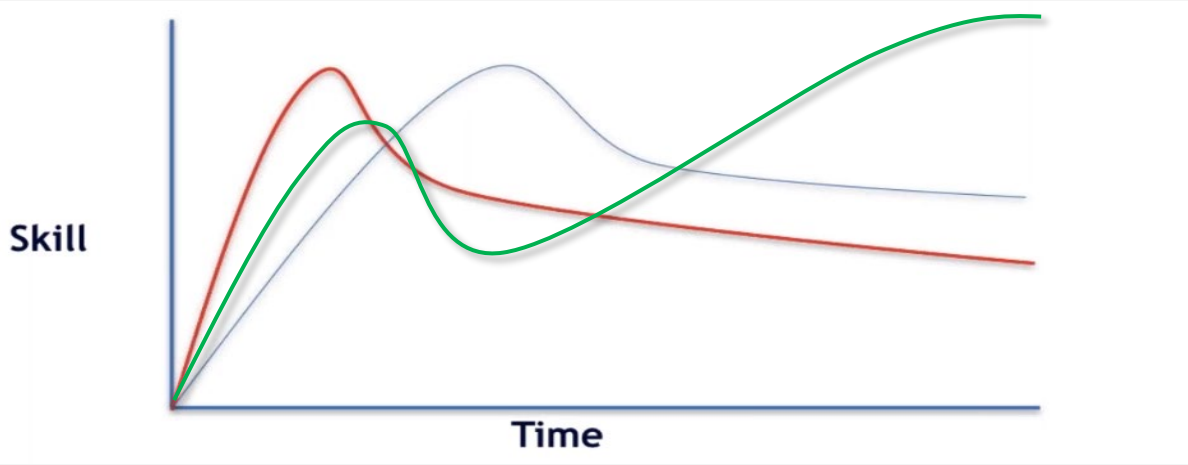
1 Fundamental Per Drill.

Why Drills Suck

Practice Plan

Long Term Skill Development:

- Use short Demonstrations - Less Talking at Players
- Using Coaching Cues (30 second explanation) teaching **Why** vs **Compliance**
- Guided Instruction, What are Options vs Dictations
- **PATIENCE** - Developing Lax IQ and Consistent Common Language
- Read Body Language and connect with players before during and after sessions



Practice Planning

Practice Structure

Rules of Thirds (more like guidelines):

1/3 Individual Skill Development (GB's, Stick Work, Dodging)

2/3 Tendency Skill Development (Positional Specific Low Pressure)

3/3 Team Tactics (Build On Positional Skills High Pressure)

Progression Build up and Scrimmage 6 v 6 or Game

General Practice Plan		
Drill Type,…	Non-Competitive	Competitive
Skill Acquisition (Both)	10%	30%
Skeleton Drills (Block)	15%	30%
Competition Game (Random)	50%	50%
Special Situations (Both)	15%	10%
Totals	**100%**	**120%**

Game Speed

Practice Plan

Practice Game Tempo:

- No Lines
- No Laps
- No Lectures
- Game Prep Routine (Scripted and Consistent)
- **Closing Messages** are Essential: 5 min End with GB's and Shooting Drills

Example Plans

Practice Plan

Sample Season Plan

Sample Daily Practice Plan

Module 2: Player Development

Practice for Knowledge Acquisition (Not Drill and Kill).

Lessons for Module 2:

1. Sports Psychology Poise and Confidence LADM
2. Skills vs Techniques (training ugly)
3. Update Basic Skill Development

Learn how to

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PLAYER DEVELOPMENT

"Confidence doesn't come out of nowhere. It's a result of something ... hours and days and weeks and years of constant work and dedication." -Roger Staubach

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PLAYER DEVELOPMENT

Create Success
Coaching

Coach John Wooden's Pyramid of Success

Poise:

Just being yourself. Being at ease in any situation. Never fighting yourself.

Confidence:

Respect without fear. May come from being prepared and keeping all things in proper perspective.

Skill:

A knowledge of and the ability to properly and quickly execute the fundamentals. Be prepared and cover every little detail.

NC LACROSSE
PLAYER DEVELOPMENT

Active Lifelong Commitment	Training to Win Select	Males 16+ Females 14+	Elite Sport Development
	Training to Compete	Males 15 - 21 Females 16 - 23	Competition - Varsity competitive play and a love for training and deeper skill development
	Training to Train	Males 12 - 16 Females 11 - 15	The Stick and Team - Effort outside of practice to offer greater improvement
Physical Literacy Injury Prevention	Learning to Train	Boys 9 - 12 Girls 8 - 11	The Stick and We - Relationship to 1 other Player First 10 v 10 Man to Man
	"FUN"damentals	Boys 6 - 9 Girls 6 - 8	The Stick and Me - Relationship with the stick
	Physical Motor Skill Active Development	Boys 0 - 6 Girls 0 - 6	Discovery Early Stage - Love the Game as a Gift

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AGE BASED DEVELOPMENT

MONTH	BIRTH YEAR														
2021	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004	2003	2002	2001
Jan	6U	7U	8U	9U	10U	11U	12U	13U	14U	15U	16U	17U	18U	19U	
Feb	6U	7U	8U	9U	10U	11U	12U	13U	14U	15U	16U	17U	18U	19U	
Mar	6U	7U	8U	9U	10U	11U	12U	13U	14U	15U	16U	17U	18U	19U	
Apr	6U	7U	8U	9U	10U	11U	12U	13U	14U	15U	16U	17U	18U	19U	
May	6U	7U	8U	9U	10U	11U	12U	13U	14U	15U	16U	17U	18U	19U	
Jun	6U	7U	8U	9U	10U	11U	12U	13U	14U	15U	16U	17U	18U	19U	
Jul	6U	7U	8U	9U	10U	11U	12U	13U	14U	15U	16U	17U	18U	19U	
Aug	6U	7U	8U	9U	10U	11U	12U	13U	14U	15U	16U	17U	18U	19U	
Sep		6U	7U	8U	9U	10U	11U	12U	13U	14U	15U	16U	17U	18U	19U
Oct		6U	7U	8U	9U	10U	11U	12U	13U	14U	15U	16U	17U	18U	19U
Nov		6U	7U	8U	9U	10U	11U	12U	13U	14U	15U	16U	17U	18U	19U
Dec		6U	7U	8U	9U	10U	11U	12U	13U	14U	15U	16U	17U	18U	19U

Age Bracket	Rule	Age Focus	Fundamental:
15U to 19U	WHSBLA HS	Training to Compete	
13U to 14U	NSYL 78	Training to Train	First Step in True Competetive Play, Learning to Love to Train
11U - 12U	NSYL 56	The Stick and The Team	First Intro 10 v 10 Concepts and Relationship to the Ball - Man to Man
9U to 10U	NSYL 34	The Stick and We	Fundamental Focus on Individual and Relatiosnhip to 1 other Player on the Field
7U to 8U	NSYL K2	The Stick and Me	Fundamental Focus on Individual Stick Work
6U		**Discovery Early Stage Development**	**Love the Game as a Gift**

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INDIVIDUAL SKILL MATRIX

	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
BTB Throwing	U13	U13	U13	U15	U15	U15

	Introduction	Exploration	Developing	Proficiency	Mastery	Extension
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
BTB Throwing	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
Team Concepts	U11	U11	U11	U13	U15	U15

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COGNITIVE DECISION MAKING

Decision Making Process

Perceiving	Deciding	Acting
During this phase, an athlete is attempting to establish what is happening and distinguish what information is applicable or valid.	This phase involves the athlete deducing the most appropriate path of action to take.	Neural signals are sent which enlist muscles to carry out the desired task with suitable timing and competence

How does that relate to Age?

2-7	7-11	11+
Their thinking is based on intuition and still not completely logical. They cannot yet grasp more complex concepts such as cause and effect, time, and comparison.	Children's thinking becomes less egocentric and they are increasingly aware of external events. They begin to realize that one's own thoughts and feelings are unique and may not be shared by others or may not even be part of reality. During this stage, however, most children still can't think abstractly or hypothetically.	They can think about multiple variables in systematic ways, formulate hypotheses, and consider possibilities. They also can ponder abstract relationships and concepts.

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Sports Psych
Mindset

Pregame Mental Prep

Pre-game routines instill confidence, focus, and a success-oriented mindset

1. Replace expectations with smaller manageable objectives
2. Be proactive with their pregame confidence
3. Make the game an escape “Be Where Your Feet Are”
4. Have a Game Plan, and a Back Up Plan, and another Back Up Plan

Sports Psych
Mindset

Skills vs Techniques

The Most Important Skill in Lacrosse, or ***ANY*** Sport?

Sports Psych
Mindset

Visualization

Seeing what learning looks like

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BASIC SKILLS
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Individual Skills

Basic

Fundamental Lacrosse Skills

The Basic Skills required for lacrosse, if we are not passing and catching we are not playing lacrosse.

1. Ground Balls
2. Cradling
3. Throwing
4. Catching
5. Dodging
6. Shooting
7. *Off Ball Play*
8. *1 v 1 Defense*

Individual Skills

Ground Balls

Introducing the Skill

If a player drops the ball or misses a pass, the ball will end up rolling on the ground. The team that gains control of the most ground balls will have a definite scoring advantage. Never stand still and wait for a ground ball. Players must attack every ground ball and should be able to pick up ground balls with both their right and left hands. The most basic ground ball pick-up is with a stationary ball. All players should be taught to cradle immediately after possessing a ground ball and to raise the stick to a naturally protected position by the ear.

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

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

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

Individual Skills

Ground Balls

Error Detection and Correction

Error:

Player has trouble getting the ball into the stick

Correction:

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

Remember – head over the ball!

Player must push the bottom hand down the handle toward the head of the stick so she does not push, or "vacuum" the ball down the field. The stick must accelerate under the ball for it to cross into the stick.

Cradle up to the ear immediately

Individual Skills

Ground Balls

Error Detection and Correction

Error:

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

Correction:

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

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

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

Individual Skills

Cradling

Introducing the Skill

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

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

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

Cradling is a subtle rocking motion with the stick head positioned up and on a slight angle, at one side of the body in a vertical position to protect from defender.

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

Pro Tip:
Its all about Dexterity and Pinch the thumb and index finger of the top hand onto the stick. Encourage players to develop stickwork tricks to help with successful cradle

Individual Skills

Cradling

Error Detection and Correction

Error:

Dropping the ball

Correction:

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

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

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

Individual Skills

Catching

Introducing the Skill

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

Remind your player that they should catch with “soft hands” and immediately cradle the ball to keep it in the stick.

Teaching the Skill

1. Set the feet
2. Ask for the ball
3. Watch it into the Pocket
4. Run through the catch

Pro Tip:
Catching should be active, not passive. Teach your players to always move toward the ball; not to wait for it.

Individual Skills

Catching

Error Detection and Correction

Error:

The ball bounces out of the stick

Correction:

Ensure the pocket of the stick is open and facing the incoming ball.

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

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

Make sure the player gives with the ball before beginning to cradle. The give back to the ear first is crucial, and then they begin their cradle. Coaches need to help focus players on this aspect of catching the ball. There is a trend of players trying to wrap the stick around the ball when receiving it. When players do this, they often can get away with this when catching the ball in a stationary position. As a coach, you should not teach your beginner players to do this because once they begin catching the ball while running, they will drop most of the balls thrown to them.

Individual Skills

Throwing

Introducing the Skill

The overhand throw is the most elemental throw in lacrosse. It is very similar to throwing a football or baseball.

Prepare to throw by cradling the stick to the proper position above and behind the shoulder, and settle the ball in the pocket.

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

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

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

If the follow-through is high, the pass will probably sail over the target or fall short.

Pro Tip:
Encourage your players to AIM their stick exactly where they want the pass to go at the release point, and then follow through across their body.

Individual Skills

Throwing

Error Detection and Correction

Error:

The ball is thrown to the ground

Correction:

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

Individual Skills

Throwing

Error Detection and Correction

Error:

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

Correction:

Have player point to the receiver after they snap the stick toward the target breaking the wrist at the release point.

Individual Skills

Shooting

Introducing the Skill

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

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

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

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

Pro Tip:
Encourage player to lead with their “Head and Eyes”, “Hands”, “Hips” then follow thru. Look for space. See the net not the goal keeper. You will hit what you see when shooting.

Pro Tip:
Good shooters do two things, the second of which is the shot: Fake to move the goal keeper Shoot to the space created by the fake

Individual Skills

Shooting

Teaching the Skill

To increase speed (Power):

- The shooter begins by facing the goal with her feet offset and shoulder width apart. A right-handed shooter will have her left foot in front and a left-handed shooter will have her right foot in front.
- The shooter rotates her hips so her shoulders are perpendicular to the goal as she reaches back with her stick. Her arms should be away from her body, not in tight by her side.

To increase accuracy:

Emphasize following-through to the targeted space after the initial release.

Progress from stationary shooting, to shooting on the move and, then, shooting off of a catch.

To change trajectory:

Emphasize following-through, snapping the wrist quickly and completely during the overhand release will enhance shot placement by adding power to the shot.

Individual Skills

Shooting

Error Detection and Correction

Error:

Missing the goal cage

Correction:

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

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

Individual Skills

Shooting

Error Detection and Correction

Error:

Shooting directly at the goalkeeper

Correction:

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

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

Individual Skills

Dodging

Introducing the Skill

The primary purpose of a dodge is to get past a defender and to free the hands.

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

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

Teaching the Skill

To effectively execute dodges, the attacker needs to recognize how much time and space is needed for footwork and stick work. Newer players are more likely to attempt a dodge too far away or too close to a defender.

All dodges need to include a change of speed.

Pro Tip:
Good dodgers will square up to the defender prior to initiating a dodge and attack the lead foot to force a drop step.

Individual Skills

Dodging

Types of Dodges

- The Face Dodge or Pull Dodge
- Roll Dodge
- The Bull Dodge
- The Split Dodge

Pro Tip:
Sell, Accelerate, Eliminate.

Individual Skills

Dodging

Error Detection and Correction

Error:

The ball is dropped when performing the Face Dodge.

Correction:

Be sure the top hand is relaxed as the player pulls across the face.

Check that both arms are moving together when the stick is pulled to the opposite side of the body.

Individual Skills

Dodging

Error Detection and Correction

Error:

During a roll dodge, the ball is checked out of the stick by a defender.

Correction:

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

Make sure the body is always between the defender and the stick to maximize stick protection.

Make sure the player accelerates after the dodge and seals off the opponent leading with the stick to prevent from hanging and being open to a trail check.

Module 3:
Team Development

Designing activities with the goal of transferring knowledge.

Lessons for Module 3:

1. Priority Team Concepts
2. Language and Vocabulary
3. Update Team Skill Development

Learn how to list a program

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AGE BASED DEVELOPMENT

"Confidence doesn't come out of nowhere. It's a result of something ... hours and days and weeks and years of constant work and dedication." -Roger Staubach

NCL
TEAM CONCEPTS
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Team Strategies

Basic

Fundamental Lacrosse Skills

Pre-game routines instill confidence, focus, and a success-oriented mindset

1. *Settled Offense*
2. *Settled Defense*
3. *EMO – Extra Man Offense*
4. *MDD – Man Down Defense*
5. *Transition Lacrosse*
6. *Rides*
7. *Clears*

More Resources

Links

Digital Library

For more information visit the linked documents below:

Coaching Manual

Varsity Player Handbook

Small Side Lacrosse

TEAM STRUCTURE

More playing, more creativity, more learning. Let players discover and learn through playing and competing

(Click Links)

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Questions?

Seasonal Timeline:
Planning for Spring

Phase 1	Phase 2	Phase 3	Phase 4	Pre-Season	Spring Start
Aug	Sep	Oct	Feb	Jan	Start
Planning	Building	Early Bird Registration	Early Bird Registration	Parent Meeting Late-Registration	Practices Start

PRIMARY PROGRAM COLORS

#1C2D47 R28 G45 B71	#D1AF58 R209 G175 B88	#131313 R19 G19 B19

SECONDAY TEAM COLORS

#F04F25 R240 G79 B37	#445571 R68 G85 B113	#FFAA00 R255 G170 B0	#5A7391 R90 G115 B145