



Lutherville Lacrosse Coaches Manual and Player Curriculum

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Preface

This Manual and Players Curriculum is designed to leverage two of the most valued assets of our program for the growth and sustainability of Lutherville Timonium Lacrosse (comprised of Lutherville, LTLC and Legends Lacrosse programs): our coaches and our partnership with USA Lacrosse.

Coaches are our direct connection to parents, players and the community. Program success requires that we move to an intentional and sustainable effort to recruit, engage and develop coaches that will support the program today and tomorrow.

This manual serves as a guide to the various resources to support our coaches along with key coaching guidelines. We have included Appendices to support the manual and there are additional resources listed on the Coach Development section of our website, luthervillelacrosse.com. It is important to recognize that the way you were coached as a kid is very different from the way we coach kids today.

Our partnership with USA Lacrosse gives our coaches the technical, athletic and social developmental knowledge for develop our athletes through their LADM (Lacrosse Athlete Development Model), which forms the basis of our Lutherville Lacrosse Curriculum. Furthermore, their certification program expands our ability to train our coaches. The LADM is an organizing framework to help coaches, parents and program leaders provide players a developmentally appropriate experience in order to grow them as athletes and people. LADM focuses on the athlete first. It is based on the findings and research about general long-term athlete development. This model is being employed by the national governing bodies of ice hockey, football, swimming and wrestling, and the US Olympic Committee. The LADM Summary can be found in APPENDIX 3.

Lastly, we would like to thank you for volunteering your time. Your contributions as a coach help provide the fun and kid-centered Lacrosse learning environment that we want for all of our kids year after year, and we couldn't do it without you.



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Additional Resources Can Be Found on the Coach Development Section of our website including video resources and links to USA Lacrosse Clinics and Webinars. Additionally, an overview video of both the men’s and women’s game can be found for those new to the game.

1. IDENTIFYING COACHES

In most youth sports programs, there is a group of experienced coaches, a large number of whom are coaching because no one else will or because they played the game and want to pass on their knowledge. No one is paid and no one has the time to do it professionally or for an extended number of years.

Our program has the unique opportunity to capture the attention of parents, potential coaches and players at an early age with our 3-4 soft stick program. This is an ideal time to develop future parent involvement.

Every year, the start of our 3-4 program represents the beginning of a new generation of Coaches coming into our program for the next 5-10 years. It is our responsibility to give them the guidance, resources and support they need to carry the legacy and tradition of Lutherville Lacrosse.

As a program, we want to create a supportive environment to welcome new and experienced coaches.

2. PHILOSOPHY

Lutherville Lacrosse is a non-profit organization whose primary purpose is to promote the game of lacrosse in a fun, safe and sportsmanlike environment. Lutherville strives to make its lacrosse programming inclusive and accessible to all families in our community. We primarily focus on skill development without emphasis on a team's winning record. Lutherville endeavors to instill the values of sportsmanship, respect, teamwork, fair play and a love of the sport of lacrosse for players, coaches and officials. Lutherville believes that sportsmanship is a way of life and aims to set an example of good sportsmanship and friendly competition for all players. To that end, Lutherville is an active member of USA Lacrosse 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 the Lutherville Lacrosse Curriculum expectations. This manual provides a framework that coaches are meant to follow. This will provide continuity across the program in ways that promote best practices as suggested by Lutherville coaching staff as well as guidelines from organizations such as USA Lacrosse and the Positive Coaching Alliance. While each coach will contribute his or her own style to teaching lacrosse, the Lutherville Lacrosse Board believes that certain program standards should be consistent to set a tone of excellence that will continue over the years among all Lutherville Lacrosse participants.

We hope the manual will become a "living document" so that participants 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 our area among the best possible lacrosse experience available anywhere.

3. COACHING REQUIREMENTS

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

- Head coaches for each age group must be identified by the age group coordinator and submitted to the Board for approval.
- Review, sign and follow the Lutherville Lacrosse Coach's Code of Conduct.
- Review this manual and Boys\Girls Youth Rules for your age group.

- Complete the Baltimore County Background Check (see website).
- Complete the mandatory Coaches Bag Training prior to receiving coach's bag
- Communicate. Our program will not be successful unless coaches communicate with players, parents and each other.
- Create written practice plans utilizing the resources in this guide. Plans should have a purpose, rather than be a list of activities.
- Represent the program, its values and its best interest at all times.

In addition to the requirements above, all Head Coaches ARE STRONGLY RECOMMENDED TO:

- Join USA Lacrosse as a coach member (currently reimbursed by Lutherville with completion of Level 1 Certification).
- Complete USA Lacrosse Level 1 online coursework including Positive Coaching Alliance (PCA) "Double Goal Coaching." This can be found at www.USALacrosse.org.
- Complete the USA Lacrosse Level 1 onfield course. The goal is for coaches to work toward becoming USA Lacrosse Level 1 certified lacrosse coach. This includes completing the two required programs outlined above (PCA and USA Lacrosse Level 1 online course) AND attending one in-person USA Lacrosse Instructional Clinic (reimbursed by Lutherville Lacrosse upon successful completion of Level 1 certification). Dates and times for such clinics are available at www.usalacrosse.org.
- Coaches are strongly encouraged to then complete USA Lacrosse Level 2 Certification (reimbursed by Lutherville Lacrosse upon successful completion of Level 2 certification).

4. Lutherville LACROSSE CURRICULUM

OBJECTIVE

Our objective is to formulate a complete curriculum for the boys' and girls' lacrosse program that fosters the development of players and coaches at every level and is consistent with the program philosophy. The intent of this section is to develop an evolving structure that is driven by the contributions of coaches, and 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 is offering of an environment where young players can develop skills in a fun and positive setting. The foundation of the curriculum is based on the development of our players' fundamental athletic, lacrosse (individual, team concepts and Lax IQ) 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.

SKILLS PROGRESSION

At the youngest levels, little can get accomplished without first developing the athletic/motor and psychological/social skills necessary to be part of a well-functioning team. 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 fundamentals of proper catching, throwing, scooping, dodging, shooting and

athletic movements need to be drilled over and over again (in creative drills/games that can be progressed) before more advanced concepts can be introduced. The skills pyramid below illustrates how the foundations for each age group build upon each other to get to the most complex set of team skills.

SKILLS PYRAMID



The Skills Matrix located in Appendix #2 is meant to describe the skills progression we strive for among our youth lacrosse participants. Understand that this is a guide and that you may be able to introduce the concept of a skill prior to teaching the skill (i.e. games to teach and use athletic stance before teaching 1 v 1 defense).

Each Matrix is broken into the following categories:

1. Athletic & Motor Skill Development
2. Individual Technical Skill Development
3. Lacrosse IQ
4. Team Skills Development
5. There is also a separate section for Social/Psychological Skill Development.

Remember that coaches are responsible for ensuring that all players have every opportunity to achieve these standards and must work to challenge those that excel while working to bring all kids up to baseline.

5. COACHING GUIDELINES

COACHES TOP 10 TIPS FROM USA Lacrosse

The following section contains tips from USA Lacrosse as developed by Dr. Richard Ginsburg, a member of the USA Lacrosse Sports Science and Safety Committee for the healthy development of youth athletes in lacrosse and other sports. They are listed here as they highlight our core values.

1. Have fun. Kids remain active in a sport if they are having fun. Performance improves when participants enjoy playing the game.
2. Teach sportsmanship early. Coaches must impart good values (integrity, respect, compassion, etc.) and model good behavior.
3. Kids are not mini-adults. They are a work in progress and must be treated and coached differently than adults.
4. Design age-appropriate practices. Coaches should consider the physical, psychological and cognitive abilities of youth players when develop practice plans. In addition, coaches should minimize the amount of time spent standing around during practice.
5. 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 develop skills and friendships. With middle school and high school players, define and recognize individual strengths and weaknesses.
6. Provide positive feedback. Research shows that a ratio of at least 5:1 between positive and negative feedback is needed.
7. 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.
8. 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.
9. Use appropriate equipment. Avoid ill-fitting hand-me-down equipment and make sure equipment fits properly.
10. 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. Lutherville has an official policy for kids playing up.

HEAD COACH RESPONSIBILITIES

1. Recruit and develop a team support system-
 - a. Team Manager (add in TeamSnap and give them admin rights)
 - b. Assistant and Co-coaches
 - c. Volunteers to help make practices more efficient. Parents can chase balls, help move kids between stations, etc.
2. Train and Engage the parents- share your knowledge of the program with them.
3. Communicate early and often with TeamSnap (provided by Lutherville Lacrosse to all Head Coaches)
4. Establish Goals for the team. Have players provide at least one measurable goal they want to achieve. Provide feedback on that goal at mid-season and/or at year's end.
5. Teach and live our Code of Conduct at EVERY practice and game.
6. Consider the USAL LADM when making choices about practices, games and the season.

7. Execute at least 1-2 team social events. These can be as simple as a non-lax game of dodgeball after practice, hosting a popsicle party after practice or attending a college lacrosse game as a team.

SEASON PLANNING & COMMUNICATION

Season Planning:

Logistics - Make sure you understand the following in order to plan your season:

- Fields
 - Practice Times- determined by Lutherville Lacrosse
 - Number of games
 - Number of Players
 - Player abilities (strengths/weaknesses)
 - Coach abilities (strengths/weaknesses)
 - Modified Rules for your game and age group
1. Establish 3 Non-negotiable goals for the team (what are the goals of coaches and players). Non-Negotiables need to always be done. Make sure that is possible.
https://www.USALaxmagazine.com/usa-insider/u19-men/nick-myers-7-non-negotiables-of-a-team-usa-player?fbclid=IwAR07bL4FvgJTvE9_U7X8Lni1ZLYacraFZwOwkLW1WKO3Ap-wpowVhobdtRk
 2. Establish team rules with input from the players.
 3. Define your team Culture—Who we are.
 4. Reverse engineer your season to set realistic timelines to introduce new concepts and develop skill sets. Review and use the Over Arching Principles-OAPs in Appendix #3 to aid in where you want to be before first game, middle and end of the season.
 5. Once you have your Season Plan, provide parents with this information and overview of the season.
 6. Establish Benchmarks at the second practice and then re-evaluate at end of season. Shot speed, 40 yard dash, cradle races.

Communication:

Use TeamSnap, provided for free to all Coaches. The most effective and only program sanctioned way to communicate real time with parents. Make sure they know how to use it. Encourage them to download the free app so the info and updates are most accessible.

Coach's TeamSnap message to parents- we have templates on the Coach Development section of the website focus on logistics, your coaching philosophy, your coaching staff, individual and team goals, and modified rules for age group and information on league.

Initial meeting with team – follow up to initial team email. Additional level of detail on season/team goals. Use an outline that can be sent to parents as well. Modify for AGE/IN-HOUSE/TRAVEL/CLUB APPROPRIATE.

Make sure to review the Parents, Players, Coaches Lutherville Code of Conduct (available on website)—all coaches must sign, all coaches should review with players (in Tyker and above) AND parents at first practice.

RUNNING EFFECTIVE PRACTICES

KEY STEPS FOR BUILDING YOUR PRACTICE PLAN

- **PLAN!** Head Coaches should have a written plan for **each and every** practice. Create a practice plan outline that accounts for a consistent practice structure that can be used throughout the season. Determine what drills/competitions/stations/games to use for a specific goal/purpose and how much time to spend on each (10 min. max). *USAL Mobile Coach* can be a good repository for practice plans. Make sure plans are consistent with your team and season goals and the developmental stages for your age group. The variety and progression of activities and skills need to be **THOUGHTFULLY** orchestrated.
- Write and save practice plans (don't just list the drill) but the goal of the drill. Distribute to other coaches before practice.
- **ALWAYS BRING A WHISTLE.** We can't teach players to play to the whistle if we don't use one in practice.
- Be efficient. Enforce start time strictly. Maximize the amount of time kids spend "in action" and minimize standing around time. **NO LINE DRILLS UNLESS IN PLAYERS ARE IN SMALL GROUPS.** Smaller groups are better than larger groups. Use stations whenever possible instead of full group drills that result in long lines and fewer touches. Use parents as assistants to line kids up, chase balls, roll out balls, etc. Maximize efficiency.
- *Consistency is important; it leads to efficiency;* opening stretch and warm-up should mirror pre-game (coaches aren't needed come game day). Use a template. If player knows what to expect, its more efficient.
- Each practice should progress from individual skills to Lax IQ skills to team skills.
- Create small teams to achieve practice goals- move the ball down field- how, team relays, etc.
- Drill/Small Sided Games Duration: shorter is always better, consider attention span- age in minutes x .66
- Maintain a level of intensity to your practice. Have LOTS of balls. Intensity should vary, build to a climax at end of practice (2 minute drill). Offer quick water breaks.
- Weekly Progression: don't add more than one drill per practice, recycle old favorites but progress them to keep it interesting. Tip: Build-up drills in a progression work great- 2 v 1, 3 v 2, 4 v 3, etc.
- Consider the weather when planning. Have modified plans for wet, cold or hot weather.
- Be flexible. If something isn't working, move on. If more time is needed than planned for a crucial concept allow for it. It will happen, account for it.
- Use Competition as a motivator wherever possible. Competition challenges kids and brings out the most in kids. It is best when teams are small and not in individual competitions. Make sure to- mix up the teams and give rewards/"prizes" for the winners. Most importantly, make it fun.
- Conditioning: age appropriate, hide in drills, make this the players responsibility, set benchmarks and assess monthly. 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.
- Name drills so players know what it is. Then add elements (progress the drill)

- SCRIMMAGES (6 v 6 or 11 v 11) ARE NOT THE BEST USE OF PRACTICE TIME BECAUSE WELL RUN DRILLS WILL EASILY ECLIPSE THE PLAYER PERCEIVED VALUE OF SCRIMMAGES. Kids get more touches from drills and small sided games.
- The younger the group the more important the number of touches are per practice.
- In addition to the number of touches, we want to give kids the opportunity to experience the game and have decision making opportunities. **HAVING EXTRA COACHES ALLOWS THE TIME TO ASK PLAYERS WHAT THEY SAW AND WHY THEY MADE THE DECISION THEY MADE.**

Positive Coaching

- Give players feedback. Compliment great effort. Reward unselfish play. Never criticize- be constructive when correcting mistakes.
- Be fair. Switch around roles so that everyone feels important. Find something positive to highlight about each kid, regardless of how small.
- Closing messages are essential, team cheer. Keep it short, no more than 5 minutes. Praise and challenge, positive. Keep doing things- limit things that need to be worked on. Name 1-2 things we did well, 1 thing we need to work on. Reflect on team goals and involve players.

Summary

The goal of a coach is to build practice plans that reflect team goals, the individual skills/concepts, team concepts and Over Arching Principles(OAPs) that support your season plan.

GAME PLANNING

KEY STEPS FOR BUILDING YOUR GAMEDAY PLAN:

- Look- we are realistic and know that parents want their kid on a “winning” team and often unfairly measure their personal success with the record of the team.
- **HOWEVER** trained youth coaches know that winning isn’t the goal. Successful player and team development is the goal and winning is the byproduct. Establish other game goals, ground balls, time of possession or other items that were focused on in practice.
- For “those” parents remind them that if their child has a great season with their friends that gives them reason to continue playing is far more likely to be remembered compared to winning the Lutherville 7-8 In house championship!
- Ensure appropriate playing time based on age group and competition level- in-house, travel, club. Don’t favor your own kid.
- Know who will be there in advance. Parents must update TeamSnap.
- Have a line-up prepared to ensure playing time.
- Have a gameplan and areas of focus that you can communicate to your team in a BRIEF and CONCISE way.
- Don’t be a joystick coach! We don’t want parents doing it and we need to limit our ability to fix mistakes before players make them. Its ok if they make mistakes, look for them as opportunities to discuss what happened with your players and get their input on how to improve.
- Follow the Code of Conduct and make sure players and parents are as well.
- At the end of the game, congratulate your players, “get your goalie,” line up to shake other teams’ hands, thank the refs, have a cheer for your team and the other team.

- Meet with your team and in a BRIEF and CONCISE WAY, review the game. Focus on positives first. Discuss areas to work on and ALWAYS make players a part of this discussion. Find ways for players to share successes with their teammates.

TEACHING OFFENSIVE SKILLS AND CONCEPTS

Below are the fundamental elements of each specific skill. While there are many ways to teach them, we want to make sure the outcome is the same. Skills and concepts apply to both men's and women's game.

Cradling

- ✓ Use tips of fingers and thumb, not palms.
- ✓ Top hand near throat of stick; bottom hand near end of shaft.
- ✓ Controlled, crescent motion.
- ✓ Learn to keep stick in "box" area for boys, "sphere" for girls.
- ✓ Learn to use body to protect stick—shoulder, shoulder, stick.

Throwing/passing

- ✓ Body position perpendicular to target.
- ✓ Step with opposite foot. Bottom of stick pointed towards target. Elbows up, "kiss the Shoulder."
- ✓ Pull, push and follow through stick ends up pointing where you want ball to go.
- ✓ Consistency of hand placement on the stick.
- ✓ Teach to throw crisp passes, avoid lobs.
- ✓ Teach to lead the player on passes/feeds.
- ✓ Reinforce that a good pass or feed is as valuable to the team as a shot on goal.

Scooping

- ✓ Get low. Stick like a shovel and parallel to the ground. Drag knuckles.
- ✓ Scoop THROUGH the ball- to it and through it when moving.
- ✓ Stick immediately up towards face and back to "box" area into ready position.
- ✓ Roll away from pressure.
- ✓ Use body to box out. Stick your butt out.

Dodging

- ✓ Teach purpose of each dodge; don't just go through the motions. Emphasize "north/south" not "east-west."
- ✓ Emphasize proper stick and foot movement; i.e. roll dodge foot plant- use opposite foot from hand with ball. Roll to the outside and tight to the defender. Stick should drop down between hips.
- ✓ Keep head up.
- ✓ Protect stick throughout (especially when coming out of the dodge).
- ✓ Vary your speed. Bait with body movement. Explode out of your dodge.

Shooting

- ✓ Hands should be up and away from the body.

- ✓ Good athletic stance.
- ✓ Emphasize overhand shots for accuracy.
- ✓ Emphasize that power comes from legs, body and form, not strength (golfer analogy).
- ✓ Snap of top wrist over the bottom as you follow through adds velocity.
- ✓ Aim where goalie stick is not (opposite side hip best).
- ✓ Teach shooting on the run early.

Positioning

- ✓ Spread the field. Maintain spacing and balance.
- ✓ Players move together (attached on a string analogy).
- ✓ Emphasize movement; i.e. V-cuts to create open lanes. No standing around/ball watching.
- ✓ Clear space for a player with the ball coming toward you.
- ✓ Move with a purpose!

Picks/Screen

- ✓ Go inside out to get out of line of defender.
- ✓ Player with ball should get as close to pick setter as possible (hip to hip) when making his move.
- ✓ Teach movements from on and off ball picks and screens- i.e. pick and roll, pick and pop.

TEACHING DEFENSIVE SKILLS AND CONCEPTS

Positioning/Sliding

- ✓ Play defense with your feet- most important.
- ✓ Strong athletic stance. On the balls of your feet.
- ✓ Defense from inside (crease area) out.
- ✓ Goal side defense. Your body between your man and the goal.
- ✓ Off ball: V shape between ball and your man. One foot should be pointed toward your assigned player, the other foot towards the ball. "Head on a swivel". See your marked player AND the ball.
- ✓ Position yourself to channel your opponent. Force away from the middle and down the side. Force to use weak hand.
- ✓ Drop step when opponent changes direction. Take away angles.
- ✓ Sticks up in the passing lanes. – Girls – stick vertical with arms extended.
- ✓ When beaten, go to the hole. Then look for the open player.
- ✓ Slide to where your opponent will be, not where he is.
- ✓ In general, when sliding, leave the player open that is the greatest distance to the goal (least threat).
- ✓ Know primary slides and back up responsibilities.

Stick checking (Boys)

- ✓ Keep it basic. Poke, lift and slap checks on stick and glove only.
- ✓ Best to check when opponent is moving AWAY from the goal. Body positioning more important when he is moving to the goal then checking.

✓ Save the “kayak, etc.” checks for when you’re playing in the Pros!

Stick checking (Girls 9 and up)

- When stick checking, the player must make sure that their entire lacrosse stick is below shoulder level.
- Contact must only be stick to stick; no body contact.
- Snap your wrist and keep it quick and short. Stick must be retracted.
- Let top hand control the motion while using the bottom as a base.
- Use with purpose and when most likely to succeed.
- Apply indirect pressure and force the attacker to charge their stick, thus allowing defender a chance to pounce.
- Body position to block out opponent after successful check.

Body Checking (Boys only)

- ✓ Critical that all youth players know what is legal and what is not. Enforce strict adherence at the youth level (no body checking U11).
- ✓ Players must learn effective body positioning before body checking
- ✓ Above waist and below shoulders with both hands together on stick. Never lead with head.
- ✓ Don’t sacrifice good positioning to initiate contact.

GOALIE PLAY

- ✓ Hands and elbows in front of chest with hands raised.
- ✓ Head of stick even with cross bar.
- ✓ Protect the pipe closest to shooter.
- ✓ Proper stance. Balls of feet. Feet shoulder width apart and weight forward.
- ✓ Body should move towards ball when making a save, driving top hand forward.
(Girls) Follow the shot on an arc and move with the shooter.
- ✓ Communicate with your defense!
- ✓ Look towards the sides when clearing. Make the easy pass. Use your extra player advantage.

FACE OFFS (Men’s Game)

- ✓ At the youth level, focus on mastering one or two moves (clamp and rake).
- ✓ Develop the proper stance will result in more face-off wins. Keep weight off the hands.
Line up the same way every time.
- ✓ Line up right foot with right hand as close to stick head as possible with left foot back. Left hand in middle of shaft.
- ✓ Right foot as pivot point as left footsteps forward
- ✓ Stay as low as possible.
- ✓ Have a plan with your wingman. He should know what you are trying to do.

DRAWS (Women’s Game)

There are two main draws in women’s lacrosse: the push draw and the pull draw.

A player performing the draw can stand on either side of the center line and toe the line. Toe the line refers to placing one foot or both feet up to but not touching the line. The ball is placed between the sticks which are back to back, held in a horizontal position over the center line, so that the players stick head is between the ball and their Team's goalie.

For either a push or pull draw the first move of the stick head must be up for a legal draw. Also, once the official says "ready" and takes their hand off of the sticks, the players may not move except for turning their head to look at or watch the official. Watch the referee to react faster than the opponent to the whistle, which signals the draw.

Get into position by with your knees bent. Your stick should be at waist height and squared up with your opponent's stick.

For a "push" draw, the player has their back to her goalie and the right hand is at the top of the stick. For a "pull" draw, the player stands on the opposite side of the center line, facing her goalie, with her left hand at the top of the stick.

For a successful pull draw, the center should rotate the stick slightly to try to scrape to ball off of the opponents stick, with an initial upward motion and try to pull the ball over their left shoulder to a teammate on the circle.

PLAYER COMMUNICATION

- ✓ Get kids in this habit early!
- ✓ Goalie is key director.
- ✓ Players should be vocal. Set your terms. "I got man," "I got your help," "I'm one," "I'm two," "hold," "ball down", "here is your help", etc.

PLAYING TIME

In-House policy should be "equal time" for all players. Coaches should also have every player play every position (except goalie). Rotate starters regularly.

Create a lineup and bring a written copy to games to keep track of rotations. Having a game plan ensures players play enough and allows coaches to make adjustments during the game as needed.

Travel B/C Teams policy should be to strive for reasonable equality in playing time. However, emphasis should be on rewarding players for effort and commitment. Position rotation should still be emphasized. Rotate starters regularly.

Travel A and Club should have a merit-based playing time approach. Important to emphasize to players that no one is guaranteed any amount of playing time or starting privileges throughout the season. Everyone has the chance to prove they deserve a starting spot every week.

Coaches should keep in mind that travel and club players are selected to play and should be considered full participants of a team. While playing time on travel/club teams does not have to be equal, no player should sit on the bench for an entire game. Travel players at Lightning and above should play at least one quarter or half of a half.

SAFETY

Make safety your top priority! Be aware of danger signs and risks. There are multiple resources available on the web to educate you about youth athlete safety. You can begin at www.youthsportssafteyalliance.org and at www.USALacrosse.org.

Ensure kids have the proper, well fitting, equipment which conforms to all required standards. These include:

Boys Equipment: 5-6 and up

Helmet- Helmets are required once the player steps on an Lutherville field.

Mouth Guard

NOCSAE Compliant Shoulder Pads

Elbow Pads/Arm Guards

Gloves

Protective Cup

Goalies- Helmet, Throat protection, NOCSAE Compliant Chest protector, Thigh protection, protective cup, shin guards (optional)

Girls Equipment: 5-6 and up

Goggles- Goggles are required once the player steps on an Lutherville field.

Mouthguard

No jewelry of any kind in games/practices

Goalies- Helmet, Throat protection, NOCSAE Compliant Chest protector, Thigh protection, shin guards (optional)

Lutherville's policy on helmets (referred to as headgear) for the women's game follows that of USA Lacrosse. Headgear remains optional in the USA Lacrosse Youth Rule Book and in the USAL/NFHS Rule Book.

Many parents want to know if the new women's lacrosse headgear will prevent concussions. The headgear standard was developed to decrease ball-to-head and stick-to-head impact forces. No headgear or helmet in any sport has been proven to prevent concussions.

Safety Basics

- Ensure all boys players have NOCSAE Compliant Shoulder Pads and Chest protector for goalies
- At a minimum, the basic first aid kit in your coaches bag along with ice packs should be with you at all practices and games.
- Bring extra mouthguards.
- Stop play immediately in case of lightning.
- Unsafe play needs to be reprimanded.
- Understand age appropriate rules for contact.
- Take potential head injuries seriously! Know the symptoms of a concussion:

Common Symptoms of Concussion

- headache
- fogginess
- difficulty concentrating
- easily confused
- slowed thought processes
- difficulty with memory
- nausea
- lack of energy, tiredness
- dizziness, poor balance
- blurred vision
- sensitive to light and sounds
- mood changes, irritable, anxious, or tearful

Suggested Concussion Management

- No athlete may return to game play or practice on the same day of a concussion.
- Any athlete suspected of having a concussion should be evaluated by an appropriate health care professional that day.
- Any athlete with a concussion must be medically cleared by an appropriate health care professional prior to resuming participation in any practice or competition.
- After medical clearance, the decision for a player to return to play should follow a step-wise protocol. There also should be provisions for delaying a player's return based on any signs or symptoms of a concussion.
- Return to play guidelines are subject to doctor's release

For complete concussion information see Concussion Awareness Section on the Lutherville Lax Website.

6. Lutherville COMMON VOCABULARY AND DEFINITIONS

We want kids to understand the field and learn about the game and its rules. In order to do this, coaches and players must use consistent terminology across age groups. Some terms that are the same concept, yet different terms for men's and women's game are listed with their counterpart's term.

Term	Common (C), Men's (M), Women's (W) Game	Definition
8 meter arc, "the 8"	W	A semi-circular area in front of the goal used for the administration of major fouls. A defender may not remain in this area for more than three seconds unless she is within a stick's length of her opponent or if she is guarding and in direct line with an opponent behind the goal
12 meter arc	W	A semi-circular area in front of the goal where offensive play is set up. Usually an offensive setup will feature five players around the 12M with two behind.
ABCD	C	Approach, breakdown, contact, direct
Ball	C	Men use a white ball; Women use a yellow ball.
Banana Out	C	Bowed motion out to side on beginning of clear
Backside	C	Low pipe position on opposite side of cage
Body check	M	Defensively using the body to hit an opposing ball carrier or while contesting an opponent for a loose ball. The body check must always be done above the waist and from the front or side.
the Box	B	The rectangular shaped area around the crease/goal. Defenders seldom press players outside of the box. The distance involved makes it all but impossible to score from outside of the box. The rules state that the offense can only possess the ball for so long without entering the box. At the end of a game the team that is ahead must keep the ball inside of the box.
Substitution box		Area at midfield where each team makes substitutions
Card- yellow, red	W	Penalties given for major fouls
Clear	C	When the defense gets the ball and tries to get the ball into their offensive zone on the lacrosse field.
Cover	W	Covering ball with stick (raking)
Cradle	C	In order to maintain control of the ball when moving along the field, players turn their wrists and arms to cradle the ball in the stick pocket.
Crease (see Goal Circle for Women's)	M	The 18-foot diameter circle surrounding each team's goal.
Cross-check		When an opponent has the ball, or is within five yards of the ball, a player can body check them. A body check must make contact from the front of the player and between the waist and the shoulders. There is also a stick check where you may hit the player on the stick or gloves in order to knock the ball away or to keep a player from getting the ball
Crosse	C	A name for the lacrosse stick.
Cutter	C	Player without ball cutting to a space to receive a pass for a shot.
Double	C	Concept of putting 2 defenders on the ball carrier. Strategically used in womens' game during offensive possessions.
"Draw and dump"	C	Draw a defender towards you with the ball then pass to the open player (leaving his/her player to cover you)
Draw	W	A technique to start or resume play in which a ball is placed in between the sticks of two opposing players, a whistle is blown, the sticks are drawn up and away, and the ball is sent above the heads of the player before one of the players takes possession of it.
Drop	C	Refers to the defense during transition play, where middies need to turn and run to get back so a fast break isn't created.
EMO- Extra man offense		When offense has an additional player(s) due to penalty
Face dodge	C	A player with the ball cradles the stick across his face in an attempt to dodge a stick poking defender. Generally, an open field dodge that does not involve changing hands.

Face off	M	To start play, the ball is placed on the ground between two players. When the referee blows the whistle, each player tries to gain control of the ball.
Fast break	C	When the offense quickly moves the ball such that they have a player advantage at the offensive end.
Feed	C	An offensive play in which one player passes the ball to a cutting teammate for a “quick stick” shot on goal.
“Follow”	C	Follow pass looking for shot.
Free Movement	W	“Free Movement” to definitions for women’s game. From youth rule book: Free movement is allowed for players on a whistle or a stoppage of play. For major fouls, the offending player must move 4 meters behind the player taking the free position and stand until play is restarted by whistle or self-start.
Free Position	W	After a foul, all players must be at least four meters away from the player who was fouled. The attacker may self-start and run, pass, or shoot the ball as soon as she takes the ball and sets up (no whistle required)
Free Shot	W	Penalty awarded from a hash mark on the 8-meter line when a major foul is committed within the 8-meter arc. All players, except the goalie, must move outside the arc. When the umpire blows the whistle, the player can take a shot on goal or pass while the defense moves in.
Free space to goal	W	Inside the critical scoring area, defenders must stay out of the space between the player with the ball and the goal circle, unless they closely mark an opponent.(violating this is called shooting space)
Get in	C	Move to the center of the field
Get back	C	Get behind the ball, defensively
Get home	C	Go to X
Get defensive-	C	Assume defensive position and square hips to offensive opponent
Goalie circle	W	The circle around the goal with a radius of 2.6 meters (8.5 feet). No player's stick or body may "break" the cylinder of the goal circle.
Goalie X	C	Spot directly behind the goal
“GLE”- goal line extended	C	Imaginary line that extends across the goal line from sideline to sideline
“Here’s your help”	C	Calling for open pass
“Help right/left”	C	Defensive help adjacent to ball
“Hole”	C	Area in front of crease/goal- A defensive area in front of the goal. You will hear “Get back in the hole!”
The “House”	B	Area in front of the goal that offensive players should be prevented from entering. Players at the top must be directed away from this are and pushed outside.
the “Island”	C	Area of 5 yards above and to the side of each pipe. Island is a nice place for offense to be, defense don’t let offense get to island.
LADM-Lacrosse Athlete Development Model	C	The LADM is an organizing framework to help coaches, parents and program leaders provide what kids need developmentally in order to grow as both athletes and people through their lacrosse experience and ideally participate in the sport for life. It is about focusing on the athlete first.
Lift check	B	Lifting the bottom hand to make it hard for ball carrier to shoot or pass.
Major Foul	W	Major fouls include violating an opponent's sphere, slashing, blocking, three-second violation, illegally picking, pushing, tripping, charging, and dangerous shooting. For severe rules violations, such as dangerous play or unsportsmanlike conduct, a player receives a yellow or red card
Minor Foul	W	Minor fouls include cradling the ball too close to the body and face, touching the ball with a hand, and intentionally forcing the ball out of bounds.
“Man” down defense	C	Defensive set when one player has been penalized and must serve penalty in the substitution box.
Mark up or marking	C	Defender is within a stick's length of an opponent.
Middie Back	C	When a player designated to the offensive side of the field or restraining line goes over this line, a midfielder is required to take their position behind midfield or restraining line to avoid off-sides penalty.
Midfield line-	C	Line that divides field in half, where faceoffs and draws take place.
Off-ball	C	Any player or area that does not have the ball.

Offsides	C	<p>A penalty where the requisite numbers of players are not on their side of the field. Someone has gone “off-sides” and there are now too many players on one half of the field.</p> <p>In men’s lacrosse, three attackers must remain on the offensive side of the field, three defensemen must remain on the defensive side of the field and three midfielders can roam the entire field. In certain situations, defenders can enter the offensive zone if a midfielder remains in the defensive zone.</p> <p>In the women’s game, of their 12 players, only seven of them are allowed below the restraining line in their offensive end of the field. This number jumps to eight players allowed below the restraining line in their defensive end of the field, ostensibly because of the goalkeeper.</p>
Overhand	C	Where a player shoots/passes with his stick above his head. Most preferred method to teach shooting/passing.
Penalty Box	C	This is where a player serves his time for a penalty (i.e. a slashing penalty). He must stay in this box until his time is up and he is released to play again.
Pick	C	An offensive player without the ball positions himself against the body of a defender to allow a teammate to get open and receive a pass or take a shot. Picks must be stationary and ‘passive’.
Poke check	M	Extending stick to poke bottom hand of ball carrier.
“Pop off”	C	Pop off crease up top
“Push pull”	C	Proper throwing motion
Progression of Drills	C	Add new challenge within a drill
Quick stick	C	When the ball reaches an offensive player’s stick on a feed pass, he/she catches it and then shoots it toward the goal in one swift motion.
Rake	M	The act of placing stick over ball and pulling it back to then scoop the ball. This is to be avoided as it is not proper technique and is a foul (cover) in the women’s game.
Re-defend	W	When offense turns over the ball on a shot, out of bounds or ground ball and must prevent the opposing team from clearing the ball. Riding is the term used in the men’s game.
Release	C	Players shout release when they succeed in scooping a ground ball. This indicates to teammates that they can no longer make contact with the opponents to drive them away from the ball. Doing so is a penalty.
Restraining Line	C	Line in between midfield line and end line. Players must remain behind this line on faceoffs or draws until referee identifies possession.
Ride	M	When the offense tries to stop the defense from clearing the ball. See clear.
Self-start	W	For a whistle blown for a foul outside the critical scoring area, the player who is awarded the free position, after coming to a stop/settled stance, may continue the course of play without waiting for an additional whistle.
Shooting space	W	Foul when a defender stands or crosses in the path of a potential shooter without playing close defense. This also occurs when a defender stands behind her own teammate who is playing close defense on the shooter.
Screen	W	An attacking player without possession of the ball positions himself in front of the opposing goal crease in an effort to block the goalkeeper’s view.
Skip Pass	C	skip an adjacent perimeter player
Slash	M	Hitting another player with the lacrosse stick on an area other than their stick or gloves.
Slide	C	When an offensive player with the ball has gotten past his defender, a defending teammate will shift his position to pick up that advancing player.
Slow break	C	The slow break is a scoring opportunity created immediately following a fast break. After players rush down the field on a fast break, if nothing develops, your team will have a slow break opportunity before the other team’s defense gets set up.
Sneak	C	sneak from behind to GLE
Strong Side	C	The strong side is the side or half of the field with the largest number of players.
Three second rule	W	Defenders may not remain in the arc for more than three seconds without guarding another player. The exception is a defender who is guarding an opponent behind the

		goal; the defender must stay in direct line with the opponent to be considered marking her.
Top-Side	C	This is where an offensive player tries to get above a defender into the middle of the field for a better percentage shot. A defender will try to prevent an opposing player from getting top side.
Transition	C	Moving the ball from the defensive side of the lacrosse field to the offensive side.
Unsettled situation	C	A playing situation where some lacrosse players are out of position or not set up often giving an advantage to the offense.
V-Cut	C	cut into your defender and pop out to catch ball for shot
Wall Ball	C	is great lacrosse training tool where players use a wall to practice passing, shooting and catches. Visit BeginnerLacrosse.com 's Lacrosse Wall Ball Drills
Warding	M	Warding is an illegal technique where a player does a one arm cradle and moves his free arm to block an opposing player's stick (versus keeping it stationary).
Worm Burner	C	Worm burners are low to low underhand shots in lacrosse. The shot skims along the ground and scores in the lower portion of the net.
Weak Side	C	The weak side is the side or half of the field with the fewest number of players.
"X dodge"-	C	dodge from behind the change
"X" or goal X	C	attack position behind the cage. Commonly confused with Faceoff X

Appendix 1: Lutherville Codes of Conduct

Lutherville Lacrosse Coaches Code of Conduct

I understand that my responsibilities as a Volunteer Lutherville Lacrosse Coach are of great importance and that my actions have the potential to significantly influence the young athletes I coach. Therefore, I promise to uphold the following rights of young athletes to the best of my ability. All participants have the right to:

1. Participate and do so at an age appropriate level corresponding with each child's maturity and ability.
2. Have qualified coaches that understand the men's and/or women's game.
3. Play as a child and not as an adult.
4. Participate in safe and positive environments.
5. Have an equal opportunity to strive for success.
6. Be treated with respect

Furthermore, I will honor the ROOTS of the game:

- RULES –
 - I will honor the letter and spirit of the rules at all times.
- OPPONENTS –
 - I will treat opponents with respect.
 - I will serve as a Double Goal Coach. who strives to win (one goal), while pursuing the more important goal of teaching life lessons through sports.
- OFFICIALS –
 - I will treat officials with respect at all times in all situations.
- TEAM –
 - I will complete the mandatory Coach's Bag Training
 - I will care for every player on my team.
 - I will keep an open line of communications with my parents and provide schedules for both practice and games in a timely manner.
 - I will communicate age appropriate rules (including playing time) that I expect the players and parents to abide by.
 - I will create practice plans that maximizes opportunities for players to be engaged throughout practice.
- SELF –
 - I will live up to my own standards even when others don't.

I will not share any player or parent contact information with any external organizations including other rec councils or club programs.

With my signature, which I voluntarily acknowledge that I have read, understood, and will do my best to fulfill the promises made herein.

Coach's Name (please print):

Age Group:

Signature of Coach:

Date:

Lutherville Lacrosse Parents Code of Conduct

I will set an example for my child by Honoring the Game and will encourage him/her to remember ROOTS—respect for the Rules, Opponents, Officials, Teammates, and Self.

- RULES –
 - I will teach my child to honor the letter and spirit of the rules at all times.
 - I will represent my child's age accurately during registration.
 - I will not argue with or comment to an official about another player or ruling.
 - I will familiarize myself with the rules of the game and strive to educate my child about them.
- OPPONENTS –
 - I will treat opponents with respect.
 - I will not engage in any excessive displays of emotion either in defeat or celebration.
 - I will not comment negatively on another player's skills or abilities
 - I promise to live up to my own standards even when others don't.
- OFFICIALS –
 - I will respect officials' rulings without comment.
 - If the official makes a "bad" call against my team, I will Honor the Game and be silent!
 - I will use a self-control routine to avoid losing my composure when things go wrong. I will take a deep breath, turn away from the game to refocus, count backwards from 100 or use self-talk ("I need to be a role model. I can rise above this.").
- TEAM –
 - I will respect and care for every player on the team.
 - I will not comment negatively on another player's skills or abilities
 - I will have my child on time and prepared for any practice, game or meeting. I will get my child to practice and games on time and will be on time picking my child up after and notify coaches if they cannot attend games or practices.
 - I will respect coaches' instruction without complaint.
 - I will refrain from making negative comments about my child's coach in my child's presence.
 - I will wait 24 hours after a game or practice to communicate with my child's coach.
- SELF –
 - I will live up to my own standards even when others don't.
 - I will engage in No-Directions Cheering. I will limit my comments during the game to encouraging my child and other players and not Coach from the sideline.
 - I will remember that all participants in this organization are parent volunteers, spending their free time and efforts to ensure our kids have a positive and rewarding experience playing Lacrosse.

Lutherville Lacrosse Players Code of Conduct

I will honor the ROOTS of the game:

- RULES –
 - I will refuse to bend the rules to win.
 - I will honor the letter and spirit of the rules at all times.
 - I will not argue with or comment to an official about another player or ruling.
- OPPONENTS –
 - I will treat opponents with respect.
 - I will not engage in any excessive displays of emotion either in defeat or celebration.
 - I will respectfully congratulate my opponents on a game well played.
- OFFICIALS –
 - I will treat officials with respect at all times in all situations.
 - I will respect officials' rulings without comment.
- TEAM –
 - I will respect and care for every player on my team.
 - I will be supportive and encouraging of my fellow teammates and coaches.
 - I will respect the property of my teammates and the community in which I play.
 - I will respect coaches' instruction without complaint.
 - I will be on time and prepared for any practice, game or meeting.
- SELF –
 - I promise to live up to my own standards even when others don't.
 - I will not use foul or profane language.

Appendix 2: Skills Matrix

introduction	players have seen the skill
exploration	players have the opportunity to try the skill on their own in a lacrosse or non-lacrosse context
developing	players have been coached in the fundamentals of the skill
proficiency	players can perform the skill consistently with little or no resistance from an opponent
mastery	players can perform the skill well with moderate resistance from an opponent or another teammate
extension	players can use the skill well with multiple contexts

Boys	Girls	5-6 In Season	End of Season kids should be able to:	7-8 In season	End of Season kids should be able to:	9-10 In Season	End of Season kids should be able to:	11-12 In Season	End of Season	13-14 In Season	End of Season
1. Athletic Skill Development											
Flexibility	Flexibility	N/A	N/A	intro	explore	develop	profic.	profic.	master	master	master
Warm Ups	Warm Ups	intro	explore	develop	develop	profic.	profic.	master	master	master	master
Dynamic Stretching	Dynamic Stretching	intro	explore	develop	develop	profic.	profic.	master	master	master	master
Static Stretching	Static Stretching	intro	explore	develop	develop	profic.	profic.	master	master	master	master
Agility											
Lateral	Lateral	intro	explore	explore	explore	develop	profic.	master	master	master	master
Diagonal	Diagonal	intro	explore	explore	develop	develop	profic.	master	master	master	master
Forward/Back	Forward/Back	intro	develop	master	master	master	master	master	master	master	master
Quickness	Quickness	intro	develop	develop	develop	master	master	master	master	master	master
Speed											
Sprint	Sprint	N/A	N/A	intro	explore	develop	profic.	profic.	profic.	profic.	profic.
Interval	Interval	N/A	N/A	intro	explore	develop	profic.	profic.	profic.	profic.	profic.
Endurance											
Distance	Distance	N/A	N/A	N/A	N/A	intro	explore	explore	develop	develop	master
Strength											
Wrist/Forearm/Legs/Upper	Wrist/Forearm	N/A	N/A	N/A	N/A	N/A	N/A	intro	explore	develop	profic.
2. INDIVIDUAL TECHNICAL SKILLS DEVELOPMENT											
gripping the stick	gripping the stick	intro	develop	profic.	profic.	master	master	master	master	master	master
scooping											
stationary	stationary	intro	develop	profic.	master	master	master	master	extension	extension	extension
while moving	while moving	intro	explore	develop	profic.	master	master	master	extension	extension	extension
contested	contested	intro	intro	develop	develop	develop	master	master	extension	extension	extension
cradling and stick protection											
2 hand strong	2 hand strong	intro	explore	develop	develop	develop	profic.	master	master	extension	extension

Boys	Girls	5-6 In Season	End of Season kids should be able to:	7-8 In season	End of Season kids should be able to:	9-10 In Season	End of Season kids should be able to:	11-12 In Season	End of Season	13-14 In Season	End of Season
2 hand weak	2 hand weak	N/A	intro	explore	explore	develop	develop	profic.	profic.	profic.	master
1 hand strong	switching hands	N/A	intro	explore	develop	develop	develop	profic.	master	extension	extension
1 hand weak	1 hand	N/A	N/A	N/A	N/A	intro	intro	explore	develop	profic.	master
catching	catching	intro	explore	explore	develop	profic.	profic.	profic.	master	master	master
overhand passing											
strong	strong	intro	explore	develop	develop	profic.	profic.	profic.	master	master	extension
weak	weak	N/A	intro	intro	develop	intro	explore	develop	profic.	profic.	master
on the move	on the move	N/A	intro	explore	develop	profic.	profic.	profic.	master	master	extension
Wall Ball	Wall Ball	N/A	N/A	intro	develop	profic.	master	extension	extension	extension	extension
overhand shooting											
strong	strong	intro	explore	develop	develop	develop	profic.	master	master	extension	extension
weak	weak	N/A	intro	intro	intro	intro	explore	develop	master	master	extension
on the move strong	on the move strong	N/A	N/A	N/A	N/A	intro	explore	profic.	master	master	extension
on the move weak	on the move weak	N/A	N/A	N/A	N/A	N/A	intro	explore	develop	profic.	master
3/4 & Sidearm	free position shot	N/A			intro	explore	develop	develop	profic.	master	master
Feeding											
Uncontested	Uncontested	N/A	N/A	intro	explore	explore	develop	develop	profic.	master	master
Contested	Contested	N/A	N/A	intro	explore	explore	develop	develop	profic.	master	master
Dodging and Movement											
face dodge											
strong	strong	intro	explore	explore	explore	develop	profic.	profic.	master	master	extension
weak	weak	intro	intro	intro	intro	develop	develop	develop	profic.	master	extension
split dodge											
strong	strong	N/A	N/A	N/A	intro	explore	develop	develop	master	profic.	profic.
weak	weak	N/A	N/A	N/A	N/A	intro	explore	develop	develop	master	profic.
roll dodge											
strong	strong	N/A	intro	intro	explore	explore	explore	explore	develop	profic.	profic.
weak	weak	N/A	N/A	N/A	intro	explore	explore	develop	profic.	master	master
1 v 1 offense	1 v 1 offense	N/A	intro	explore	develop	profic.	profic.	master	extension	extension	extension
2 v 1 offense	2 v 1 offense	N/A	N/A	intro	explore	develop	develop	master	extension	extension	extension
Off ball movement	Off ball movement	N/A	N/A	intro	explore	develop	develop	develop	master	master	extension

Boys	Girls	5-6 In Season	End of Season kids should be able to:	7-8 In season	End of Season kids should be able to:	9-10 In Season	End of Season kids should be able to:	11-12 In Season	End of Season	13-14 In Season	End of Season
Defense											
Body position/stance	Body position/stance	intro	explore	develop	develop	profic.	profic.	master	master	extension	extension
Communication	Communication	N/A	N/A	intro	intro	explore	explore	develop	profic.	master	extension
(ABCD) Approach, breakdown, contact, direct	(ABCD) Approach, breakdown, contact, direct	N/A	N/A	intro	intro	explore	explore	develop	profic.	master	extension
Head on a swivel	Head on a swivel	N/A	N/A	intro	intro	explore	explore	develop	profic.	master	extension
Footwork shuffle	Footwork shuffle	N/A	N/A	intro	intro	explore	explore	develop	profic.	master	extension
Footwork drop step	Footwork drop step	N/A	N/A	N/A	intro	intro	explore	explore	develop	profic.	master
Position in relation to ball	Position in relation to ball	N/A	N/A	intro	intro	explore	explore	develop	profic.	master	extension
Position inside out	Position inside out	N/A	N/A	intro	intro	explore	explore	develop	profic.	master	extension
Checks poke	Checking (modified)	N/A	N/A	intro	explore	explore	develop	develop	profic.	master	extension
Checks lift	Double team	N/A	N/A	N/A	intro	intro	explore	develop	profic.	profic.	master
Checks slap	-	N/A	N/A	N/A	N/A	N/A	N/A	intro	explore	develop	profic.
1 v 1 defense	1 v 1 defense	N/A	N/A	intro	explore	develop	develop	profic.	profic.	master	master
1 v 2 defense	1 v 2 defense	N/A		intro	explore	develop	develop	profic.	profic.	master	master
Slide	Slide	N/A	N/A	intro	explore	develop	develop	profic.	profic.	master	master
long stick defense	Triple Team	N/A	N/A	N/A	intro	explore	develop	master	extension	Extension	extension
Goal Keeping											
Body Position	Body Position	N/A	intro	intro	explore	develop	profic.	profic.	master	master	extension
Stick Position	Stick Position	N/A	intro	intro	explore	develop	profic.	profic.	master	master	extension
Stance	Stance	N/A	intro	intro	explore	develop	profic.	profic.	master	master	extension
Passing	Passing	N/A	intro	intro	develop	develop	profic.	profic.	master	master	extension
Clearing	Clearing	N/A	intro	intro	develop	develop	profic.	profic.	master	master	extension
Face off/draw											
Clamp & rake	Push/pull	intro	explore	explore	develop	develop	profic.	profic.	master	master	extension
wings/circle play	wings/circle play	intro	explore	explore	develop	develop	profic.	profic.	master	master	extension

Boys	Girls	5-6 In Season	End of Season kids should be able to:	7-8 In season	End of Season kids should be able to:	9-10 In Season	End of Season kids should be able to:	11-12 In Season	End of Season	13-14 In Season	End of Season
<p>3. 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. Work on their basic stick skills, but also need to start learning the basic concepts.</p>											
Offensive											
Create extra man/ 2 v 1	Create extra man/ 2 v 1	N/A	N/A	intro	explore	develop	develop	profic.	master	extension	extension
Shooting location	Shooting location	N/A	N/A	intro	explore	develop	develop	profic.	master	extension	extension
Keeping stick to the outside	Keeping stick to the outside	N/A	N/A	N/A	N/A	intro	explore	develop	develop	profic.	master
Off ball movement	Off ball movement	N/A	N/A	intro	explore	explore	develop	profic.	profic.	master	master
V cut	V cut	N/A	N/A	intro	explore	explore	explore	develop	profic.	master	master
Look off/look away	Look off/look away	N/A	N/A	N/A	N/A	intro	explore	develop	profic.	master	master
Give and go	Give and go	N/A	N/A	intro	explore	develop	develop	profic.	master	master	extension
-	Escaping Double	N/A	N/A	intro	explore	develop	develop	profic.	master	master	extension
Clearing and Transition											
Move the ball opposite	Move the ball opposite	N/A	N/A	N/A	N/A	intro	explore	develop	profic.	master	extension
Turn to the sidelines	Turn to the sidelines	N/A	N/A	N/A	N/A	intro	explore	develop	profic.	master	extension
Protect the house/hole/paint	Protect the house/hole/paint	N/A	N/A	intro	explore	develop	develop	profic.	master	extension	extension
Sticks Up	Sticks Up	N/A	intro	intro	explore	develop	profic.	profic.	master	extension	extension
1 v 1 positioning	1 v 1 positioning	intro	explore	explore	develop	develop	profic.	profic.	master	extension	extension
Off ball	Off ball	N/A	N/A	intro	explore	explore	develop	Develop	master	master	extension
Double the ball	Double the ball	N/A	N/A	N/A	N/A	intro	explore	explore	develop	master	extension
When to slide	When to slide	N/A	N/A	intro	develop	develop	develop	develop	profic.	profic.	master
Defensive rotation	Defensive rotation	N/A	N/A	N/A	N/A	intro	intro	explore	develop	profic.	extension
Recovery	Recovery	N/A	N/A	intro	explore	develop	profic.	profic.	master	master	extension
When to double	Shooting Space	N/A	N/A	intro	explore	explore	develop	develop	profic.	master	extension
-	Double	N/A	N/A	N/A	intro	explore	develop	profic.	master	master	extension
-	Triple	N/A	N/A	N/A	N/A	intro	explore	develop	profic.	master	master

Boys	Girls	5-6 In Season	End of Season kids should be able to:	7-8 In season	End of Season kids should be able to:	9-10 In Season	End of Season kids should be able to:	11-12 In Season	End of Season	13-14 In Season	End of Season
TRANSITIONAL											
Beat your man to hole	Beat your girl to hole	N/A	N/A	intro	explore	develop	develop	profic.	master	extension	extension
On the fly subs	On the fly subs	N/A	N/A	N/A	N/A	N/A	intro	explore	develop	master	extension
Rides/Re-defend	Rides/Re-defend	N/A	N/A	N/A	intro	explore	develop	develop	profic.	master	extension
forcing the long pass	forcing the long pass	N/A	N/A	N/A	N/A	N/A	intro	intro	explore	explore	Pprofic.
forcing out of bounds	forcing out of bounds	N/A	intro	intro	explore	develop	profic.	profic.	master	master	extension
4. TEAM CONCEPTS											
Team skills represent the culmination of other skill sets so players work towards common team goals. Players learn the rules of the game along with strategic concepts to achieve team goals.											
2 v 1 offense	2 v 1 offense	intro	explore	explore	develop	develop	profic.	master	master	extension	extension
2 v 1 defense	2 v 1 defense	intro	explore	explore	develop	develop	profic.	master	master	extension	extension
3 v 2, 4 v 3 offense	3 v 2, 4 v 3 offense	N/A	intro	explore	explore	develop	develop	profic.	master	extension	extension
3 v 2, 4 v 3 defense	3 v 2, 4 v 3 defense	N/A	N/A	intro	explore	develop	develop	profic.	master	extension	extension
6 v 6 offense	7 v 7 offense	N/A	N/A	N/A	intro	explore	develop	profic.	master	extension	extension
6 v 6 defense	7 v 7 offense	N/A	N/A	N/A	intro	explore	develop	profic.	master	extension	extension
Extra Man Offense	Extra Man Offense	N/A	N/A	N/A	intro	explore	develop	profic.	master	extension	extension
Man Down Defense	Man Down Defense	N/A	N/A	N/A	intro	explore	develop	profic.	profic.	master	extension
Clearing	Clearing	N/A	intro	explore	develop	develop	develop	profic.	profic.	master	extension
Transition Offense	Transition Offense	N/A	intro	explore	develop	develop	develop	profic.	master	extension	extension
Transition Defense	Transition Defense	N/A	intro	explore	develop	develop	develop	profic.	master	extension	extension
Substitution	Substitution	N/A	N/A	intro	develop	develop	develop	profic.	master	extension	extension
Rules of the Game	Rules of the Game	N/A	intro	explore	develop	develop	profic.	profic.	master	extension	extension

Appendix 3: OVER ARCHING PRINCIPALS-OAPs

Overarching principles are concepts that guide:

- Coaches' planning
- Players' thinking
- Players' reaction to their opponents on the field

These concepts are 'universal':

- Tools to allow you to play effectively in any offensive or defensive system
- Concepts are Transferable – from team to team but must be taught in an age appropriate manner.
- Drills/Games can be created to teach and learn the concepts found in OAPs.

Note: While many of these concepts are addressed in Lax IQ and Team Concept/Skills Matrices, it is helpful for coaches to see these OAPs organized together. They are designed to serve as areas of focus in practice and drills can be built to reinforce these concepts and improve specific aspects of team play.

Offense

- Offensive positioning and responsibilities are based on a player's relationship to the ball
- Players should be in constant motion
 - Catching, throwing and shooting should all occur while moving
 - Ball carrier should force defensive slides to gain numbers advantage and high percentage shot opportunities
 - Off ball players need to move without the ball to be a threat, create space, give help, and take a defender away from the ball
- Move the ball
 - Don't hold the ball or stay in the same place for more than three seconds
- Balance the field
 - Don't allow one player to cover two players on the field—always be a threat!
- Attack the defensive player to initiate your offense
 - Test your individual defender to generate movement
 - Find the weaker players on the opposing team
 - Use dodges and picks to create opportunities for your offense
- Attack the backside of the defense
 - Take advantage of aggressive defense that is over committing to the ball or a defense that is not recovering to the hole by moving the ball quickly to the backside (off ball side) of the defense

Defense

- Players must communicate
 - Ball position, who has ball, who is help, who is covering two, check sticks, clear, etc.
- Defensive positioning and responsibilities are based on your relationship to the ball
 - On ball (playing the ball carrier)- skills are Approach, Footwork, Checks and Holds

- Off ball (help position) if one pass away, two passes away or covering the backside (farthest from the ball)- skills are communication sliding, crease coverage
- Play defense with your feet and head vs. stick and shoulders
 - Move your feet and leverage your body position to direct the ball carrier where you want him to go (into your help/slide)
- Play from the “inside out” (stay home)/Extend and Recover
 - Cover the hold, extend (push out) on player receiving the ball
 - Recover back to the hole when your man passes the ball
- Attack bottom hand of the ball carrier
 - When approaching a ball carrier direct checks to his bottom hand to disrupt rhythm

Transition Play

- Ball motion faster than feet
- Draw the man then pass
- Offense stay spread to force longer slides to buy time
- Keep players and ball above GLE on fast breaks. Otherwise, players are not a scoring threat.
- Look for options to create a local overload with crease play or off ball motion.
- Slow break means no clear numbers advantage

Transition Defense

- Get inside the crease and slide out (inside out defense)
- Stop the ball
- Recover to the middle when beat or after passes
- Know your setups on 3v2, 4v3, 5v4 and 6v5 (shape)
- Goal is to slow the break into a settled 6 v 6 (men’s) or 7 v 7s (girls) or to force a bad play on offense
- Paint, Time, Pass- PTP- Get into the Paint (house), Buy time and Force Passes (PTP) until recovery.

Clearing

- Get middies out for quick outlet
- Take advantage of the extra man on defensive end of the field
- Switch fields and pass back as needed
- Be aware of the offside player staying on-sides

Riding (boys) Re-defending (girls)

- First line of a great defense
- Riding/Re-Defending attack must be best hustlers and anticipate ball movement
- Present the quick transition
- Stop ball advancement, turn the ball carrier back and work the clock
- Force cross field passes by long poles (boys’ game)
- Account for all middies and attack

- Force a defensive rotation (change who was “back” on D) with a pass

Extra Player/Man

- Move ball quickly- don't dodge (force defensive movement)
- Make defense rotate
- Resolve defense to a 2 v 1 and then 1 v 0
- Draw defender before passing
- Create advantages by looking for opportunities to skip passing
- Spread defense making slides long- opens passing lanes
- Understand flow between formation (1-4-1 to 1-3-2)
- Be quick- don't hurry
- Back up shots

Man/Player Down Defense

- COMMUNICATION is key to enable slides
- Protect the crease- prevent inside shots less than 10 yards- stay tight
- Sticks up and in passing lanes, discouraging passing lanes
- Patience
- Pressure ball, play 2 adjacent passes and split 2 players on backside
- Kill time
- Force easy passes to defend (prevent skip passes)
- Rotate o the ball or in opposite direction of the ball

Goalie Play

- See the ball, stop the ball
- Be in a ready position at all times when the ball is in the midfield areas
- Stay hip to hip with the shooter as they move
- Keep eyes on the ball at all times

Appendix 4: The Lacrosse Athlete Development Model (LADM)



Designed for Development

Think about your smartphone. We take for granted that the apps will open, swiping certain ways and pressing certain buttons will do certain things, and that the device will do what we need it to in a certain way every time we access it. Why it behaves this way is because of its operating system.

That's what Designed for Development is all about. In LADM organizations, how seasons are planned, how competition is structured, how coaches conduct their practices, how kids are engaged on the field is all informed by the underlying operating system of the lacrosse athlete development model and its framework. This is what makes everything else go.

It's about development first, not short-term wins and losses.

Fun and Kid-Centered

Would you back a business where it lost about 70 out of 100 of its customers every year? This would be unacceptable to shareholders, its board, and would mean it wasn't really offering a lot of value to its customers.

9 out of 10 kids say that fun is the main reason they participate in sports. 70% of kids are dropping out of youth sports by age 13, and the top reason is--you guessed it--that it wasn't fun anymore. If lacrosse is not fun, kids (their customer) will find other ways to fill their recreational time.

Lacrosse athlete development model organizations recognize this and create cultures where FUN is number one because that's what kids want and will keep them playing. They also recognize that the experience should be about the player, not the adult or adult expectations for their sports experience.

Small-sided Competition and Free Play

All kids love competition--that's part of the fun of sport. What sets athlete development model programs apart is their perspective on competition.

The purpose of competition in LADM organizations is that it is primarily for the enjoyment and the development of the athletes up until the Competitive stage of the LADM, where learning to compete becomes the focus more so than technical and tactical development, which occurs earlier in this model.

LADM organizations also realize that by putting kids on smaller fields with fewer players and playing by modified rules gives them more touches, more involvement, more improvement, more fun. That's what small-sided competition is all about.

LADM organizations also leave space for free play. Time for free, spontaneous pick-up play should be built into the fabric of programs embracing the lacrosse athlete development model. Lacrosse lends itself to free play and this is where kids can have fun, build skills, and learn life-lessons outside of the ultra-organized environment driven by adult organization which is often what makes kids lose interest in sport as play.

Coach Training

Would you send your child to a school where the teacher had not earned a degree in teaching, studied how to teach, how kids learn and the specific subject matter? Then why should we be OK with sending our kids to learn a sport from someone who isn't trained in coaching?

Lacrosse Athlete Development Model organizations recognize how critical it is for coaches to be trained in how to teach the game in a way that fits what we know about child and athlete development.

LADM organizations expect coaches to be trained and are committed to giving their coaches the best possible coaching education--education that makes them effective teachers of the game for the age and developmental stage in which they coach. Model organizations put tools into coaches' hands that make it easy for them to help kids learn the game in a fun, developmentally appropriate way.

Physical Literacy

Most likely you know what literacy is--the ability to read and write. But have you ever thought about what it means to have the ability to move your body in ways that allow you to use it in the way you want to? This is the idea behind physical literacy. Teach kids physical literacy and you give them the ability, confidence and desire to be physically active.