



**Oshawa Minor Lacrosse Association
Return to Activities Fall 2020**

Recreational Development Program

Peanut and Paperweight Parents Guide



Recreational Development Lacrosse Return to Activities Planning Fall 2020

PEANUT PROGRAM

Purpose – the Peanut program is developed to introduce the main skills required for lacrosse which include running, scooping, cradling, and throwing.

Setup – Each session will consist of a warm-up, a series of rotating skill stations run by a coach, a final common activity, and a cool-down. Each of the skill activities will include a short (1-2 mins) demonstration of the skill or game. Sessions will run approximately 50 minutes, including 5 minutes at the beginning and end to get players on and off the floor.

Sample Session:

Introduction (5 mins) Players get on the floor, coaches introduce themselves, divide players into 'teams'

Warm-up (5 mins) Coaches run three easy to imitate stretching warm-up exercises

Skill Stations: 1. Scoop-in-the-bucket (endzone A) (8 mins)

(34 mins.) {water break} (5 mins)

2. Carry the Balloon (midfloor) (8 mins)

3. Run and Shoot (endzone) (8 mins)

{water break} (5mins)

Common Activity (10 mins)

Cool Down and Exit (6 mins)

Coaching Philosophy – 3 & 4-year-old children have short attention spans of about 8-12 minutes therefore rotating activities at a quick pace is appropriate with multiple breaks for water and rest. We'll repeat at least one station from week to week in order to emphasize 'practice makes perfect' and build on activities from the previous week.

The coach must try to ensure that each child gets enough attention during each activity to complete the expectations of the skill being taught. Parents should encourage and praise towards success. Keep expectations modest!

Peanut aged children react to new situations differently. The coach should expect that, when required, parents come on the floor and help out with an upset child. At this age group parents helping their own is greatly encouraged!

Parents are also encouraged to learn about the game of lacrosse and assist in running stations if needed. If you are interested in assisting, coaching, or volunteering, or have questions about the skills or game of lacrosse please ask one of the coaches, the program convenor in the rink, or use the Contact Us form on our website: <http://blueknights.lacrosseshift.com/contact>



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PAPERWEIGHT PROGRAM

Purpose – the Paperweight program is used to introduce and develop the main skills required for lacrosse which include running, scooping, cradling, and throwing.

Setup – Each session will consist of a warm-up, a series of rotating skill stations run by a coach, a final common activity, and a cool-down. Each of the skill activities will include a short (1-2 mins) demonstration of the skill or game. Sessions will run approximately 50 minutes, including 5 minutes at the beginning and end to get players on and off the floor.

Sample Session:

Introduction & Warm Up (5 mins) Players get on the floor, coaches introduce themselves, divide players into 'teams,' and run three easy to imitate stretching warm-up exercises

Skill Stations: 1. Scoop-in-the-bucket (endzone A) (10 mins)

(40 mins.) 2. Defensive Cradling (midfloor) (10 mins)

{water break} (5 mins)

3. Scoop, Run and Shoot (endzone) (10 mins)

{water break} (5mins)

Common Activity (10 mins) Mini-Games

Cool Down and Exit (5 mins)

Coaching Philosophy – 5 & 6-year-old children have attention spans of about 10-20 minutes therefore rotating activities at a good pace is appropriate with breaks for water and rest. We'll repeat at least one station from week to week in order to emphasize 'practice makes perfect' and build on activities from the previous session.

The coach must try to ensure that each child gets enough attention during each activity to complete the expectations of the skill being taught. Parents should encourage and praise towards success. Expectations for newer players should be modest, but all players should be strongly encouraged to try their best. Paperweight aged children react to new situations differently but tend to be more socialized with the introduction of school. Newer players might be more reluctant or shy than experienced players. We'll keep this in mind.

Parents can come on the floor and help out with their upset child. Parents are also encouraged to learn about the game of lacrosse and assist in running stations if needed. If you are interested in assisting, coaching, or volunteering, or have questions about the skills or game of lacrosse please ask one of the coaches, the program convenor in the rink, or use the Contact Us form on our website:

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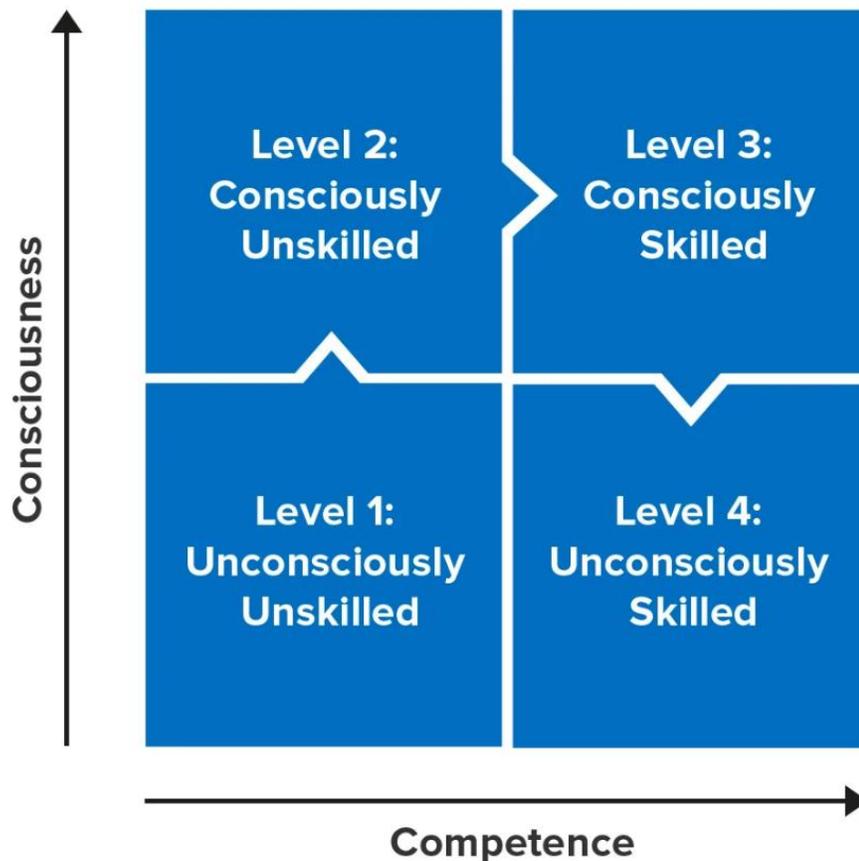
THE FOUR STAGES OF COMPETENCE

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

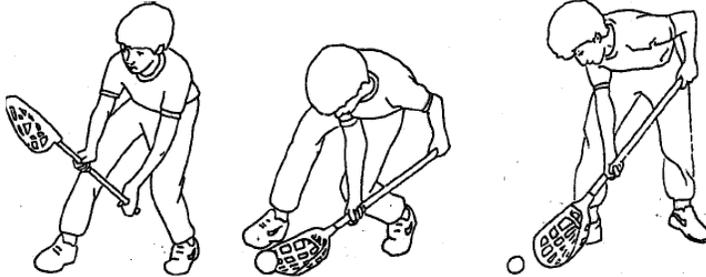
- Moving the arm back and fourth and not flexing the wrist.
- Tension in the wrist.
- The lack of coordination.

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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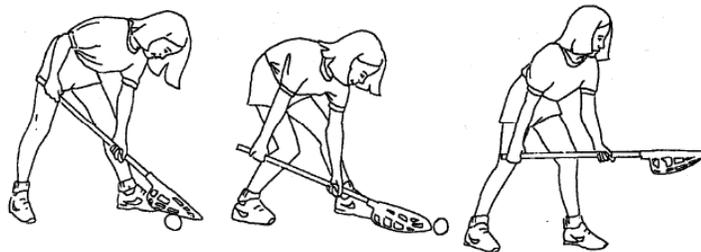
Scooping



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.

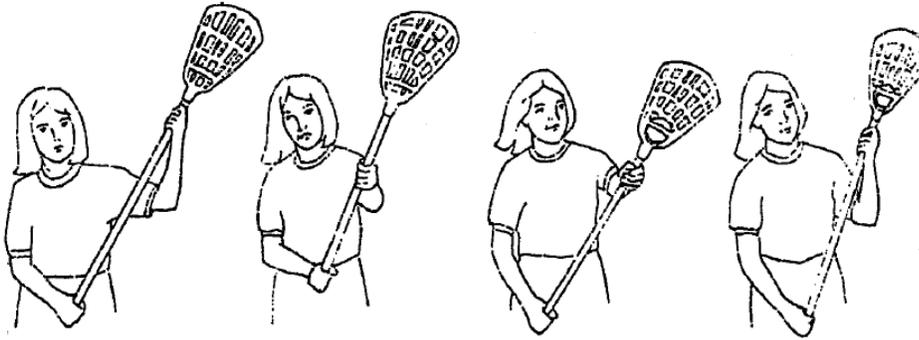
4. Scoop as before and return to the *Ready Position*.

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.

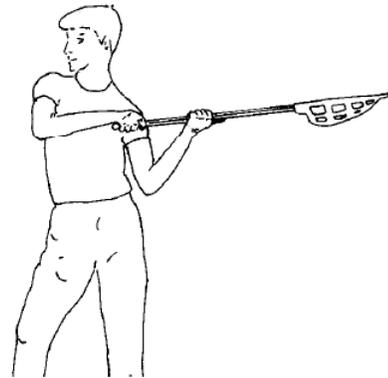
By the time players come to lacrosse they have had experience in other sports where hitting an object is the main fundamental. Therefore, their coordination has been developed for striking but not for catching. Another consideration for young players is that their ability to predict the flight of a ball 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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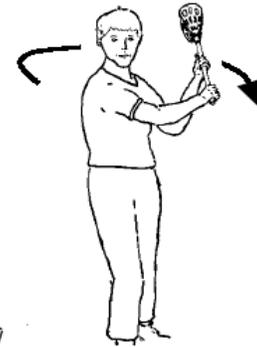
Throwing

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.



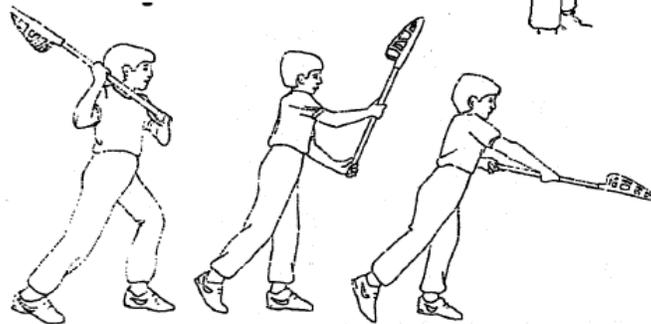
Shooting and throwing long passes

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.



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COVID PROTOCOLS

It is imperative that all COVID guidelines are followed in order to ensure that we can continue to run the program without interruption. A failure to follow any of the guidelines could result in the program being shut down.

Prior to entering the building

- 1) There is currently a strict building occupancy limit of 50 people therefore only one parent or guardian will be permitted into the building with their player
- 2) Attend approximately 10 to 15 minutes prior to the scheduled floor time. Wait in your vehicle until players are called to gather at the front of the building. All players will be entering the building as one unit
- 3) Please have the player dressed in all required equipment prior to entering the building. Only required equipment and a water bottle can enter the arena. No bags etc
- 4) The online COVID screening tool must be completed prior to entering the building and can be completed here
https://docs.google.com/forms/d/e/1FAIpQLSdcuuAfgQYWkqsCCv76dVPcvSZ9jOsCXdXy7_WzgQzNsdTbBw/viewform?usp=sf_link
- 5) You will be asked to show confirmation that your form has been completed at the door prior to entering the building. You can show the convener at the door confirmation of the form completed screen or the email that you will receive after completing the form. Everyone entering the building will be counted to ensure building limits are not exceeded
- 6) Masks must be worn while entering the building. Players can take theirs off on the floor however spectators must keep theirs on at all times

While in the building

- 1) Players will proceed right, directly to the floor
- 2) Spectators proceed directly to the left and enter the doors to the spectators area
 - Everyone is to remain 6 feet apart at all times
 - Coaches will manage appropriate and required physical distancing as it relates to sport play, while the players are on the floor
- 3) After the session is over, everyone is asked to immediately exit the building