



**Oshawa Minor Lacrosse Association
Return to Activities Spring 2021
Recreational Development Program**

Parent's Guide



Recreational Development Lacrosse Return to Activities Planning Fall 2020

Welcome to the 2021 Spring RTA! This guide will give you an idea of the goals of our Red Zone programming while we are restricted to 10 players on the floor and must respect social distancing. These skills development sessions are designed for newer players to acquire the basic lacrosse skills and for recreational players to improve those skills. We truly want to get those sticks in their hands!

The sessions will be similar for each age group: we will start with an assessment of sorts and then progressively go through the basics using socially distanced drills. What follows are some of the things we will be teaching.

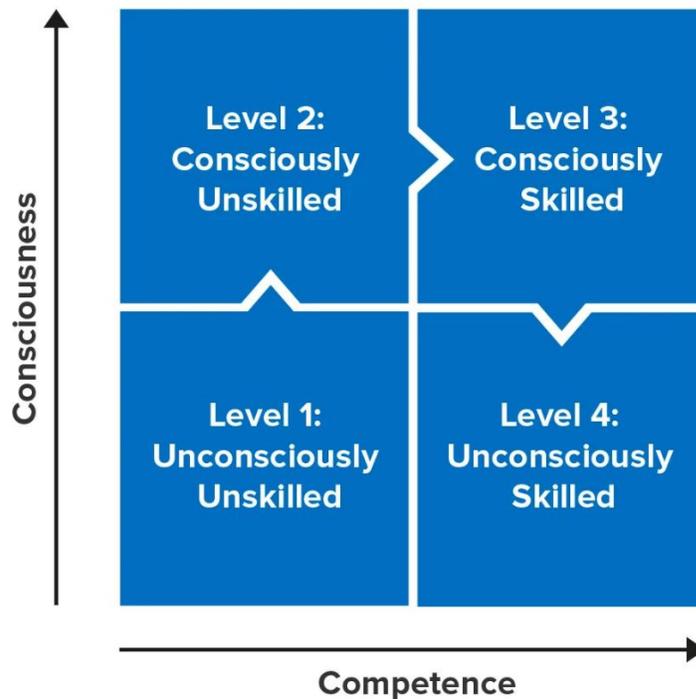
THE FOUR STAGES OF COMPETENCE

Level 1 – the player is unaware they are unskilled, i.e. have little knowledge of the game, how it's played, etc.

Level 2 – the player is aware of how the game is played, but also aware that they do not possess the skills to play it; players may feel discouraged, but eventually overcome the skill deficits with practice

Level 3 – the player is aware of how the game is played and can satisfactorily complete skill requirements with effort

Level 4 – the player is aware of how the game is played, skills are second-nature, but completed effortlessly



Coaches of older players tend to facilitate a player moving from Level 2 to Level 3. Coaches of newer players, especially of Peanut and Paperweight aged players, must often facilitate between Level 1 and 2, and sometimes Level 3.



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THE WHOLE-PART-WHOLE METHOD (WPW)

WPW is a remarkably simple way of teaching lacrosse skills to players and is broken down like this:

Whole – the skill is first demonstrated by the coach

Part – the skill is then broken down into the constituent sequential parts by the coach and the players learn those constituent parts and learn how to put them together

Whole – once all the parts of the skill have been learned, the player demonstrates the whole skill back to the coach.

Smaller 'whole' skills can then be 'part' of a larger 'whole.' For example, learning to run and pivot is a great skill for most sports, but can be one part of the picking skill.

Coaching younger players can be challenging, but WPW can greatly simplify the task. Young children love the feeling of being successful. Where the entire skill is challenging and may discourage the unsuccessful player, breaking the skill down into easier parts allows the player to be successful in small increments until they see how patience and practice pays off.

The following pages from the old CLA Pre-Level Technical manual may be useful to illustrate how the WPW can be applied in a practical way:

The Ready Position

The Ready Position is the way to hold the stick in preparation for catching or checking. The fundamentals can be performed more effectively from this basic stance.



1. Place the top hand below the throat of the stick, about 1/3 of the way down the shaft.
2. Place the bottom hand near the butt end. (Hand spacing depends on the size of the person.)
3. The top hand indicates whether the player is right or left handed. Allow the players to experiment to determine which hand feels more comfortable.
4. Bend the arm of the top hand.
5. Position the head of the stick slightly in front of the shoulder and at eye level.

Common Faults

- Holding the stick with both arms hanging straight down, which results in the stick being parallel to the floor or the head pointing down.
- Holding the stick with one hand and the head of the stick resting on the floor.



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Carrying the Stick and Cradling

When carrying the stick, the left arm (right handed players) is straight, thus positioning the head of the stick at shoulder height and the handle diagonally across the body. This is a more comfortable and relaxed position than the ready position.

When Carrying the ball, the natural back and fourth movement of the arm will cause the ball to pop out of the stick. Cradling is the rolling of the wrists in sync with the movement of the arms to keep the ball in the stick.



1. Keep the bottom hand loose in order to allow the shaft to rotate.
2. Place the top hand near the throat.
3. Place both thumbs along the shaft, not around it.
4. When the arm moves back, extend the wrist. When the arm moves forward flex the wrist, thereby creating a cradling or rocking movement.
5. The arms should be held close to the body.

Common Faults of Cradling

- Moving the arm back and fourth and not flexing the wrist.
- Tension in the wrist.
- The lack of coordination.

To develop the coordination to cradle the ball, have the player hold the stick with the top hand only. Move the arm back and forth in slow motion so the flexing and extending of the wrist can be coordinated. As coordination develops, speed up the movement and then add the bottom hand.



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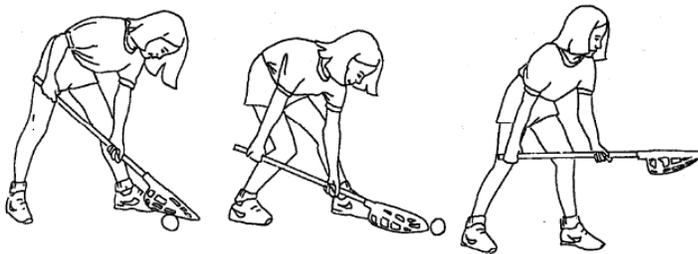
Scooping



1. Position the instep of the right foot beside the ball (left for left handers).
2. Bend the knees to get the butt of the stick as low as possible keeping head down and eyes on the ball.

3. Push off the back foot to accelerate through the ball.
4. Return to the Ready Position.

Roll and Scoop



1. Place the mouth of the stick on top of the ball.
2. Pull the stick back alongside the body, rolling the ball backwards.
3. Drop the mouth of the stick behind the rolling ball, allowing it to roll over the mouth of the stick.

4. Scoop as before and return to the *Ready Position*.

Common Faults of Scooping

- Not bending the knees.
- The handle of the stick being more vertical than it is parallel to the ground.
- Not accelerating the stick head through the ball.



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Catching

1. Start in the *Ready Position* and slide the top hand to the throat of the stick.
2. Present a target by extending the stick head up and in the direction of the passer.
3. Move the head, like a glove into the path of the ball and watch the ball fall into the stick,
4. Cushion the incoming ball by bringing the stick back to the *Ready Position* as the ball enters the stick.

Common Faults

- Hitting at the ball instead of letting the ball fall into the pocket.

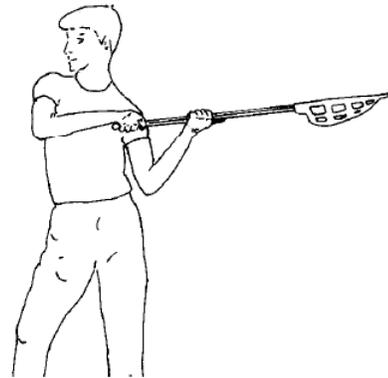
By the time players come to lacrosse they have had experience in other sports where hitting an object is the main fundamental. Therefore, their coordination has been developed for striking but not for catching. Another consideration for young players is that their ability to predict the flight of a ball that is moving towards them is just developing. Both of these issues can be addressed by using good teaching progressions starting with catching: a rolling ball, a bouncing ball, a ball in front, and finally a lobbed ball at shoulder



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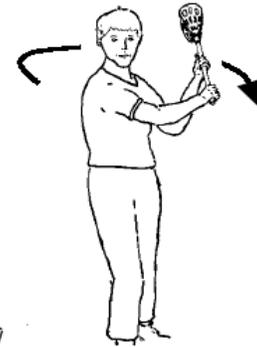
Throwing

1. Turn so that the shoulder is facing the target.
2. Extend the arms straight back with the elbow pointing at the target.
3. Start the throwing action by rotating the hips and shoulders while stepping onto the front foot.
4. Follow through in the direction of the target.



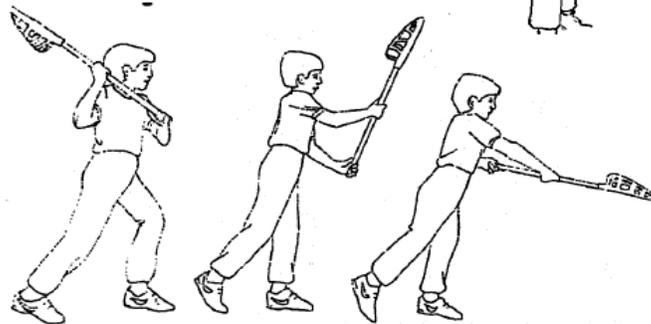
Shooting and throwing long passes

1. To exert the force required for shooting and for throwing longer passes use the larger muscles of the legs and trunk.
2. For added speed, snap the hips around to face the target.
3. For added accuracy, keep the hands soft. See **Relaxation in Module 7** common Faults.



Common Faults

- Lining up with the chest facing the target.
- Pushing with the top hand.
- Using the arms and not the body to generate the force.
- Not transferring the weight from back to front.
- Throwing off of the wrong foot.



Lining up to pass or shoot by facing the target all but eliminates the body as a producer of force, thereby leading players: to use their arms to throw, to push with the top hand, and to wind up by dropping the head of the stick or taking it around behind the head.

To give the feel of using all of the body parts, hold the head of the players stick when they are preparing to throw and have them pull as hard as they can. Then gradually let the stick move so the players can get the feel. Then have them repeat the feeling when they are throwing.