

# Implementing Practical and Cost-effective LTAD for a Recreational Community Youth Lacrosse League



*Tony Moreno – East Lansing (MI) Lacrosse Club*

# East Lansing, MI USA

- Approximately 50,000 residents and home to Michigan State University (50,000 students).
- No formal coaching education background required at the youth level.
- No centralized, government-sponsored coaching education system within the US.
- Lacrosse is not an established sport in the Midwest, but has a strong presence in the East and Mid-Atlantic regions of the US.
- Lacrosse is among the fastest growing sports in the US.
- Resources for lacrosse specific coaching education are sparse, but growing.
- The vast majority of youth lacrosse coaches are parent volunteers with no formal physical education or kinesiology background.

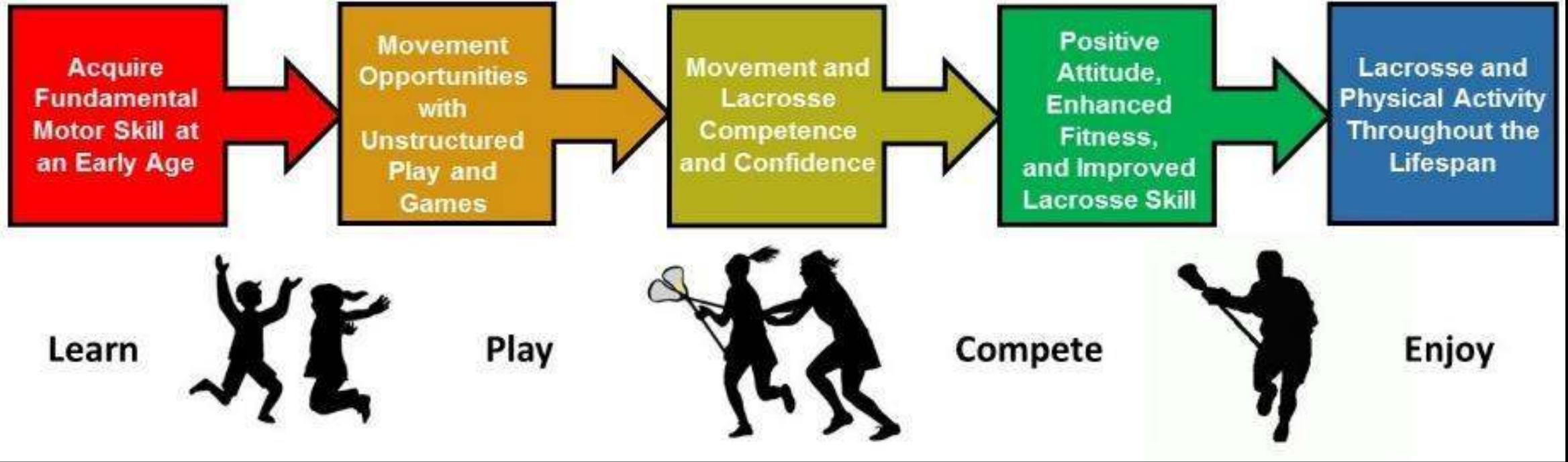


# East Lansing Youth Lacrosse

- Approximately 130 youth participants both male and female, grades 3-8 (U10-U14).
- At elementary grades, physical education is taught 2x/week for 35 minutes. Physical education is an elective (not required) in grades 6-8.
- Lacrosse competes with other popular sports such as basketball, baseball, soccer and is still considered a “boutique” sport in the Midwest.
- General motor ability for most participants is fair because those that exhibit confident and strong motor ability are pulled toward the popular sports.
- Although a rapidly growing sport, retention at the high school level is poor. 2016 only 4 male freshmen considered playing lacrosse at the high school level.
- No dedicated facilities, only open grass fields.



## The Physically Literate Lacrosse Athlete



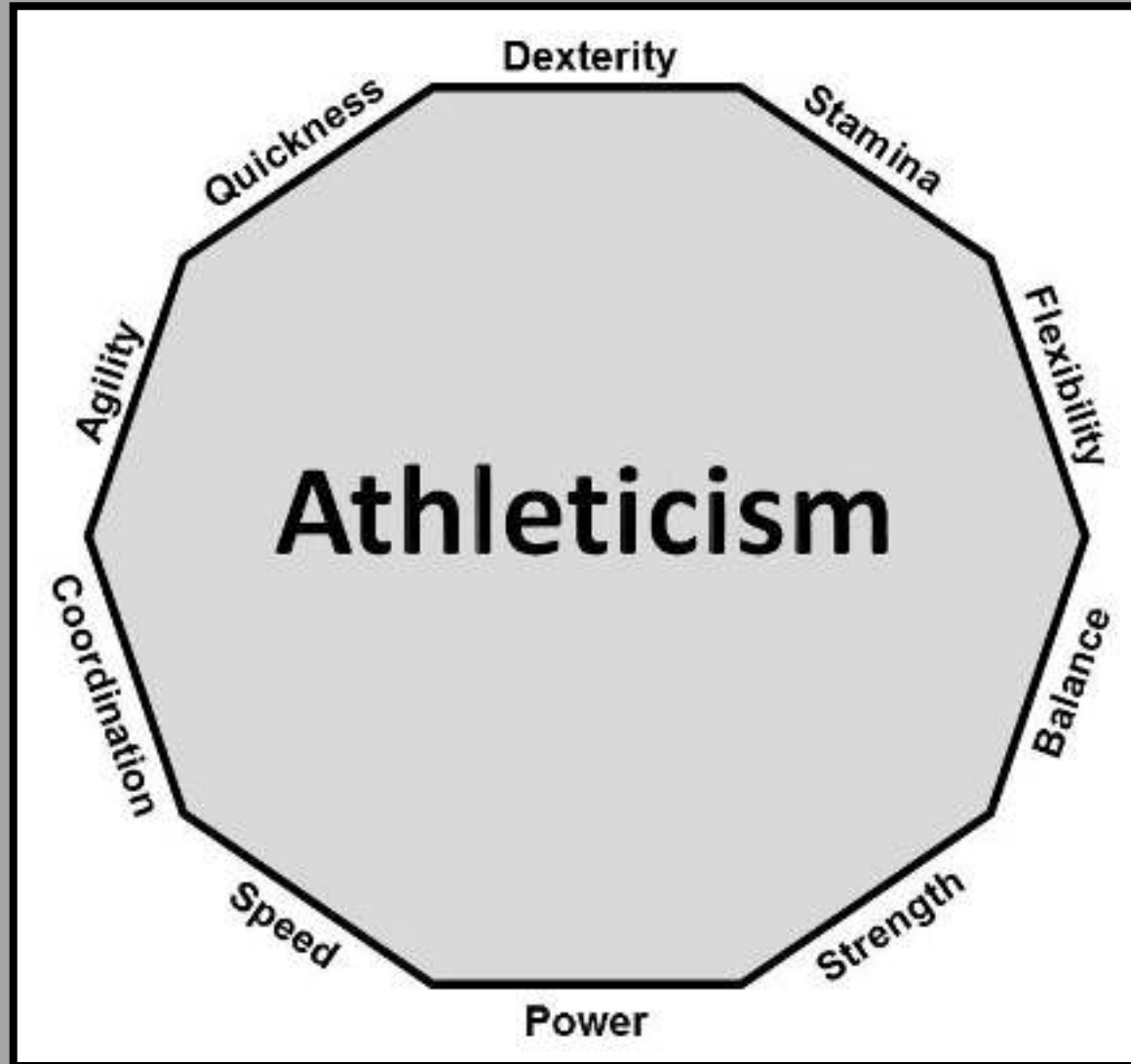
Retention and growth are key to engage more youth, improve participation, and provide another venue for physical activity in our community.

# **“Selling” LTAD/Physical Literacy with care**

- **Parents**
- **Coaches**
- **Youth**
- **Community Stakeholders**
  - **Parks and Rec**
  - **High School Coaches**
  - **Sponsors**
- ***Parent/youth coach education – Facebook, website, clinics, parent meetings, etc.***
- ***Integration of high school (secondary) coaches - Invites to practices, clinics, provision of resources, etc.***



***Athleticism*** is the ability to solve movement problems (stolen from Nikolai Bernstein)



**Bio-motor Ability – a physical capacity that can be genetically determined or influenced by training (Bompa, 1993).**



FMS must evolve into agility, quickness, and dexterity training

Dynamic warm-up, agility/dexterity, and ACL intervention in 15 minutes





# Yoga



**Small-sided** games enable greater individual contact time with implements, objects, technique, and tactics.

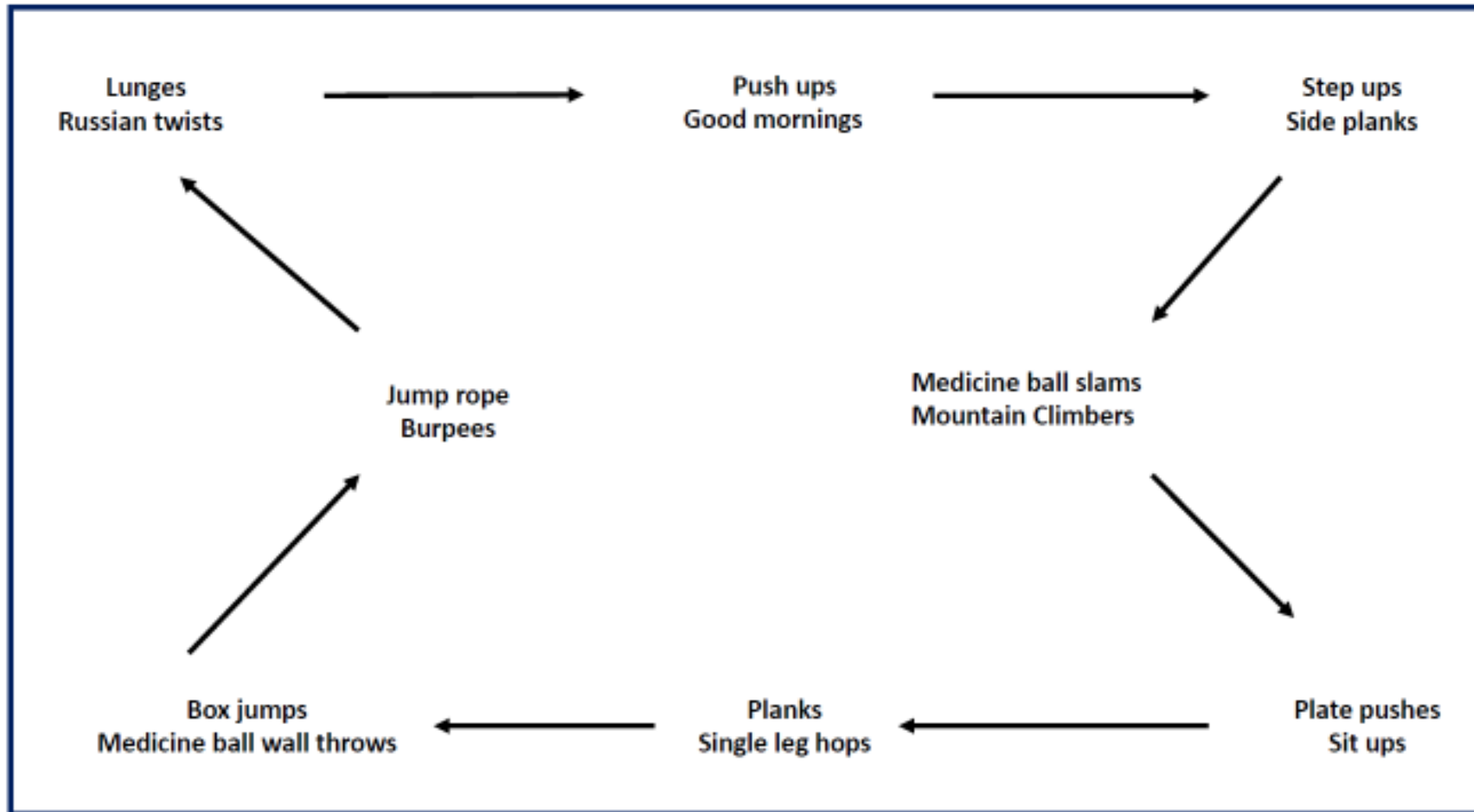
Equipment and field/court dimensions can be adapted for age group or complexity.

Rules and regulations can be modified.

*In play and practice it's ok to let kids have the opportunity to "fail" and make mistakes. This provides the more opportunity to learn how to make corrections....*



## Interval Circuit



Simple calisthenics and exercises that utilize body weight, minimal space, and affordable equipment

# Sample Youth Practice Model: Grades 3-6

- Dynamic warm-up/Movement education: **10 minutes**
- Free play/invasion games (finding open space and defending in open space): **15-20 minutes**
- Station-based coaching: **25-30 minutes**
- Small-sided/modified play: **10-15 minutes**
- Scrimmage: **15-20 minutes**

\* Practice sessions vary 1.25-1.5 hours



## Encourage the Multi-sport Experience

- Exposure to multiple movement experiences in a variety of environments IS movement education.
- Multiple experiences enrich proprioception and kinethesis.
- Unstable environments enable athletic development. Good athletes learn to deal with unpredictable actions and make corrections.
- General movement patterns can transfer from activity to activity.
- Variability throughout the year helps prevent burnout. Keep it Fun!





Exposure to **multiple movement experiences** can help develop and prepare the body solve “unpredictable” movement problems...Athleticism!



| Age Group          | Developmental Focus  | Teaching Focus  |
|--------------------|--|---|
| <b>Grades K-2</b>  | <b>Fun!</b> ; Agility, balance, and coordination; FMS; recess; small-sided games on smaller field of play.   | <b>Fun!</b> Acquisition of FMS; Play!   |
| <b>Grades 3-4</b>  | <b>Fun!</b> ; Agility, balance, and coordination; Reinforce FMS; Small-sided games on smaller field of play; Introduction of low-level tactics.                  | <b>Fun!</b> Refinement of FMS; Play and Games!  |
| <b>Grades 5-6</b>  | <b>Fun!</b> Intro to various and new recreational activities, sports, and physical activity; Enhance motor ability; Game play w/ higher level tactics and rules. | <b>Fun!</b> Intro to various recreational activities, sports, and physical activity.  |
| <b>Grades 7-8</b>  | <b>Fun!</b> Sport and game play; Enhanced development of all bio-motor abilities; Ancillary activity (nutrition and mental focus).                               | <b>Fun!</b> Enhance technical, tactical, and mental focus; Identify those with greater interest in a particular sport.          |
| <b>High School</b> | <b>Fun!</b> Physically literate; Full investment in regular moderate to vigorous physical activity.  | <b>Fun!</b> Technically and tactically sound in many activities; Engagement in physical activity; Strong individual motivation. |

- Practical
- Cost effective
- Educational
- Resource – independent
- Community - engaged

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Thank  
you.



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