

Welcome to lacrosse!

Dear Educator,

Whether you are new to the sport or you are already familiar with the “fastest game on two feet,” US Lacrosse is excited to offer this comprehensive co-ed lacrosse physical education curriculum for educators. We envision a world where students in schools everywhere will have the opportunity to experience this exciting, fast-paced team sport, which according to multiple participation studies is the fastest growing team sport in the United States.

- It is currently estimated that over a half a million men and women are playing lacrosse at the youth, high school, collegiate, and club levels.
- In the past 5 years, lacrosse participation for scholastic boys and girls has increased by nearly 80%
- According to the National Federation of High Schools (NFHS) lacrosse has the fastest growth rate of any high school sport over the last 10 years.
- Since 2000, California, Michigan, Connecticut, Florida, Minnesota, and Georgia have achieved state sanctioning or formal recognition for boys' and/or girls' lacrosse.

*Data from the 2004 US Lacrosse Participation Survey. For the most current information, go to www.uslacrosse.org/the_sport

By choosing to expose your students to lacrosse in your classroom, you will expand their knowledge of the game, introduce them to cultural origins of America's oldest team sport and potentially give them the opportunity to participate in the sport at a competitive level.

We encourage you to utilize the resources we have provided through the curriculum bundle package, or the individual resources available at our online store at www.uslacrosse.org/store (US Lacrosse members receive a 10% discount). By learning about the rich history of the game, the unique elements of men's and women's lacrosse, and the fun of participation in the sport, you can open up a new lifetime sporting experience for your students. A full listing of recommended resources can be found in Appendix F.

Beyond physical education class

US Lacrosse is committed to supporting its members and the growth of the sport by offering programming for coaches, officials, players, parents and fans. We currently offer a large variety of new team assistance programs such as our New Start Program, Youth Equipment Grants, Coaches' Education Program and other valuable resources should your school be ready to pursue further opportunities in lacrosse. Please head to www.uslacrosse.org to establish, renew, or utilize your US Lacrosse membership and take a look at these valuable offerings.

Thank you for your dedication to physical education. We wish you and your students the best.

Sincerely,



Joshua W. Christian
Managing Director, Programs & Services
March 2006

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National Standards for Physical Education



Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

A physically educated person:

- Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 3:** Participates regularly in physical activity.
- Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.
- Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Preface

A quality physical education program includes activities tailored to the experience, varying interests and abilities of all students. This curriculum is planned to ensure frequent practice and sequenced progressions appropriate for each school level. Students who are given many opportunities to practice will soon gain confidence through success.

Lessons include developmentally appropriate individual, partner, and group activities which give students a chance to practice, cooperate, compete, and acquire skills in realistic situations geared towards safety and motivation. This curriculum is designed with both the physical and cognitive development of children in mind. The creators of this curriculum planned activities that allow students opportunities to work together for the purpose of developing social skills (cooperative and competitive) and responsible behavior. Situations are designed for purposeful teaching of the skills. A variety of resources and teaching styles such as video, posters, music, problem solving, questioning, peer motivation, and self-assessment help to encourage learning through meaningful and interesting activities. Homework, assignments, and references to available information are suggested which make links with other areas of the curriculum, to the community, and with the many roles available for those who become interested in the sport of lacrosse.

When planned and taught with student success in mind, lacrosse is an exciting, challenging and appropriate activity for elementary, middle, and high school co-education classes. Teachers like you add the spark, enthusiasm, and adaptations necessary to make the curriculum work for your school.

We want to hear from you! Please send any feedback, thoughts, or anecdotes about this curriculum via e-mail to sportdevelopment@uslacrosse.org.

Introduction to the Curriculum

Lacrosse is a unique, fast-paced game that can be enjoyed by boys and girls at all grade levels in physical education class. Because of national and international popularity, exciting opportunities exist within lacrosse for people of all age levels and experience as players, coaches, officials, or spectators.

This curriculum provides a clear sequence of lesson plans that are appropriate for upper elementary, middle, and high school co-educational classes. It is designed to introduce and develop the tactical, technical, and cooperative skills needed to enjoy success, and the knowledge to continue participation for those who become interested in the sport of lacrosse.

The statements below represent essential and developmentally appropriate technical and tactical understanding expected for students at elementary, middle, and high school levels. The three units have been developed using a top-down curriculum planning model to represent a total guide for teachers in a school district at all three levels.

| Elementary students will understand that lacrosse... | Middle school students will understand that lacrosse... | High school students will understand that lacrosse... |
|--|---|---|
| <p>participation requires energy and bodily control.</p> <p>is a passing game that involves awareness of space on the field.</p> <p>has basic offense and defense roles.</p> <p>players need to perform basic individual techniques on the move to experience success.</p> <p>has a unique field organization and basic rules of play.</p> <p>requires safe and responsible play.</p> <p>has a long history and is played internationally.</p> | <p>participation requires energy, agility and stick control.</p> <p>is a team passing game that involves spatial awareness of self and self in relation to teammates.</p> <p>has basic offense and defense roles and tactics.</p> <p>players perform techniques on the move and in conjunction with teammates.</p> <p>has a unique field organization and specific rules of play.</p> <p>requires safe, fair, and responsible play individually and as a team.</p> <p>has a history of men's and women's games.</p> | <p>participation requires cardio-respiratory endurance, strength, agility, and neuro-muscular coordination.</p> <p>is a team passing game that involves spatial awareness of self in relation to teammates and opponents.</p> <p>has varied offense, defense and transitional roles and tactics.</p> <p>players choose specific techniques in order to execute appropriate and successful tactics.</p> <p>has a unique and specific field organization and rules of play for men's and women's games.</p> <p>requires the ability to self officiate and conduct games safely and fairly.</p> <p>has a history of world, national, college, and youth competition.</p> |

Safety and Equipment

While men's and women's lacrosse differs in several ways (known at US Lacrosse as one sport, two games), this **curriculum uses universal equipment and rules, and may be used in co-ed environments.**

The equipment this curriculum was designed for is known as "soft lacrosse." **Soft lacrosse sticks differ from men's and women's lacrosse sticks (see Appendix B) and a larger, softer ball is used.** The US Lacrosse Sport Science and Safety Committee has determined that no protective equipment is necessary to be worn when utilizing soft lacrosse balls or sticks. Should you chose to use standard lacrosse sticks and balls, which is NOT recommended for this curriculum, the following statement has been issued by US Lacrosse:

Any clinic, class, or competitive lacrosse program offered using sticks and/or balls other than the "soft lacrosse" equipment (oversize plastic head and oversized, soft, hollow ball) **MUST** adhere to players' use of all equipment required by either the boys' or the girls' lacrosse rules, depending on which set of rules is chosen for play. Programs using "soft lacrosse" sticks and balls should use the non-contact, "soft lacrosse" rules and may opt to use a form of protective eyewear or other protective safety equipment.

Interpretation: Physical education programs that use traditional sticks and balls instead of the soft lacrosse equipment must use the minimal amount of protective equipment required for the set of rules they use. If playing non-contact, girls' rules, or even soft lacrosse rules but with regular sticks and balls, the students need eye protection and mouthguards. If playing boys' rules (contact), all protective equipment is necessary.

As a teacher, you are very aware of the importance of safety in your classes. We encourage you to make soft lacrosse rules (found in this curriculum) clear early in the unit. If you chose, you may have your students wear eye protection.

Equipment

To implement this curriculum, you will need:

- One soft lacrosse stick for every student
- At least one soft lacrosse ball per student
- A pair of soft lacrosse goals, stand and lacrosse goals or other goals you may have available. Hockey goals make a good alternative; try to avoid goals that are too large
Of note, a standard lacrosse goal has a 6' x 6' mouth. Competitive soft lacrosse (known internationally as intercrosse) utilizes a 4'x4' goal).
- Optional eye protection such as women's lacrosse goggles
- Information on ordering this equipment can be found in Appendix F

Equipment care

- Always make sure that the end caps of sticks are present. Wrapping grip tape around lower portion of stick shaft may help keep caps in place.
- Avoid extreme temperatures which may cause sticks to crack
- If you are in doubt of the safety of a stick, take it out of circulation
- The plastic guard (small plastic strip that can affix across bottom of stick head) is optional and may be used for players that are having difficulty with certain skills. The piece folds down snugly along side of head when not in use.

About US Lacrosse

VISION

We envision a future which offers people everywhere the opportunity to discover, learn, participate in, enjoy, and ultimately embrace the shared passion of the lacrosse experience.

MISSION

The mission of US Lacrosse is to ensure a unified and responsive organization that develops and promotes the sport by providing services to its members and programs to inspire participation, while preserving the integrity of the game.

US Lacrosse was founded on January 1, 1998, as the national governing body of men's and women's lacrosse. Although US Lacrosse has only recently emerged within the national lacrosse community, a closer look reveals an organization which represents the past and the future of the sport.

US Lacrosse is the result of a three-year strategic initiative to unify all national lacrosse associations in an effort to unify human and financial resources, as well as maximize the efficiency and effectiveness of lacrosse promotion and development. The result is an organization which combines the contributions and talents of individuals formerly involved with a number of independent national constituencies, such as the Lacrosse Foundation, the United States Women's Lacrosse Association, the National Junior Lacrosse Association, the United States Lacrosse Officials Association, United States Lacrosse Coaches Association, United States Club Lacrosse Association, the Central Atlantic Lacrosse League and National Intercollegiate Lacrosse Officials Association.

The mission of US Lacrosse is to ensure a unified and responsive organization that develops and promotes the sport by providing services to its members and programs to inspire participation, while preserving the integrity of the game. We envision a future which offers people everywhere the opportunity to discover, learn, participate in, enjoy, and ultimately embrace the shared passion of the lacrosse experience.

US Lacrosse provides a leadership role in virtually every aspect of the game throughout the United States, and offers a number of programs and information services to its national membership and more than one million lacrosse enthusiasts throughout the country.

US Lacrosse policy is determined by a national board of directors, the officers of which meet monthly to monitor the progress of the organization. Men's and women's divisions under the board address the issues specific to the play of each version of the game; councils within and/or between each division represent each constituency of the game; and committees throughout the organization focus on specific areas of operation.

The US Lacrosse national headquarters is located in Baltimore, and features a three-story administrative center, as well as the sport's national archives, The Lacrosse Museum and National Hall of Fame. US Lacrosse currently employs a staff of 36 at its national office and benefits from regular volunteer and intern assistance.

US Lacrosse, a 501 (c)(3) organization, relies on the growing membership support of over 182,000 lacrosse players, coaches, officials and enthusiasts for a large portion of its operational funding. Additional funding programs include annual giving, planned giving, foundation and corporate giving, capital drives, grants, advertising and special events.

www.uslacrosse.org

Elementary School Lacrosse Unit

Grades 4-6

Elementary Lacrosse Overview

The elementary unit introduces the history, fundamentals and tactical skills of the game of lacrosse for 4th, 5th and 6th grade students. The focus is acquiring the fundamental skills of cradling, scooping, throwing and catching required to play a small game. The basic tactical concepts of game play at this level are introduced and the social and personal responsibilities of fair and safe play are emphasized.

Unit Objectives

Psychomotor Objectives:

1. Students will apply basic skills (cradle, scoop, throw and catch) to small game situations.
2. Students will perform four basic skills of lacrosse with enough skill to play in a 3 v 3 game.
3. Students will combine skills together to successfully outplay an opponent.

Cognitive Objectives:

1. Students will describe two basic cues for each of the four skills of lacrosse.
2. Students will explain how to maintain possession as a team.
3. Students will explain the goal of offense and defense.

Affective Objectives:

1. Students will work cooperatively and collaboratively in small groups in practice and small games.
2. Students will take on roles and responsibility in a competitive setting.
3. Students will practice and recognize good sportsmanship and support each other.
4. Students will gain confidence and self-esteem by focusing on the basic elements of the game.

Elementary Lacrosse Cross-Curricular Concepts

This lacrosse unit can be related to many simple cross-curricular concepts. The activities below are just some examples of ways the physical education teacher can work with the class teacher to relate lacrosse to other subject areas.

English Language Arts

- Compare/contrast paper or chart about men's and women's lacrosse.
- Compare/contrast lacrosse to other sports.
- Writing about the experience of learning new skills.
- Interview a parent or other family member to find out how much they know about lacrosse.
- Develop a lacrosse ad or brochure to promote lacrosse in your school or community.

Math

- Students can find out area and perimeter of a field.
- Counting passes, consecutively.
- Graphing and charting-number of catches in a minute over several minutes etc.
- Percentages-what is your catch to drop percentage?
- Ratios-drops to catches etc.

Physical Education

- Physical Education teachers can promote the addition of lacrosse to their current curriculum during Parent/Teacher Night, PTA events, or during parent/teacher conferences.
- Open House is a good time to promote lacrosse using a power point presentation for P.E. using shots or movie clips of students playing.
- An after school activity for parents and students to play lacrosse.
- Students can generate articles for the school newsletter highlighting lacrosse.
- Distribute a student designed ad or brochure to be sent home informing parents about lacrosse in P.E.
- Encourage students to develop lists of contacts to pursue lacrosse and post this information on various bulletin boards throughout the school.

Social Studies

- History – Students can do research about the history of the game of lacrosse, which was originally a Native American (Indian) sport
- Compare/contrast men's and women's game – Students can research the differences and similarities between men's and women's lacrosse.
- International lacrosse – Students can research the different countries that play lacrosse.
- Lacrosse leagues locally – clubs, college, community leagues

Science

- Centrifugal Force – cradling uses centrifugal force to keep the ball inside the pocket
- Centripetal Force
- Lever – throwing uses the stick shaft as a lever to create force to throw the ball
- Catapult

Reading Resources

- *L is for Lacrosse, an ABC Book* by John R. Sardella
- *The Spirit in the Stick* by Neil Duffy
- *The Warrior* by Joseph Bruchac
- *The Great Ball Game* by Joseph Bruchac

Class Routine

It is assumed that while implementing this curriculum teachers will maintain their normal class routines and procedures. Teachers should continue the typical cardiovascular activity, muscular stretching, and other fitness elements of their class. Specific fitness components relating to the curriculum should be added in where appropriate.

Unit Specific Routines and Rules

Besides the normal class rules, additional procedures should be introduced to the class when the lacrosse unit is started. These procedures are very situational, so teachers are urged to think through the unit and each lesson and address the following topics:

- Safety
- Class organization
- Distributing and collecting the equipment each class period
- Storage and care of equipment
- Emergency procedures

A Note about Equipment and Safety

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As a teacher, you are very aware of the importance of safety in your classes. We encourage you to make the rules (found in this curriculum) clear early in the unit. If you chose, you may have your students wear eye protection.

Equipment Care

- Always make sure that the end caps of sticks are present. Wrapping grip tape around lower portion of stick shaft may help keep caps in place.
- Avoid extreme temperatures which may cause sticks to crack
- If you are in doubt of the safety of a stick, take it out of circulation
- The plastic guard (small plastic strip that can affix across bottom of stick head) is optional and may be used for players that are having difficulty with certain skills. The piece folds down snugly along side of head when not in use.

Elementary School Lacrosse Unit Plan

| | | | | | |
|--------|--|--|---|--|--|
| Week 1 | Day 1 Introduction New Skill: Grip, Cradle, Ground Balls | Day 2 Basic Skills New Skill: Switching Hands | Day 3 Basic Skills New Skill: Passing (Throwing) and Catching | Day 4 Protecting the Ball New Skill: Protecting the Ball | Day 5 Spacing and Decision Making New Skill: Passing Lanes, Off-Ball Movement |
| | <u>Introduction</u> Overview/History <u>Warm-up</u> Stick Grip <u>Guided Instruction</u> Cradle <u>Closure</u> Cradle Mimic Check on Grip Error detection and correction Skill Evaluation Checklist KWL Chart | <u>Introduction</u> Review Overview <u>Warm-up</u> Cradle <u>Guided Instruction</u> Scoop, Cradle, Switching Hands, 1 v 1 Groundball pick up <u>Closure</u> Review of Skills and Cues Skill Evaluation Checklist Pre/Post Assessment Card Personal and Social Responsibility Self-Assessment | <u>Introduction</u> Teamwork <u>Warm-up</u> Scoop, Cradle, Switching Hands <u>Guided Instruction</u> Throw and Catch <u>Closure</u> Throw and Catch Challenge Pre/Post Assessment Card | <u>Introduction</u> Verbal Introduction of Possession, Protecting the Ball <u>Warm-up</u> Stations-Throwing, Catching, Scooping, Cradling <u>Guided Instruction</u> Protect and Pass on the move <u>Closure</u> Passing Leap Frog Skill Evaluation Checklist Pre/Post Assessment Card | <u>Introduction</u> Offensive Strategies Discussion <u>Warm-up</u> Passing Lanes <u>Guided Instruction</u> Monkey in the Middle 2 v 1 <u>Closure</u> 3 Person Passing Personal and Social Responsibility Self-Assessment Skill Evaluation Checklist |

Elementary School Lacrosse Unit Plan

| | | | | | |
|--------|---|---|---|---|---|
| Week 2 | Day 6 On the Ball Defense New Skill: On the Ball Defense | Day 7 Dodge and Go for Goal New Skill: Dodging | Day 8 Scoring and Shooting New Skill: Shooting | Day 9 Skill Review and Game Play New Skill: Combining Skills in Game Situation | Day 10 Mini-Games Tournament |
| | <u>Introduction</u> 2 v 1 <u>Warm-up</u> 1 v 1 Shadow Defense <u>Guided Instruction</u> 1 v 1 <u>Closure</u> 2 v 2 | <u>Introduction</u> Defense Demo or Video <u>Warm-up</u> Tag <u>Guided Instruction</u> Face Dodge <u>Closure</u> 1 v 1 w/ Shot | <u>Introduction</u> Scoring/Shooting Discussion <u>Warm-up</u> Partner Passing <u>Guided Instruction</u> Shooting at Targets <u>Closure</u> Stations-Targets, Skill Work Personal and Social Responsibility Self-Assessment Skill Evaluation Checklist | <u>Introduction</u> Fair Play Rubric Announcements of Teams and Stations <u>Warm-up</u> Set up Stations <u>Guided Instruction</u> Stations- Cradle/Scoop, Passing, Shooting, Dodge/Shadow Defense, 3 v 3 <u>Closure</u> Team Strategy Personal and Social Responsibility Self-Assessment Pre/Post Assessment Card | <u>Introduction</u> Teams Fair Play Rubric <u>Warm-up</u> Team Warm-Up <u>Guided Instruction</u> 3 v 3 Games <u>Closure</u> KWL Chart Lacrosse in the Future |

Elementary School Lesson Plan 1

- Objective:** Students will be introduced to the game of lacrosse. Students will be given an opportunity to hold and begin to cradle a stick with a ball. The student will learn to scoop.
Note about this lesson: If your students are extremely new to the game, you may want to consider breaking this lesson into two sessions.
- National Standards:** 1, 2, 5
- Lesson Focus:** Introduction of lacrosse, proper stick grip, beginning cradling motion, the scoop
- Key Terms:** Head, pocket, shaft, neck, butt end, grip, cradle, scoop, groundball.
- Facility/Equipment:** 1 soft lacrosse stick and ball per student, cones, if showing video may also require DVD/VCR player (indoors)
- Reproducibles/Handouts:** Stick diagrams (reproducible # 7, 8), Grip diagram (reproducible #9), Cradling Skill Sheet (reproducible #10), Scooping Skill Sheet (reproducible #11), KWL Chart – 1 per student (reproducible #1), Skill Evaluation Checklist -1 per teacher (reproducible #3)
- Safety Rules:** Take care of the equipment and yourselves. Be aware of others when using the stick. No stick to stick contact or stick to body contact.
Note to Teacher: Please make sure you have read the safety information at the beginning of this curriculum

Elementary School Lesson Plan 1

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges | | | | | | | | | | | | | | | | | | | | |
|-------------------------------|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Introduction | <p>Introduce sport of lacrosse</p> <p>Key points:</p> <ul style="list-style-type: none"> Native American roots of game Men's and women's game are similar but different in their own special ways The version of lacrosse played in this unit is called soft lacrosse <p><u>KWL Chart</u></p> <p>Have students fill out the K and W columns of the chart individually or as a class</p> | <ul style="list-style-type: none"> Show posters See History Guide (Appendix A) Show men's/women's equipment if available <ul style="list-style-type: none"> stick, pads, gloves, helmet, eye protection, mouth guard Lacrosse Stick Diagrams (reproducible #7, 8) <ul style="list-style-type: none"> Review parts of the stick, compare and contrast the different sticks Show This is Lacrosse video if available Additional teaching aids | <p>Check for previous knowledge</p> <p>Chart what your students want to learn</p> | | | | | | | | | | | | | | | | | | | | |
| Warm-up | <p>Students will pick up a stick</p> <p>Demonstrate grip (see Appendix B; reproducible #9)</p> <p>Pass out Grip Diagram (reproducible #9)</p> | <ul style="list-style-type: none"> Pick up a stick How might you hold a stick? Stress soft hands Which hand do you prefer on top? The shaft should lie across the fingers of your top hand, which then curl around the shaft. The bottom hand should gently grip the butt end of the stick | <p>Challenge students with prior knowledge to share with class</p> <p>Encourage holding stick comfortably on left and right side</p> | | | | | | | | | | | | | | | | | | | | |
| Guided Instruction | <p>Demonstrate cradling (see Appendix B ; reproducible #10)</p> <p>Pass out Cradling Skill Sheet (reproducible #10)</p> | <ul style="list-style-type: none"> Stick held vertical face out next to ear on same side of body as top hand Elbows out, arms away from body (as if hugging a tree) Move stick from ear to facing in front of your nose. Face of stick should now be turned toward your head Move stick back the way it came so that it is now next to ear | <p>Introduce centrifugal force concept – why use cradle skill?</p> <p>Sample answers:</p> <ul style="list-style-type: none"> Keep the ball in the stick Make it harder for you opponent to get it away from you | | | | | | | | | | | | | | | | | | | | |
| Guided Instruction - Activity | <p><u>Carry'n Cradle</u></p> <ul style="list-style-type: none"> Students will pick up a ball. Students will jog across the area carrying the ball safely in the stick. Once comfortable, students will begin to cradle Students will run in between cones in different patterns keeping the ball safely in pocket <p>Students can follow a partner and mimic partner's movements as they run throughout cones</p> | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;">X</td> </tr> </table> <p>X = CONES</p> | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | <p>Students who have played lacrosse before may be able to switch hands. Use these students for demonstration. For struggling students, you may want to affix the guard (small removable plastic strap) across the lower portion of the head of the stick</p> |
| X | X | X | X | X | | | | | | | | | | | | | | | | | | | |
| X | X | X | X | X | | | | | | | | | | | | | | | | | | | |
| X | X | X | X | X | | | | | | | | | | | | | | | | | | | |
| X | X | X | X | X | | | | | | | | | | | | | | | | | | | |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|--------------------------------|--|--|--|
| Error Detection and Correction | Error: Dropping the ball | Correction: Often the bottom hand is stationary and the cradle resembles a windshield wiper movement. If the top and bottom hands are not working in unison, move the bottom hand up the shaft to 12 inches from the top and continue to develop a rhythm of the arms together | |
| Guided Instruction | Demonstrate scooping (see Appendix B ; reproducible #11) Hand out Scooping Skill Sheet (reproducible #11) | Scoop <ul style="list-style-type: none"> • Lower body, bend knees • Position stick almost parallel to the ground • Place same side foot as the top hand even with and beside the ball and push strongly with the bottom hand so that stick head slides under the ball • Player's head must be directly over the ball (imagine your nose dripping on the ball) • Push stick under and through the ball • Raise the head toward your face (as if you were going to kiss the ball) and begin cradling immediately | *Teachable Moment: When balls are dropped students must pick up the ball by scooping/pick up |
| Error Detection and Correction | Error: Player has difficulty getting ball in stick | <ul style="list-style-type: none"> • Check the position of the foot and head. Often they are aligned behind the ball instead of over/next to the ball • Players need to have "both butts down" — the butt of the stick and their body must be low to the ground • Player must push his or her bottom hand down so he or she does not push, or "vacuum" the ball down the field | |
| Guided Instruction - Activity | <u>Scoop Practice</u> <ul style="list-style-type: none"> • Have students practice scooping up ground balls on their own • Then progress them to having a partner roll the ball toward each other, taking turns scooping up the moving ball | Use scooping cues from above | |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|-------------------|--|---|---|
| Cool Down/Closure | <p>Students will either mimic the teacher or mimic a partner cradling throughout the rectangle area</p> <p>Using Grip Diagram have students check their grip or the grip of a fellow student</p> <p>Use Skill Evaluation Checklist (reproducible #3) to self check or teacher check skill taught in lesson</p> | <ul style="list-style-type: none"> • Show me a correct grip • Where do you hold your stick when carrying the ball; cradling the ball? • Tell me one thing you learned from the video (if used) • Hand out Skill Sheets for grip, cradling, and scooping for students to take home if you have not done so already | Students with prior skills can lead this activity |

Additional Information:

Use any soft ball available: Gator ball, tennis ball, whiffle ball, etc. Tennis ball can be injected with water to add weight yet provide a soft ball.

Alternate Cradling Activities:

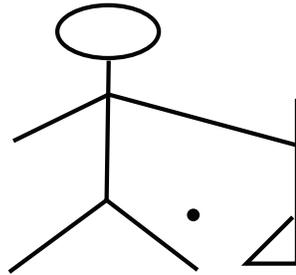
Red Light, Green Light

Obstacle Course while cradling

Stick Line Drill—Line field using 5 to 6 lines, 5 to 10 yards apart. Partner students. First partner runs with stick to first line, switching stick from one side of the body to the other. Return to start line. Repeat each sequence to next line. Perform this drill twice, once without ball, once with ball.

Alternate Scooping Activities:

Under the Bridge—Have one student create a bridge by holding one arm out, propped up by his or her stick. Place ball under “bridge” and let the partner duck under the bridge to scoop the ball up. This reinforces getting low for the ground ball.



Elementary School Lesson Plan 2

| | |
|-------------------------|---|
| Objective: | Students will continue to work on basic skills of cradling, scooping and begin switching hands. |
| National Standards: | 1, 2, 3, 5 |
| Lesson Focus: | Cradling, scoop, switching hands |
| Key Terms: | Cradle, scoop |
| Facility/Equipment: | Stick and ball for each student, cones (set up in rectangle and with lanes) |
| Reproducibles/Handouts: | Skill Checklist Evaluation (reproducible #3), Switch Hands Skill Sheet (reproducible #12) |
| Safety Rules: | Be aware of personal space. Keep your stick away from others. |

| Lesson Sequence | Activities/Assessments | Technique Points/Cues/Organization | Modifications/Challenges |
|---|---|--|--|
| <p>Guided Instruction</p> | <p>Demonstrate switching hands (see Appendix B ; reproducible #12)</p> <p>Hand out Switch Hands Skill Sheet (reproducible #12)</p> | <p>Ask:</p> <ul style="list-style-type: none"> • Why would you want to switch hands on your stick? • How would you take your stick from one side to the other? <p>Steps for execution:</p> <ul style="list-style-type: none"> • Put your stick vertical and facing toward your ear • To change the position of hands: move stick across the body to the other side. As stick reaches other side, quickly move bottom hand to the top position then slide top hand quickly down the shaft • See cues from Lesson 1 <p>Teaching points:</p> <ul style="list-style-type: none"> • Scoop firmly under the ball and lift the stick up close to the body as soon as possible to keep it away from the defense • Defense move with the offense to try to prevent them going by with the ball | <p>Students with more ability can scoop, zigzag and change hands</p> |
| <p>Activity-Combining scooping, cradling, and switching hands</p> | <p>Review scoop and cradle. Students will show scoop action.</p> <p>Students will scoop and zigzag around the cones.</p> <p><u>1 v 1 Groundball Pick-Up</u> Place the ball on the ground in between the offense and the defense (give enough space for a safe unopposed pickup)</p> <p>After picking up the ball the offense tries get around the defense with the ball safely in the stick by switching hands to side of body opposite the defender</p> <p>Skill Evaluation Checklist of grip, scoop, cradle, or switching</p> | | |
| <p>Closure/Cool Down</p> | | <p>Use Skill Evaluation Checklist as a peer or teacher observation exercise. Hand out Switch Hands Skill Sheet for day's lesson</p> | |

Alternate Activities:

Scoop Shuttle:

Form two lines facing one another –minimum two in each line. First player scoops up ball, runs towards opposite line, drops the ball in front of the line and continues to the back of the line. The next player scoops up the ball and runs towards opposite line, etc.

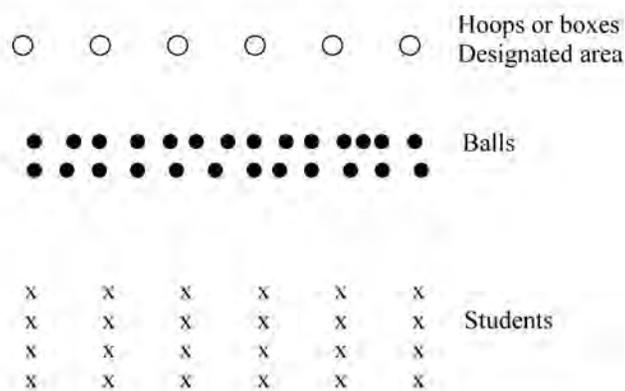
Scoop Drill:

Many balls scattered in the middle of the field.

Students in groups (no more than four in a group) lined up along the sideline.

On “go” first student in each line runs to the middle, scoops up one ball and continues running to the opposite sideline, places it in their groups’ hoop, box, designated area. Student stays on the far sideline.

Once the ball is placed in the designated area, the next student goes. Once all the balls are taken from the middle hoop, teacher can give different cues, “all groups will take a ball from the hoop on your: left, right, straight across, etc...”



Elementary School Lesson Plan 3

| | |
|-------------------------|---|
| Objective: | Students will work on basic skills of throwing and catching. |
| National Standards: | 1, 2, 3, 5 |
| Lesson Focus: | Cradling, scoop, pass and catch |
| Key Terms: | Cradle, scoop, pass, catch, target |
| Facility/Equipment: | Stick and ball for each student, cones (set up in rectangle and with lanes) |
| Reproducibles/Handouts: | Catching Skill Sheet (reproducible #13), Throwing Skill Sheet (reproducible #14), Lacrosse Assessment Cards (reproducible #2) |
| Safety Rules: | Be aware of personal space. Keep your stick away from others. |

Elementary School Lesson Plan 3

| Lesson Sequence | Activities/Assessments | Technique Points/Cues/Organization | Modifications/Challenges |
|--------------------|---|--|---|
| Introduction | <p>Talk about teamwork and helping your teammates to be successful</p> <p>Encourage collaboration</p> | <p>Ask:</p> <ul style="list-style-type: none"> • What happens if the ball is missed or dropped? (Other sports) <p>Sample answers:</p> <ul style="list-style-type: none"> • You will lose possession • Work as a team to regain possession | |
| Warm-up | <p>Choice of cradling activity with change of hands review. Ball must be scooped when dropped.</p> | <p>Review cradle with change of hands from Lesson 2</p> <p>Change of hands:</p> <ul style="list-style-type: none"> • Hold your stick vertical and facing toward your ear • To change the position of hands: Move stick across the body to the other side. As stick reaches other side, quickly move bottom hand to the top position then slide top hand quickly down the shaft | <p>Informal Assessment</p> |
| Guided Instruction | <p>Demonstrate catching (see Appendix B ; reproducible #13)</p> <p>Show correct position of stick as a target when catching a pass – in front of your head 45 degrees to the side, vertical, stick strings up</p> <p>Hand out Catching Skill Sheet (reproducible #13)</p> | <p>Catching:</p> <ul style="list-style-type: none"> • Hold stick out as a target • When catching the ball the head of the stick must give so that the ball is cushioned and is protected in the stick. Imagine catching a raw egg or a water balloon | <p>If students are successful ask them to try both throwing and catching using the sticks</p> |

| Lesson Sequence | Activities/Assessments | Technique Points/Cues/Organization | Modifications/Challenges |
|--------------------------------|---|---|---|
| Error Detection and Correction | Error: Ball falls / bounces out of stick | <p>Correction:</p> <ul style="list-style-type: none"> • Check the timing of the give motion - often the stick is moving too soon before the ball arrives • Be sure the player does not extend or bat at the ball as it arrives • Check the tightness in the grip of the top hand and soften to absorb the momentum of the ball • Make sure the player gives with the ball before beginning to cradle • Check to see what part of the stick is making contact with the ball | |
| Guided Instruction | <p>Demonstrate throwing (see Appendix B; reproducible #14)</p> <ul style="list-style-type: none"> • To introduce, use an example of throwing a baseball or a football on how to throw a lacrosse ball. Throw balls by hand <p>Hand out Throwing Skill Sheet (reproducible #14)</p> | <p>When throwing/passing, think of how you would throw a baseball/softball or football</p> <ul style="list-style-type: none"> • Arm back, elbow up • Opposite foot • Follow through • The bottom hand will loosely grip the bottom of the stick and will loosely pull and guides the stick towards the target • Top hand pushes at same time • Bottom hand pulls • Top hand action resembles overhand throw in other sports • Follow through | It is suggested that you progress students through throwing motion first without a stick, next to using the same motion with top hand only on stick, then adding the bottom hand. |

| Lesson Sequence | Activities/Assessments | Technique Points/Cues/Organization | Modifications/Challenges |
|--------------------------------|---|---|--|
| Error Detection and Correction | Error: Ball thrown into the ground | Correction: <ul style="list-style-type: none"> • Have the players start with just the top throwing hand on the stick – emphasize the first motion as upward, then toward the target • Remove the stick and instruct proper foot and body movement using a hand throw of a ball • Be sure the bottom hand is actively pulling the end of the shaft toward the body • Using just the top hand only on the stick, emphasize the wrist cocking into a snapping motion | If students are having difficulty putting the motion together, have students throw ball overhand with one hand on the stick. After students get comfortable with one hand, then add bottom hand. |
| Guided Instruction-Activity | <u>Catch It</u> <ul style="list-style-type: none"> • Students will be in groups of two. They will start out with an underhand toss toward head of the stick by the shoulder. Partner A tosses the ball underhand to the stick of Partner B. Once the ball is caught, the partner can try an overhand throw back using the stick • Once the ball is caught, it should be cradled once and then passed back (if available use a wall) <u>Lacrosse Assessment Cards</u> Have partners fill out pre and post assessments for scooping and catching (reproducible #2) | | |
| Closure/Cool Down | Challenge yourself and see how many times you can pass and catch with your partner | | Try passing and catching with your other hand on top. Try switching back and forth. |

Alternate Activities:

Scoop Drills from previous day

Relay Race (See Middle School Lesson 1)

How Many in a Minute—Time pairs for a minute. Challenge them to see how many catches they can complete. Have them record their score. Time them again, challenging them to see if they can improve their score from the first time. Positively reinforce good effort and improvement.



Elementary School Lesson Plan 4

- Objective: Students will work on combining the skills of throwing, catching, cradling, scooping and protecting the ball
- National Standards: 1, 2, 3, 5
- Lesson Focus: Protection of the ball. Combinations of previously practiced skills.
- Key Terms: Cradle, scoop, pass, catch, target, cool and hot defense*
**Note: This is not a term specifically to lacrosse, but is an excellent way for students to understand what kind of pressure the defender is to put on the attack for any particular activity.*
- Facility/Equipment: Stick and ball for each student, cones set up in rectangle and with lanes, skill signs
- Reproducibles/Handouts: Skill Evaluation Checklist (reproducible #3)
- Safety Rules: Be aware of personal space. Keep your stick away from others.

Elementary School Lesson Plan 4

| Lesson Sequence | Activities/Assessments | Technique Points/Cues/Organization | Modifications/Challenges |
|-------------------------------|---|--|--|
| Introduction | <p>Ask students how they keep possession of the ball in other games such as basketball or soccer</p> <p>Talk about similar skills in each game to protect the ball from a defender such as keeping the ball away from them by dribbling. Show how cradling has the same function</p> | <p>What are some of the moves you make to keep possession of the ball?</p> | |
| Warm-up | <p><u>Review of Skills</u> Throwing/catching/scooping/cradling</p> <p>Done in stations (2 minutes at four corners of the large rectangle area) (Elementary Resource E; reproducible #5)</p> | <ul style="list-style-type: none"> • Put signs with skill cues on each of the four corners • Students rotate with their equipment • Teacher should assign even numbers in groups so students will have a partner to work with at throwing and catching stations • At throwing and catching stations, cones set up 10 yards apart (similar to grid in Lesson 1) | |
| Guided Instruction - Activity | <p><u>Protect and Pass on the Move</u></p> <ul style="list-style-type: none"> • *Students will be in groups of 3 in a straight line with one ball (approx. 10 feet apart) • Initially, the person in the middle (x) will not move. (cool defense) • O1 runs with the ball, toward but slightly left or right of X, protects it from X (defense) by placing body between opponent and ball, then passes to O2. Repeat drill with changing positions | <p>O1 → → → X ----- → O2 <u>Cues:</u></p> <ul style="list-style-type: none"> • The middle person always replaces the person that just passed the ball • O2 moves to the middle and O1 stays where they just ran to | <p>Defender can be: Cool – Stationary Warm – Move one step Hot – More pressure</p> |

| Lesson Sequence | Activities/Assessments | Technique Points/Cues/Organization | Modifications/Challenges |
|-------------------|--|---|--------------------------|
| Closure/Cool Down | <p>Passing Leap Frog</p> <ul style="list-style-type: none"> All students lined up behind at a certain point in groups of 2 or 3 One student runs out a certain distance and their group member at the starting point gives them a pass The passer then runs out past their group member and to a point beyond them The group keeps repeating this until they reach a designated point <p>Skill Evaluation Checklist - passing and catching (reproducible #3)</p> | <p>Look for:</p> <ul style="list-style-type: none"> Eyes up to see group member(s) Good passing lane (in good position so that the pass is easily received) Give a good target by holding stick steady <p>If ball is dropped students scoop it and continue or teacher can choose to have groups start over</p> <p>Teacher can use this opportunity to identify what skills the student needs to work on</p> <p>Use Skill Evaluation Checklist to self check or teacher check skill taught in lesson</p> | Use both hands |

Alternate Activities:

Lacrosse Skill Review Stations. Elementary Resource E, reproducible #5



Elementary School Lesson Plan 5

- Objective: Students will work on protecting the ball by creating an open space (passing lane) to pass safely to their teammate. Students will practice offensive spacing and decision making in a triangle pattern.
- National Standards: 1, 2, 3, 5
- Lesson Focus: Protection of the ball proper passing lanes, triangle offense/off ball movement
- Key Terms: Passing lanes, blocking, cradle, scoop, overhand, throw, catch, target, off ball movement
- Facility/Equipment: Stick and ball for each student. Cones set out in grids to create ample spacing for small games (grids are squares marked at each corner by cones about 10 to 15 yards square). Pinnies or a similar marker to distinguish defense.
- Reproducibles/Handouts: Skill Evaluation Checklist (reproducible #3), Lacrosse Assessment Card (reproducible #2)
- Safety Rules: Be aware of personal space. Keep your stick away from others.

Elementary School Lesson Plan 5

| Lesson Sequence | Activities/Assessments | Technique Points/Cues/Organization | Modifications/Challenges |
|--------------------|---|---|--------------------------|
| Introduction | <p>Discuss offensive strategies:</p> <ul style="list-style-type: none"> • Score, and maintain possession • Work and move together to pass the ball down the field to score | <p>Show motivational signs and pictures to support the notion of teamwork</p> <ul style="list-style-type: none"> • What is the goal of the offense? • How do you work with your teammates to score and maintain possession? • What moves the ball faster—passing it to a teammate, or running it yourself? | |
| Warm-up | Use Skill Stations (Elementary Resource E; reproducible #5) | | |
| Guided Instruction | <p><u>Passing lanes:</u></p> <ul style="list-style-type: none"> • Place a cone between two students to simulate a defender • The two students will then pass the ball back and forth without throwing it over the cone. (This creates the concept of passing lanes and avoiding the defender) • Next, add a defender in place of the cone • Show how far a defender can reach. • Show how a defender can try to knock the ball down by extending the stick and keeping his or her eye on the ball • This is called blocking | <ul style="list-style-type: none"> • What did you have to do to make sure you didn't pass it over a cone? • What do I have to do now to make sure I don't have my pass blocked? • The defender can slide his or her hands down the stick for a longer reach | |

| Lesson Sequence | Activities/Assessments | Technique Points/Cues/Organization | Modifications/Challenges |
|------------------------------------|--|---|--------------------------|
| <p>Guided Instruction-Activity</p> | <p><u>Monkey in the Middle/2 v 1</u> Use these skills:</p> <ul style="list-style-type: none"> • Protecting Ball • Scoop • Cradle • Passing • Catching <p>Rules:</p> <ul style="list-style-type: none"> • Two hands on stick at all times • Defender must respect space around player with the ball (stick may never touch the body of a player) <p>Recommendation: Give each group specific boundaries using cones</p> | <p>Look for:</p> <ul style="list-style-type: none"> • Protecting the ball by cradling close to body & away from defender • Eyes up to see teammates • Good passing lane • Give a good target by holding stick steady | <p>Use both hands</p> |
| <p>Closure/Cool Down</p> | <p><u>3 Person Passing or Pass 'n' Move</u> (Movement in a triangular pattern within a limited space defined by cones)</p> <p>Place four cones in a square, position three players at three of the cones, one with the ball</p> <p>Students pass the ball and keep a balanced triangle by replacing one another in a pattern</p> <p>Some options:</p> <ol style="list-style-type: none"> 1) Move to the empty cone after you pass 2) Move so that they are never at a cone that is diagonal to the player with the ball <p>Rules: No passes diagonally through the square, only along the edges</p> <p>Use Skill Evaluation Checklist or Lacrosse Assessment cards</p> | <p>Why is it important to move when you don't have the ball?</p> <p>Explain that the next activity will help them practice moving so they can get open to receive a pass.</p> <p>Look for:</p> <ul style="list-style-type: none"> • Passing and then moving without the ball to a new space • Good passing • Give a good target • Moving with a purpose <p>Use this opportunity for a peer assessment of skills learned today</p> | |

Additional Drill:

Sharks and Minnows – Teacher choose four sharks to stand at midfield without sticks. Have remainder of the class (minnows) with sticks and balls, line up on sidelines. Sharks cannot leave their spot but can wave their arms and pivot. Minnows try to cradle, run, dodge, avoid being tagged by the sharks and get to the other side of the field. Minnows who drop their balls become sharks at the spot where they dropped their ball. Play until there are only five minnows left.



Elementary School Lesson Plan 6

- Objective: Students will learn how to defend the ball carrier using proper footwork and stick positioning.
- National Standards: 1, 2, 3, 5
- Lesson Focus: On the ball defense
- Key Terms: On the ball defense, marking, shadowing, shuffling
- Facility/Equipment: Stick and ball for each student; cones setup in zigzag patterns to allow for maximum activity of students within the space; for 2 v 2 games mark areas with cones as necessary for safety; pinnies or a similar marker to distinguish defense
- Safety Rules: Be aware of personal space. Keep your stick away from others. Maintain control of your body.

Elementary School Lesson Plan 6

| Lesson Sequence | Activities/Assessments | Technique Points/Cues/Organization | Modifications/Challenges |
|-----------------------------|---|---|--|
| <p>Introduction/Warm-up</p> | <p>2 v 1 Keep Away Toward a Target (movement towards a goal such as a line or 2 cones)</p> <p>The ball will be advanced by two offensive players passing the ball to each other successfully a minimum of 2 times. A point is scored when the ball is carried or passed over the target.</p> <p>Teams are done when defender gains control of the ball</p> <p>The defender may get the ball by:</p> <ul style="list-style-type: none"> • Blocking a pass and scooping it up • Being first to scoop up a dropped pass | <p>Look for:</p> <ul style="list-style-type: none"> • Protecting the ball • Eyes up • Good passing lane • Give a good target with the stick • Moving with a purpose towards the goal • Avoid the defender | |
| <p>Guided Instruction</p> | <p><u>It's time for defense!</u></p> <p>Discuss defensive strategies. You will want the students to understand that defense is to stop the other team from making shots on goal and regain possession. Defenses work and move together, talk to each other</p> <p>Demonstrate 1 v 1: (without sticks)</p> <p>Set up cones in a zigzag pattern 10 yards apart at a 45 degree angle. Have an offensive player and a defensive player start at one cone, face to face, defensive player with back to opposite sideline. As the offense jogs from cone to cone the defense shadows them using balanced footwork. This is done without a stick. Proper defense techniques are similar to those of a basketball defender as long as face to face position can be maintained</p> | <p>Motivational signs and pictures to support the notion of teamwork.</p> <ul style="list-style-type: none"> • What is the goal of the defense? • How do you work with your teammates to defend? <p>After demonstration, set up several sets of cones and students in groups of four to avoid lack of movement.</p> <p>Proper defensive stance taught:</p> <ul style="list-style-type: none"> • Feet shoulder width apart • Bend at the knees • Back straight • Shuffle and do not cross feet when face to face • When running WITH the offensive player, feet should be going in the same direction as player with the ball | <p>A player cannot run as quickly sideways and backward as an opponent can run forward at full speed.</p> <p>When an offensive player is running down the midfield, the defender's position changes and the defensive player runs shoulder to shoulder with the offensive player, feet pointed/running in the same direction as the player with the ball</p> |

| Lesson Sequence | Activities/Assessments | Technique Points/Cues/Organization | Modifications/Challenges |
|---|--|---|--|
| <p>Guided Instruction- Activity</p> | <p><u>1 v 1</u> Using the same setup as above, now the defenders have a stick</p> | <p>Set up several sets of cones and students in groups of 4 to avoid lack of movement. Proper defensive stance taught:</p> <ul style="list-style-type: none"> • Feet shoulder width apart • Bend at the knees • Back straight • Shuffle and do not cross feet. At full running stride, feet will be going in same direction • Stick shadows the offensive player's stick – straight up and at the level of the stick with the ball. Arms should be relaxed as if hugging a tree, not extended and locked. • Stick should not lean in, <u>two hands on stick at all times.</u> | <p>Note: It is improper for the stick to reach across the body of the player with the ball.</p> <p>Remember: NO BODY OR STICK CONTACT! TWO HANDS ON STICK AT ALL TIMES</p> |
| <p>Closure/Cool Down</p> | <p><u>2 v 2</u> Students pass the ball, trying to maintain possession while keeping a certain distance apart. Defenders keep body and stick in good defensive position</p> <p>Scoring favors the defenders. One point every time the defense gain possession</p> <p>Offense must have three successful passes for a point to be scored</p> | <p>Focus on Defense:</p> <ul style="list-style-type: none"> • Stick shadows offensive player's stick • Hustle to be first on a ground ball • Be ready to intercept or block a pass by moving feet quickly to be in position to intercept | |

Elementary School Lesson Plan 7

- Objective: Students will learn how to dodge an opponent using a simple face dodge.
- National Standards: 1, 2, 3, 5
- Lesson Focus: Using a dodge to beat an opponent and go to goal
- Key Terms: Dodging, face dodge (specifically)
- Facility/Equipment: Stick and ball for each student; pinnies or a similar marker to distinguish defense; goals or targets; if showing video-TV, Video, VCR and indoor facility
- Reproducibles/Handouts: Face Dodge Skill Sheet (reproducible #15)
- Safety Rules: Be aware of personal space. Keep your stick away from others. Two hands on stick when playing one on one defense. Maintain control of your body.

Elementary School Lesson Plan 7

| Lesson Sequence | Activities/Assessments | Technique Points/Cues/Organization | Modifications/Challenges |
|-----------------|---|--|---|
| Introduction | Student demonstration of 2 v 2 from previous day. Or, show five minute footage of men's or women's lacrosse (if available) | Look for: <ul style="list-style-type: none"> • Getting past an opponent • Defense | Compare and contrast the defense in the regular version of lacrosse compared to soft lacrosse |
| Warm-up | <p><u>Tag:</u> In a restricted environment play a tag game with stick held close to the body</p> <p>Tag others with the bottom hand</p> <p>Students should keep both hands on stick and only take bottom hand off when it is needed to tag someone</p> <p>When a student is tagged they step out of the playing area to "recharge"</p> <p>Recharge in corners of gym:</p> <ol style="list-style-type: none"> 1. Scoop practice – five scoops 2. Throw against wall five times 3. Cradle shuttle, run down and back sideline four times 4. Throw and catch four times with another tagged player | <p>Cues:</p> <ul style="list-style-type: none"> • Protect the ball • Good balance • Keep head up • Good footwork | See Middle School and High School Curriculum for additional dodges |

| Lesson Sequence | Activities/Assessments | Technique Points/Cues/Organization | Modifications/Challenges |
|---------------------------|--|--|---|
| <p>Guided Instruction</p> | <p>Teacher demonstration of a face dodge (see Appendix B; reproducible #15)</p> <p>Hand out Face Dodge Skill Sheet (reproducible #15)</p> <p>Class will be divided in half. Half of the students will be stationary defenders (cold) spread out throughout area. The other half will dodge around the static defenders. Then groups will switch</p> <p><u>1 v1 Face Dodge an Opponent</u> Defenders stationary at first, then can move a few steps side to side (warm)</p> | <p>Face dodge – Player with the ball will run towards defender, pull the stick across the body, and drive towards that side of the defender</p> <ul style="list-style-type: none"> • Keep the stick head up • Keep feet moving • Avoid collisions • Changes in speed, direction stick position, all contribute to deception, pulling defender away from intended path of offense • Offensive player protects ball by placing body between ball and defender | <p>Challenge players to switch hands when they pull the stick across their body for increased stick protection</p> <p>Challenge players to add a fake to the side of the approach before pulling stick across body</p> <p>If additional time is available use Lacrosse Skill Review Station Drill (Elementary Resource page) for additional practice of basic skills</p> |
| <p>Closure/Cool Down</p> | <p><u>Four Defender Dodging</u> Player with the ball faces four stationary defenders, standing in a line - 15 feet apart</p> <p>Offensive player dodges left at defender 1, right at defender 2, then left and right again</p> <p>Player then joins line as defensive and first person in line now becomes dodger</p> | <p>Keep balance when dodging to allow for the move after a dodge—usually a controlled shot or pass to an open teammate</p> | |

Additional Drill:

Sharks and Minnows

Relay races involving dodges



Elementary School Lesson Plan 8

| | |
|-------------------------|---|
| Objective: | Students will learn how to shoot accurately with a purpose. |
| National Standards: | 1, 2, 3, 5 |
| Lesson Focus: | Throwing (shooting) the ball with accuracy |
| Key Terms: | Shoot, throw, crease |
| Facility/Equipment: | Stick and ball for each student, cones, signs for stations, various targets—cones, small goals etc., soft lacrosse goals (2) or alternative goal option |
| Reproducibles/Handouts: | Skill Evaluation Checklist (reproducible #3) |
| Safety Rules: | Be aware of personal space. Keep your stick away from others. Never shoot when another player is in the path of your shot. |

Elementary School Lesson Plan 8

| Lesson Sequence | Activities/Assessments | Technique Points/Cues/Organization | Modifications/Challenges |
|--------------------|---|---|---|
| Introduction | <p>Demonstrate scoring/shooting (Appendix B)</p> <ul style="list-style-type: none"> • The difference between a pass and a shot are the changes in trajectory and speed • Mechanically there is no difference between passing and shooting • However, the intended results are vastly different – a pass to a teammate is intended to be caught while a shot on goal is intended to get past the goalkeeper. (excerpted from US Lacrosse Coaches' Level 1 Online Course) • Ball can bounce into or go directly into goal | <p>How do you score?</p> <p>What is the purpose of shooting? (hockey/soccer)</p> <p>What do you think is the difference between shooting and passing?</p> <p>For information about the crease and soft lacrosse, see Middle School Study Guide (Middle School resource A; reproducible #1)</p> | |
| Warm-up | <p><u>Passing with a Partner to a Specific Target</u> (Set by partner holding stick in different directions)</p> | <p>Cues for Throwing</p> <ul style="list-style-type: none"> • Look for target/stick • Follow through toward target | |
| Guided Instruction | <p><u>Target Practice</u></p> <ul style="list-style-type: none"> • Set up many different targets for students to shoot at (wall, cones, small goal, etc.) Each target could be for groups of about 6 • Emphasize accuracy-getting ball into "goal" or hitting goal • With a ball, each student will run and take a shot • With a partner standing as a "cool" defender, dodge a defender and take a shot • Practice shooting after receiving a pass | <p>See cues for throwing above.</p> <ul style="list-style-type: none"> • Keep your eye on the target • Make sure the stick head faces the target when you shoot • Signal (talk) for ball from partner • Accurate passing helps shooter • Catch and remain balanced for the shot • If coming off of a dodge, remember also to remain balanced so you can shoot | <p>Change emphasis to "shooting for the open space" in the goal (where the goalie is not) once students begin to hit the target area.</p> <p>You can do this by:</p> <ul style="list-style-type: none"> • Placing a jersey in the goal cage and have students shoot on goal at the open space, not the jersey • Hanging metal pie tins near posts of goal to encourage students to aim at open spaces |

| Lesson Sequence | Activities/Assessments | Technique Points/Cues/Organization | Modifications/Challenges |
|-------------------|--|------------------------------------|--------------------------|
| Closure/Cool Down | <p>Four Stations</p> <ul style="list-style-type: none"> • Practice shooting at specific targets (two stations) • Other skill work (two stations) – decided by the teacher <p><u>Skill Evaluation Checklist</u> Self check or teacher checks skills learned throughout unit)</p> | | |

Elementary School Lesson Plan 9

| | |
|-------------------------|---|
| Objective: | Students will review all basic skills and organize teams to play a 3 v 3 game on Day 10. |
| National Standards: | 1, 2, 3, 5 |
| Lesson Focus: | Students will work with the teams that they will play with during Day 10. Students will review and practice all skills learned up until now. |
| Key Terms: | All skills (cradling, passing, catching, dodging, shooting, ground balls (scooping)) |
| Facility/Equipment: | Stick and ball for each student, cones (grids to create ample spacing for small games), cones (for stations), station signs, pencils, goals (2), whistle, stopwatch |
| Reproducibles/Handouts: | Fair Play Rubric (reproducible #6), Responsibility Self-Assessment sheet (reproducible #4) for each student, team roster (created by teacher) |
| Safety Rules: | Be aware of personal space. Keep your stick away from others. Be in control of your body. Two hands on stick at all times. |

RECOMMENDED RULES FOR ELEMENTARY 3 v 3 GAMES:

No goalkeeper is utilized (for an extra challenge, use some of the goal modifications from Lesson 8)

A player may only have the ball in his or her possession for five seconds before either passing or shooting. The five second individual possession limit keeps the players passing and moving.

Two hands must be on stick at all times.

No stick to body, stick to stick, or body to body contact is allowed.

For violations, the ball goes to the player upon whom the penalty was committed, and player committing the foul must move 5 feet away from the ball in the direction he or she came from.

When play resumes, the player with the ball must pass the ball. He or she may not shoot on goal.

If space is tight, teachers may implement a “no run” rule. Students must stand when they receive a pass, similar to ultimate Frisbee.

Teachers may also chose to utilize a crease around the goals. See Middle School Study Guide (Middle School resource A) for information about the crease.

Out of bounds-When ball is thrown or rolled out of bounds, this is a turnover for the team that caused the ball to go out of bounds. The nearest player for the other team gets the ball on the sideline, all other players must be five yards away. He or she may pass or cradle when play resumes.

Teacher may decide on rules for shooting. Some options:

- x number of passes completed before shooting
- x number of players must touch ball before shooting
- x number of consecutive completed passes in a row before shooting (extra difficulty)

Teachers should also reinforce taking safe shots—making sure that the shot is not in danger of directly hitting another player.

STARTING PLAY:

Players line up across entire playing area (see diagram). Some starting options for elementary school games are :

- 1) Ball rolled in randomly by teacher
- 2) Do a coin toss. The winning team starts with ball. He or she ,ay pass on the whistle.
Teachers may also chose to have “half-time” so that teams switch attack directions and possession of ball.
- 3) Execute a throw (see Middle School Study Guide, Middle School resource A for details on the throw.

Elementary School Lesson Plan 9

| Lesson Sequence | Activities/Assessments | Technique Points/Cues/Organization | Modifications/Challenges |
|---------------------|---|--|--------------------------|
| <p>Introduction</p> | <p>Introduce Fair Play Rubric</p> <p>Announce teacher created teams</p> <p>Explain different stations</p> <p>Explain plan for Lesson 9 and Lesson 10</p> <p>Review rules for 3 v 3 play (see recommended 3 v 3 rules above)</p> <p>Review off ball movement-remind students of triangle offense drill from Lesson 5</p> | <p>Explanation:</p> <p>Students will practice skills in their teams of three at four stations and will also rotate through to practice playing a 3 v 3 game</p> <p>The 3 v 3 game setup will then be used in Lesson 10 when all the teams will play in a tournament organized by the teacher. The teacher will show the class the Fair Play Rubric. Students will use it in the next class</p> <p>3 v 3 Game with goals and playing area marked by cones or lines as appropriate:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>X team attacking →</p> <pre style="font-family: monospace; text-align: center;"> G G O O A A L L X O X O X O ← ← ← O team attacking </pre> </div> | |
| <p>Warm-up</p> | <p>Have students set up stations</p> <p>Students will self-assess at the four stations</p> | | |

| Lesson Sequence | Activities/Assessments | Technique Points/Cues/Organization | Modifications/Challenges |
|------------------------|--|---|---------------------------------|
| Guided Instruction | Stations are: <ul style="list-style-type: none"> • Cradle/Scoop • Passing in 3's • Shooting • Dodge/Shadow defense • Practice 3 v 3 <ul style="list-style-type: none"> ○ Signal (talk) clearly on offense ○ Use all space available ○ Must pass to all teammates before scoring ○ After a score ball goes to the team that did not score | Stations designed by the teacher Rotate as: <ul style="list-style-type: none"> • Six groups: four stations • Two groups play 3 v 3 | |
| Closure/Cool Down | Team Strategy <ul style="list-style-type: none"> • Choose a name • Hand in Responsibility Self-Assessment | Students complete Self-Assessment | |

Elementary School Lesson Plan 10

| | |
|-------------------------|---|
| Objective: | Students will be broken up into teams and play mini 3 v 3 games |
| National Standards: | 1, 2, 3, 5 |
| Lesson Focus: | Demonstration of skills from unit, leadership, support and responsibility |
| Key Terms: | All skills and vocabulary from this unit |
| Facility/Equipment: | Stick and ball for each student, cones (grids to create ample spacing for small games), pinnies, goals, video equipment |
| Reproducibles/Handouts: | Fair Play Rubric (reproducible #6), KWL Chart from Lesson 1 |
| Safety Rules: | Be aware of personal space. Keep your stick away from others. Show awareness for safety in games |

Elementary School Lesson Plan 10

| Lesson Sequence | Activities/Assessments | Technique Points/Cues/Organization | Modifications/Challenges |
|--------------------|--|--|--|
| Introduction | <p>Students come in and divide into the teams from Lesson 9</p> <p>Remind about playing fairly. Use Fair Play Rubric</p> <p>Explain assessment focus</p> <p>Students will warm-up in teams on own</p> | <p>Meet in designated areas</p> <p>Have teams differentiated</p> <p>Emphasize teamwork</p> <p>Video tape warm-up</p> | |
| Warm-up | <p>3 v 3 games with two goals (Use what you have for goals)</p> <p>Every team should be involved in playing</p> <p>(If space is limited, continue the idea of stations where teams can practice, rather than have students inactive)</p> <p>Use basketball court if field is not available</p> <p>Use Lacrosse Assessment Card for post-assessment of scooping and catching skills (reproducible #2)</p> | <p>Video tape games</p> <p>Assess social interaction/teamwork</p> <p>3 v 3 game with goals and playing area marked by cones or lines as appropriate</p> | <p>Can use hockey goals if available</p> <p>See rules for 3 v 3 mini games from Lesson 9</p> <p>Modification:</p> <p>Students on sideline may receive pass, then throw back to one of the three players on field from the team that passed the ball</p> <p>Teachers may want to have a game plan for double team policy. Double teaming is used often in men's and women's lacrosse, however in soft lacrosse it is usually not encouraged. If players are familiar with this concept and begin initiating double teams, teachers will want to have a policy ready</p> |
| Guided Instruction | <p>attacking X →</p> <p>G O A L</p> <p>X O X O</p> <p>X O attacking ← O</p> | | |
| Closure/Cool Down | <p><u>KWL Chart:</u></p> <p>Have students fill out the L column of their chart and compare with previous entries</p> <p>Discuss lacrosse in the future (for students)*</p> <p>Fair Play Assessment</p> | <p>What did they learn about the sport of lacrosse?</p> <p>What did the class enjoy about the tournament?</p> <p>What skill did they most like learning?</p> | |

Resources

Elementary Lacrosse Curriculum

Elementary Resource A

- Elementary Reproducible #1 -

Lesson 1, 10

KWL Chart

| K What I <u>Know</u> | W What I <u>Want</u> to Know | L What I <u>Learned</u> |
|--------------------------------|--|-----------------------------------|
| | | |



Lesson 2, 3, 4, 9

| Lacrosse Assessment | |
|---|---|
| Name _____ | |
| Grade _____ Teacher _____ | |
| Pre-Assessment | Post-Assessment |
| Scoop | Scoop |
| 1st Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 1st Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| 2nd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 2nd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| 3rd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 3rd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| 4th Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 4th Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| Catch | Catch |
| 1st Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 1st Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| 2nd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 2nd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| 3rd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 3rd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| 4th Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 4th Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |

| Lacrosse Assessment | |
|---|---|
| Name _____ | |
| Grade _____ Teacher _____ | |
| Pre-Assessment | Post-Assessment |
| Scoop | Scoop |
| 1st Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 1st Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| 2nd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 2nd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| 3rd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 3rd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| 4th Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 4th Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| Catch | Catch |
| 1st Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 1st Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| 2nd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 2nd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| 3rd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 3rd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| 4th Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 4th Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |

| Lacrosse Assessment | |
|---|---|
| Name _____ | |
| Grade _____ Teacher _____ | |
| Pre-Assessment | Post-Assessment |
| Scoop | Scoop |
| 1st Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 1st Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| 2nd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 2nd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| 3rd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 3rd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| 4th Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 4th Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| Catch | Catch |
| 1st Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 1st Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| 2nd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 2nd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| 3rd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 3rd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| 4th Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 4th Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |

| Lacrosse Assessment | |
|---|---|
| Name _____ | |
| Grade _____ Teacher _____ | |
| Pre-Assessment | Post-Assessment |
| Scoop | Scoop |
| 1st Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 1st Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| 2nd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 2nd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| 3rd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 3rd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| 4th Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 4th Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| Catch | Catch |
| 1st Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 1st Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| 2nd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 2nd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| 3rd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 3rd Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |
| 4th Attempt <input type="checkbox"/> Y <input type="checkbox"/> N | 4th Attempt <input type="checkbox"/> Y <input type="checkbox"/> N |



Elementary Resource C

Elementary Lacrosse Skill Evaluation Checklist

Lesson 1, 2, 4, 5, 8

- 1 – Beginning Student
- 2 – Satisfactorily learning the skill
- 3 – Accomplished performance of the skill

Student Name _____ Date _____
 Grade Level _____
 Teacher Name _____
 Type of Assessment/Circle: Self Peer Teacher

Grip (Lesson 1)

| |
|---|
| The shaft should lie across the fingers of your top hand, which then curl around the shaft. |
| The bottom hand should gently grip the butt end of the stick. |
| The stick should be held vertically to the side of the body, near the ear. |

Scoop (Lesson 2)

| |
|---|
| The tip of the head of the stick moves down towards the ball. |
| Top hand should be choked up to the stick throat. |
| The butt end of the stick will be low to the ground, the front foot will to the side of the ball. |
| Push under the ball and bring it up quickly with the top hand pulling up towards the body. |
| Don't stop your feet; keep moving through the pick up. |
| Begin cradling the ball while raising the stick. |

Cradle (Lesson 2)

| |
|---|
| The head of the stick is close to the head at ear level and the ball facing toward the head. |
| Elbows out, arms away from the body. |
| The wrists will be rotated back and forth, the stick should move ear to nose and back, to create centrifugal force. |

Switching Hands (Lesson 2)

| |
|---|
| Hold the stick vertically and facing your ear. |
| Change position of hands as the stick moves across under the chin to the other side of the body. |
| Slide stick down through bottom hand and replace top hand to bottom, bringing stick back up on opposite side of the body. |

Throwing/Passing (Lesson 4)

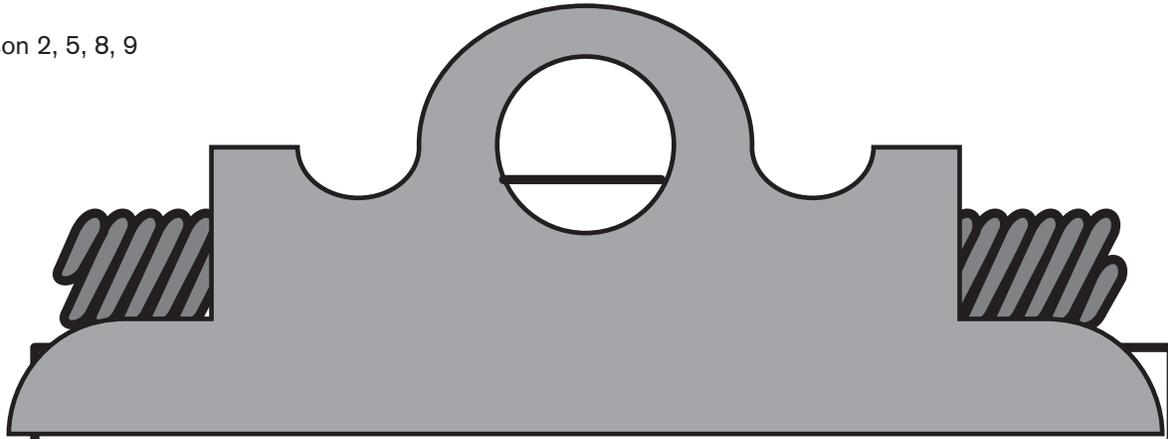
| |
|---|
| Top hand arm back and as high as the ear or higher. |
| Shoulder on ball side rotates back. |
| Opposite foot steps forward, opposite shoulder forward, point bottom of stick toward target. |
| The bottom hand will loosely grip the bottom of the stick and will loosely pull and guide the stick towards the target. |
| Bottom hand pulls toward the body as top hand pushes the ball toward the target to complete the throw. |
| Follow through. |

Catching (Lesson 4)

| |
|---|
| Stick should be extended to the side of the body of top hand. |
| When catching the ball the head of the stick must give back toward ear so that the ball is cushioned and is protected in the stick. Imagine catching an egg or water balloon. |



Lesson 2, 5, 8, 9



Student Name _____
Grade Level _____ Date _____
Teacher Name _____

Personal and Social Responsibility Self-Assessment

Circle the answer you feel describes you best.

Questions: Circle Y (Yes), N (No), or S (Sometimes)

| | Yes | No | Sometimes |
|---|-----|----|-----------|
| 1. Did I listen attentively to the teacher today? | Y | N | S |
| 2. Did I listen to fellow students? | Y | N | S |
| 3. Did I take on new challenges with enthusiasm? | Y | N | S |
| 4. Did I work hard to practice my lacrosse skills? | Y | N | S |
| 5. Did I help other students? | Y | N | S |
| 6. Did I work independently without prompting from the teacher? | Y | N | S |

7. My goal for the next lesson is:

Adapted from: *Sport Foundations for Elementary Physical Education* by Stephen Mitchell, Judith Olsin, and Linda Griffin, 2003, Champaign, IL: Human Kinetics.

Lesson 4

Lacrosse Skill Review Stations Indoor or Outdoor

Station #1- Rolling Scoop

Students pair up and roll the ball to their partner. The partner scoops up the ball using correct technique and then rolls the ball back to his or her partner who repeats the task. Students are told that the ball may not always be stationary on the ground during a game and this station improves the skill of scooping up a moving ball.

Station #2- Underhand Toss and Catch

Students pair up and toss the ball underhand to their partner. The partner uses correct technique to catch the ball in the pocket of the stick. That partner then returns an underhand throw back to his or her partner. Students are told that sometimes they may receive a soft pass during a game and this station improves that lacrosse skill. Also, this station gives an opportunity for all individuals to succeed in catching the ball as the speed of the throw is diminished.

Station #3- Stationary Scoop

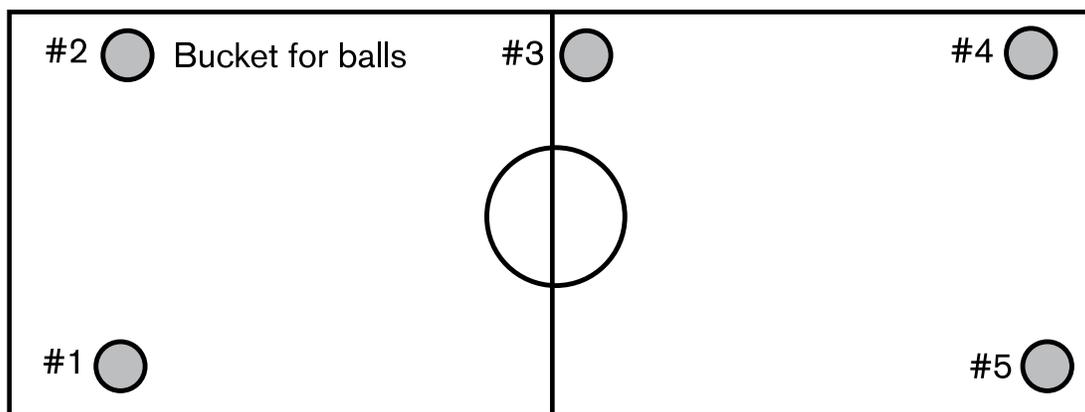
Students work individually at this station with their stick and a ball. They work on correct technique for scooping up a ball. Students are told to focus on foot placement, grip on their stick, head over the ball, and finishing in the cradle position.

Station #4- Throwing

Students work individually at this station with their stick and a ball. They work on correct form for throwing a ball with their stick. Students aim at a target on the wall and receive multiple throwing opportunities as they don't have to chase the ball, it comes right back to them.

Station #5- Overhand Throw and Catch

Students pair up and throw the ball overhand to their partner. The partner uses correct technique to catch the ball in the pocket of the stick. That partner then returns an overhand throw back to his or her partner. Students are told that sometimes they may receive a hard pass during a game and this station improves that lacrosse skill. Also, this station gives an opportunity for individuals to succeed in catching the ball if they are showing advanced lacrosse abilities.



M. Dykstra



Middle School Lacrosse Unit

Grades 6-8

Middle School Lacrosse Overview

The middle school unit continues in progression from the elementary unit with further development and understanding of the game of lacrosse. The focus is on basic skill refinement and introduction of game concepts/strategies. These include offensive positioning, defensive positioning and game play. Student will be responsible for fair play and safety with the rules presented.

Unit Objectives

Psychomotor Objectives:

1. Students will demonstrate the following skills; groundball/scoop, cradle, catch, throw, dodging and positions in practice/game situations.
2. Students will participate actively in all practice and game situations.
3. Students will apply skills learned to small game offense and defense situations.

Cognitive Objectives:

1. Students will describe, using word cues, the skills learned.
2. Students will describe equipment used to play lacrosse.
3. Students will state the historical aspects of the game.
4. Students will successfully complete homework and quiz challenges.
5. Students will understand and use appropriate rules.

Affective Objectives:

1. Students will work responsibly and cooperatively within the class structure.
2. Students will demonstrate sportsmanship and fair play in practice and game situations.
3. Students will participate in cooperative teaching and learning situations.
4. Students will explore continuing opportunities related to the game with peers and teachers.

Middle School Lacrosse Cross-Curricular Concepts

This lacrosse unit can be related to many simple cross-curricular concepts. The activities below are just some examples of ways the physical education teacher can work with the classroom teacher to relate lacrosse to other subject areas.

English Language Arts

- Compare/contrast paper or chart about men's and women's lacrosse.
- Compare/contrast lacrosse to other sports.
- Writing about the experience of learning new skills.
- Interview a parent or other family member to see what knowledge they have about lacrosse.
- Create an ad or brochure to promote the game of lacrosse in your school or community.

Math

- Students can find out area and perimeter of a field.
- Geometry of the field, understanding the arches and angles on the field. The varying trajectory of the ball.
- Graphing and charting-number of catches in a minute over several minutes etc.
- Percentages-what is your catch to drop percentage?
- Ratios-drops to catches etc.

Physical Education

- Physical Education teachers can promote the addition of lacrosse to their current curriculum during Parent/Teacher Night, PTA events, or during parent/teacher conferences.
- Open House is a good time to promote lacrosse using a Power Point presentation for P.E. using shots or movie clips of students playing.
- An after school activity for parents and students to play lacrosse.
- Students can generate articles for the school newsletter highlighting lacrosse.
- Distribute a student designed ad or brochure to be sent home informing parents about lacrosse in P.E.
- Encourage students to develop lists of contacts to pursue lacrosse and post this information on various bulletin boards throughout the school.

Science

- Physics of lacrosse
- Centrifugal Force – cradling uses centrifugal force to keep the ball inside the pocket
- Centripetal Force
- Lever – throwing uses the stick shaft as a lever to create force to throw the ball
- Catapult – Mechanics of the throw

Social Studies

- History – students can do research about the history of the game of lacrosse, originally a Native American (Indian) sport.
- Compare/contrast men's and women's game – students can research the differences and similarities between men's and women's lacrosse.
- International lacrosse – students can research the different countries that play lacrosse.
- Identity lacrosse leagues locally – clubs, college, community leagues.

Reading Resources

- *L is for Lacrosse, an ABC Book* by John R. Sardella
- *The Spirit in the Stick* by Neil Duffy
- *The Warrior* by Joseph Bruchac
- *The Great Ball Game* by Joseph Bruchac

Class Routine

It is assumed that while implementing this curriculum teachers will maintain their normal class routines and procedures. Teachers should continue the typical cardiovascular activity, muscular stretching, and other fitness elements of their class. Specific fitness components relating to the curriculum should be added in where appropriate.

Unit Specific Routines and Rules

Besides the normal class rules, additional procedures should be introduced to the class when the lacrosse unit is started. These procedures are very situational so teachers are urged to think through the unit and each lesson and address the following topics:

- Safety
- Class organization
- Distributing and collecting the equipment each class period
- Storage and care of equipment
- Emergency procedures

Soft Lacrosse Safety and Equipment

While men's and women's lacrosse differs in several ways (known at US Lacrosse as one sport, two games), this **curriculum uses universal equipment and rules, and may be used in co-ed environments.** You can make the unit dynamic by having the students learn about the differences in the two games and the version of the game used in this unit.

The game this curriculum was designed for is known as "soft lacrosse." **Soft lacrosse sticks differ from men's and women's lacrosse sticks (see Appendix B) and a larger, softer ball is used.** The US Lacrosse Sport Science and Safety Committee has determined that no protective equipment is necessary to be worn when utilizing soft lacrosse balls or sticks. Should you choose to use standard lacrosse sticks and balls, which is NOT recommended for this curriculum, the following statement has been issued by US Lacrosse:

Any clinic, class, or competitive lacrosse program offered using sticks and/or balls other than the "soft lacrosse" equipment (oversize plastic head and oversized, soft, hollow ball) **MUST** adhere to players' use of all equipment required by either the boys' or the girls' lacrosse rules, depending on which set of rules is chosen for play. Programs using "soft lacrosse" sticks and balls should use the non-contact, "soft lacrosse" rules and may opt to use a form of protective eyewear or other protective safety equipment.

Interpretation: Physical education programs that use traditional sticks and balls instead of the soft lacrosse equipment must use the minimal amount of protective equipment required for the set of rules they use. If playing non-contact, girls' rules, or even soft lacrosse rules but with regular sticks and balls, the students need eye protection and mouthguards. If playing boys' rules (contact), all protective equipment is necessary.

As a teacher, you are very aware of the importance of safety in your classes. We encourage you to make the rules (found in this curriculum) clear early in the unit. If you choose, you may have your students wear eye protection.

Equipment

To implement this curriculum, you will need

- One soft lacrosse stick for every student
- At least one soft lacrosse ball per student
- A pair of soft lacrosse goals or other indoor goals you may have available (hockey goals make a good alternative, try to avoid goals that are too large)
- Of note, a standard lacrosse goal has a 6' x 6' mouth. Competitive soft lacrosse (known internationally as intercrosse) utilizes a 4'x4' goal
- Optional eye protection such as racquetball goggles or women's lacrosse goggles
- Information on ordering this equipment can be found in Appendix F

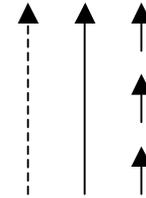
Equipment care

- Always make sure that the end caps of sticks are present. Wrapping grip tape around lower portion of stick shaft may help keep caps in place.
- Avoid extreme temperatures which may cause sticks to crack
- If you are in doubt of the safety of a stick, take it out of circulation
- The plastic guard (small plastic strip that can affix across bottom of stick head) is optional and may be used for players that are having difficulty with certain skills. The piece folds down snugly along side of head when not in use.

Middle School Lacrosse Unit Plan

| Week | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|------|---|---|---|--|--|
| 1 | <u>Introduction</u> Overview/History <u>Warm-up</u> Stick Toss <u>Guided Instruction</u> Groundball/Scoop <u>Closure</u> Question and Answer | <u>Introduction</u> History Review <u>Warm-up</u> Ground Ball/Scoops <u>Guided Instruction</u> Cradle and Ball Control <u>Closure</u> Verbal review, Study Guide | <u>Introduction</u> Group Demo <u>Warm-up</u> Relay <u>Guided Instruction</u> Throw and Catch <u>Closure</u> Word Scramble | <u>Introduction</u> Cradling Carnival <u>Warm-up</u> Target Practice <u>Guided Instruction</u> 2 v 2 Game <u>Closure</u> Play review, History Challenge | <u>Introduction</u> History Challenge <u>Warm-up</u> Task Sheet <u>Guided Instruction</u> Defense <u>Closure</u> Question and Answer |
| 2 | <u>Introduction</u> Peer Assessment Worksheet <u>Warm-up</u> Wall Ball <u>Guided Instruction</u> Shooting <u>Closure</u> Exit pass question | <u>Introduction</u> Stick handling review <u>Warm-up</u> Pop up Game <u>Guided Instruction</u> Dodge and Cut <u>Closure</u> Team Review | <u>Introduction</u> Welcome <u>Warm-up</u> Leg tag <u>Guided Instruction</u> 5 v 5 Game <u>Closure</u> Quiz | <u>Introduction</u> Team Presentations <u>Warm-up</u> Free Group Warm-up <u>Guided Instruction</u> Draw/Face-off 7 v 7 Game Play <u>Closure</u> Class Discussion | <u>Introduction</u> Goals for Today <u>Warm-up</u> Team Warm-up <u>Guided Instruction</u> 7 v 7 Game Play <u>Closure</u> Awards and Outside Opportunities |

*Where diagrams are presented please use the following key:



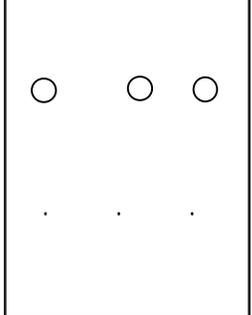
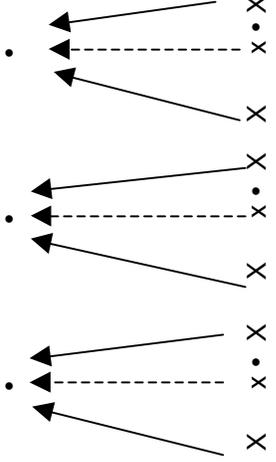
Middle School Lesson Plan 1

| | |
|-------------------------|---|
| Objective: | The student will demonstrate a groundball/scoop of a lacrosse ball. |
| National Standards: | 1, 3, 5 |
| Lesson Focus: | Appreciation of lacrosse history, groundball/scoop |
| Key Terms: | Lacrosse stick, ball, groundball/scoop |
| Facility/Equipment: | 1 stick/ball per student, hula hoops |
| Reproducibles/Handouts: | Grip Diagram (reproducible #10) and Scooping Skill Sheet (reproducible #11) |
| Safety Rules: | Space awareness, control stick, body control |

Middle School Lesson Plan 1

| Lesson Sequence | Activities/Assessments | Teaching Points/ Cues/Organization | Modifications/Challenges |
|--------------------------------|---|---|--|
| Introduction | <p>Overview/History</p> <p>Show video if available</p> | <p>Refer to history guide (see Appendix A; high school reproducible # 16 optional)</p> <p>Resources:</p> <ul style="list-style-type: none"> • Internet: www.uslacrosse.org, Get the Facts • DVD (included in bundle version of curriculum or available at www.uslacrosse.org): <i>More Than a Game: A History of Lacrosse</i>. (1998) • Book: Fisher, D. M. (2002). <i>Lacrosse: A history of the game</i> | |
| Warm-up | <p>Partner stick toss</p> <ul style="list-style-type: none"> • Partners facing each other with stick in right hand three feet apart • On “go”, they toss their stick vertically to their partner • Catch, change hands and continue • Reverse direction starting with the opposite hand | <p>Cue: communication</p> | |
| Guided Instruction | <p>Review of grip (how to hold a stick) (see Appendix B; reproducible #10)</p> <p>Groundball/Scoop demonstration (see Appendix B; reproducible #11)</p> | <p>Cue: keep two hands on the stick</p> | <p>Ask students to explain proper grip</p> |
| Error Detection and Correction | <p>Error: Player has difficulty getting ball in stick</p> | <p>Check the position of the foot and head. Often they are aligned behind the ball instead of over/next to the ball</p> <p>Players need to have “both butts down”—the butt of the stick and their body must be low to the ground</p> <p>Player must push his or her bottom hand down so he or she does not push, or “vacuum” the ball down the field</p> | |

| Lesson Sequence | Activities/Assessments | Teaching Points/ Cues/Organization | Modifications/Challenges |
|---------------------------------|--|---|--|
| Guided Instruction- Activity | <p data-bbox="215 1167 240 1656"><u>Individual Stationary Ground Ball Pick-Up</u></p> <p data-bbox="427 1430 451 1656"><u>Partner Groundball</u> Student stands holding arm out to side at 90 degrees with their stick head touching the ground. Partner runs underneath the arm picking up the ball. They run 5 yards, drop the ball and setup for their partner to groundball</p> <p data-bbox="670 1440 695 1656"><u>Partner Bridge Drill</u> One student will hold the stick out to his/her side vertically with the ball under the "bridge." The other scooping partner will bend their knees to run under the "bridge" in order to scoop/pick up the ball. Complete 5 times and switch positions. This activity will emphasize the importance of bending the knees to lower your body in order to scoop/pick up the ball</p> <p data-bbox="1027 1562 1052 1656"><u>Shuttles</u> Partners pair up with another set or two of partners (Group of 4 to 6 students formed). Student with the ball runs toward the opposite line, drops the ball two thirds of the way across and continues to the end of the line. The next person in the opposite line runs, does a groundball and repeats action</p> | <p data-bbox="215 657 394 1123">Cues: bend knees, stick behind the ball, student head over ball, foot beside ball, stick pushes through with "both hands (knuckles) touch the ground", keep stick low and start cradle; protect ball as you rise up, accelerate away</p> <p data-bbox="459 936 483 1123">Use cues above</p> <p data-bbox="492 669 548 1123">Cue: Form a bridge with your stick and body</p> <div data-bbox="735 919 889 1073" style="text-align: center;"> </div> <p data-bbox="1060 888 1141 1123">Refer to cues above Keep moving Group cooperation and communication</p> | <p data-bbox="215 132 272 623">Alternate balls: yarn balls, gator skin balls, practice baseballs, tennis balls</p> <p data-bbox="459 195 548 623">Have students approach ball from a specified distance, taking turns. Add speed as an element</p> <p data-bbox="1060 132 1125 623">Student can roll ball towards or away from the next person</p> |

| Lesson Sequence | Activities/Assessments | Teaching Points/ Cues/Organization | Modifications/Challenges |
|-----------------|---|--|--|
| | <p><u>Relay Race</u> Lines of four students (two sets of partners) with four balls and one hoop</p> <p>Balls are placed halfway between starting point and hoop. Each player picks up 1 ball, deposits it in the hoop, runs back to starting line and practices cradling action</p> <p><u>1 v 1 Scooping</u> Groups of three standing on a line, student standing in the middle has the ball, other two students are standing with sticks on either side of person in middle. Student with ball rolls the ball out onto the field and other students run out for it, attempting to complete the scoop, student who is successful races across the line 20 yards away. Person who did not complete the scoop should pursue player with the ball and attempt to play defense by marking the player. If ball is dropped, either player may attempt the scoop</p> |  <p>xxxx xxxx xxxx</p> <p>Refer to cues above Keep moving Group cooperation and communication</p>  <p>X x • X X x • X X x • X</p> | <p>Increase distance, amount of balls per student, change sequence. For example, student picks up each ball and deposits them in the hoop, then next player would pick up and return them to the middle</p> <p>Students may need adjust how hard to throw the ball to get it out in front of the group. May set the ball out a specific distance</p> <p>Indoor Modification: Teacher or partner can roll ball to student. Student scoops ball, runs to create line on gym floor and attempts to take a shot at marked target on wall</p> |

| Lesson Sequence | Activities/Assessments | Teaching Points/ Cues/Organization | Modifications/Challenges |
|-------------------|--|------------------------------------|--------------------------|
| Cool Down/Closure | <p data-bbox="370 1451 394 1661"><u>Class Discussion</u></p> <p data-bbox="399 1178 456 1661">Question and Answer on cues to be successful in doing the groundball/scoop</p> <p data-bbox="492 1157 548 1661">Hand out Grip Diagram and Scooping Skill Sheet</p> | | |

Additional Information:

Teacher might collaborate with the social studies department regarding the study of Native Americans origin of the game (see Appendix A).

Alternate Activities:

Scoop Drill (See Elementary Lesson 2)



Middle School Lesson Plan 2

| | |
|-------------------------|---|
| Objective: | The student will demonstrate the proper technique of cradling. |
| National Standards: | 1, 2, 3, 4, 5 |
| Lesson Focus: | Cradle, control a ball, review scoop |
| Key Terms: | Cradle, stationary, moving, possession, centrifugal force |
| Facility/Equipment: | 1 stick/ball per student, cones |
| Reproducibles/Handouts: | Cradling Skill Sheet (reproducible #12), Lacrosse Assessment Card (reproducible #2), Lacrosse Study Guide (reproducible #1) |
| Safety Rules: | Space awareness, stick control, body control |

Middle School Lesson Plan 2

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|--------------------------------|--|---|--|
| Introduction | Student sits with a partner List three facts about the history of lacrosse | Share facts with the entire class | |
| Warm-up | Each student has a stick and a ball Do 10 pickup/scoops – dropping or rolling ball in front of yourself Do 10 moving pickup/scoops with a partner rolling the ball | Review teaching cues from previous lesson. Use a student skill demonstration | To keep the students more active time them for one minute to see how many pickup/scoops they can complete Alternative Balls: Yarn balls, gator skin balls, practice baseballs, tennis balls |
| Guided Instruction | Review cradle (see Appendix B; reproducible #12) Review technique/cues Encourage use of either hand | Cues: Both hands on the stick, hands work together, centrifugal force keeps the ball in the stick, top hand controls the stick “swing the bucket of water” “rock the baby” “rev the motorcycle” | May use a 5 gallon bucket filled with water or containing a ball to demonstrate centrifugal force |
| Error Detection and Correction | Error: Dropping the ball | Correction: Often the bottom hand is stationary and the cradle resembles a windshield wiper movement. If the top and bottom hands are not working in unison, move the bottom hand up the shaft to 12 inches from the top and continue to develop a rhythm of the arms together | |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|---------------------------------|--|---|--|
| Guided Instruction- Activity | <p><u>Stationary Practice</u> Each student has a stick and his or her own space</p> <p>Cradle without the ball</p> <p>Cradle with the ball</p> <p><u>Moving Practice with a ball</u> "Can you" ... cradle on the move cradle from line to line cradle high/low cradle fast/slow cradle big/little cradle left/right</p> <p><u>Zigzag Cradle Drill</u> O's form one line, X's spread out standing with stick held up for defense but playing no defense. O's zigzag between X's going "up" the line while cradling ball then run in a straight line "back" to end of line as to not interfere with the those running the zigzag pattern. Run through two times then switch positions.</p> |  | <p>Stand with back against a wall, stick in hand with ball. Cradle by moving stick from right to left touching wall with pocket of stick at head height</p> <p>This will simulate "bubble" area which a defender cannot invade to steal the ball</p> <p>Students can also try this lying down, cradling ball over their body from ear to ear</p> <p>Use music to help establish the rhythm of the movement. If no music is available use a whistle</p> <p>Make up an assessment task sheet using the "Can you". This can be done as a self or partner assessment</p> |
| Group Activity | <p><u>Musical Cradling</u> Each student has a stick and ball. They move freely in the grid cradling as music plays. When the music stops, they drop the ball and pickup/scoop a different ball. This is a continuous cardiovascular activity.</p> <p>Review Scoop – Scoop Drill (see alternate activities below)</p> | <p>Cues: space/safety awareness, encourage students to look for all balls</p> | <p>Students run in large circle, teacher attempts to steal ball as students run by. Students cradle, may attempt spin moves to protect ball</p> <p>Change grid size, make a competition (like musical chairs – eliminate balls) for more advanced classes</p> |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|------------------------|--|--|---------------------------------|
| Cool Down/Closure | <p>Verbal skill review – ask students to show how to properly cradle</p> <p>Hand out Study Guide (Middle School Resource A; reproducible #1)</p> | "Show Me" | |

Additional Information:

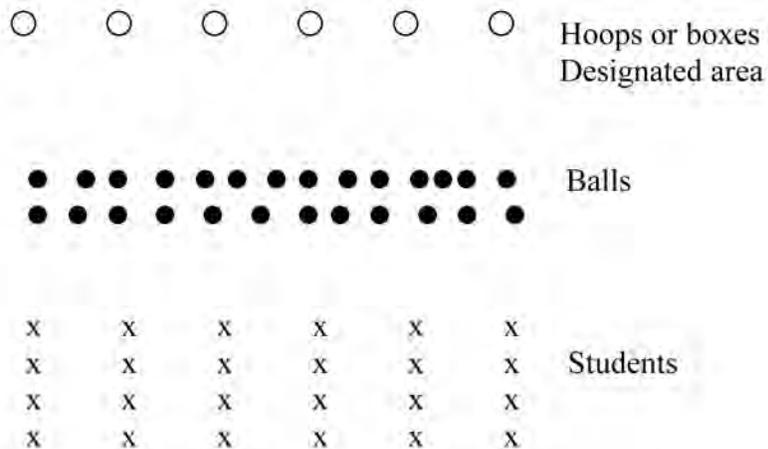
Teacher might collaborate with the science department regarding principles of physics related to groundball/scoops.

Teacher might collaborate with the music department for preparation of music for guided instruction practice.

Alternate Activities:

Line Touches (Indoor Alternative)–incorporates turning

- Students run to designated lines, turn, and run back
- Repeat as desired
- Many balls scattered in the middle of the field
- Students in groups (no more than four in a group) lined up along the sideline
- On “go” first student in each line runs to the middle, scoops up one ball and continues running to the opposite sideline and places it in their groups’ hoop, box, designated area.
Student stays on the far sideline
- Once the ball is placed in the designated area, the next student goes
- Once all the balls are taken from the middle hoop, teacher can give different cues, “all groups will take a ball from the hoop on your: left, right, straight across, etc...”



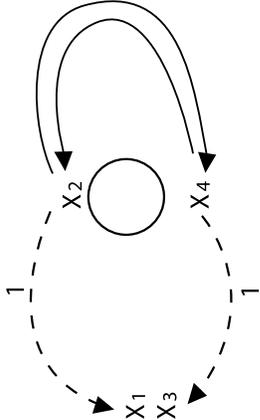
Middle School Lesson Plan 3

| | |
|--------------------------|---|
| Objective: | The students will successfully throw and catch a lacrosse ball. |
| National Standards: | 1, 2, 3, 5 |
| Lesson Focus: | Proper technique of throwing and catching |
| Key Terms: | Cradle, throw, catch, target, give, overhand, underhand (flip) |
| Facility/Equipment: | 1 stick/ball per student, hoops, pencils |
| Reproducibles /Handouts: | Word Scramble (reproducible #3) |
| Safety Rules: | Space/safety awareness, stick/ball control |

Middle School Lesson Plan 3

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|--------------------------------|---|---|---|
| Introduction | <p><u>Groups of Three</u> One student is the orator</p> <p>Two students will demonstrate the skill taught previously and the orator will explain the skill</p> | Group cooperation within a established timeframe | Challenge the group to write/diagram the skill |
| Warm-up | <p><u>Stick Relay</u> Groups of four, two on each sideline. First person with ball runs to opposite line cradling, drops the ball approximately five yards out, before reaching the opposite sideline, continues running across sideline and gets into back of line. The next person cannot begin running until first person crosses the sideline. Player #2 runs out, scoops the ball up, immediately begins cradling, and runs for opposite sideline, repeating actions of Player #1. Relay ends when all four players have returned to their original positions.</p> | | Larger group size |
| Guided Instruction | <p>Review catch</p> <p>Review technique and cues (see Appendix B; reproducible #13)</p> <p>Encourage use of either hand</p> | Cues: two hands on the stick, present a target, "reach for the ball", "give", begin cradle after catch, pass back | Catching on different sides of the body as well as different levels |
| Error Detection and Correction | <p>Error: Ball falls / bounces out of stick</p> | <p>Correction: Check the timing of the give motion - often the stick is moving too soon before the ball arrives</p> <p>Be sure the player does not extend or bat at the ball as it arrives</p> <p>Check the tightness in the grip of the top hand and soften to absorb the momentum of the ball</p> <p>Make sure the player gives with the ball before beginning to cradle</p> <p>Check to see what part of the stick is making contact with the ball</p> | |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|---------------------------------|---|--|---|
| Guided Instruction- Activity | <p><u>Stationary Practice</u> Self-toss and catch – 10 times without a miss</p> <p><u>Moving Practice</u> Partner underhand toss and catch above and below the waist – 10 times without a miss</p> | <p>Cues: catch, give, cradle, release</p> <p>Stress the importance of space to prevent students from getting hit in the face</p> <p>Space/safety awareness</p> | <p>Time activity for 1 minute to see how many consecutive catchers can be completed</p> <p>Use yarn balls, beanbags, any type of soft ball</p> <p>Partner catch – 5 yards</p> <p>Encourage the students to catch with both hands</p> <p>Vary the height of the toss</p> |
| Guided Instruction | <p><u>Throw</u> Review overhand techniques and cues (see Appendix B; reproducible #14)</p> <p>Introduce underhand throw technique (new skill). (see Appendix B; reproducible #15)</p> <p>Encourage use of either hand</p> <p>Remind students about passing lanes (Elementary Lesson 5 Guided Instruction)</p> | <p>Overhand cues: stick should be parallel to ground, top hand elbow out and up, both hands act as a lever, top hand throws forward, bottom hand pulls towards body</p> <p>Underhand cues: drop the stick head and “flip” the ball up in the air, also similar to a “shovel pass” like shoveling snow</p> | |
| Error Detection and Correction | <p>Error: Ball thrown into the ground</p> | <p>Correction: Have the players start with just the top throwing hand on the stick – emphasize the first motion as upward, then toward the target</p> <p>Remove the stick and instruct proper foot and body movement using a hand throw of a ball</p> <p>Be sure the bottom hand is actively pulling the end of the shaft toward the body</p> <p>Using just the top hand only on the stick, emphasize the wrist cocking into a snapping motion</p> | <p>If students are having difficulty putting the motion together, have students throw ball overhand with one hand on the stick. After students get comfortable with one hand, then add bottom hand</p> |

| | | | |
|---|--|---|---|
| <p>Guided Instruction- Activity</p> | <p><u>Stationary Practice</u> One hand throw and catch with a partner. Partners face each other 10 yards apart. Top hand only on the stick. Partner shows a target and catches the ball using proper technique</p> <p>Add bottom hand and continue with partner practice</p> <p><u>Passing on the Move</u> Groups of four with two balls X1 and X3 are stationary with a hoop in the middle. X2 and X4 are on the move with balls. On go, X2 will pass to X1 and receive an immediate pass back. At the same time, X4 will pass to X3 and receive an immediate pass back</p> <p>They will then rotate around the hoop so X2 passes to X3 and X4 passes to X1. They receive an immediate pass back and rotate around the hoop. On whistle command, X1 and X3 should switch with X2 and X4</p> | <p>Cue: How many successful throws and catches can you do consecutively?</p>  | <p>Throwing and catching using either hand How many can your group catch in a row? Use both the overhand and underhand passes (alternate)</p> <p>Time drills/activities to keep all students active</p> <p>Use this drill in a future lesson if ball handling skills are weak</p> |
| <p>Cool Down/Closure</p> | <p><u>Partner Word Scramble</u> (reproducible #3) Each group has a word scramble. Once they unscramble five lacrosse words, they hand it in as their exit pass</p> | | |

Additional Information:

Teacher might collaborate with the science department regarding principles of physics related to throwing and catching.

Teacher might collaborate with the English department regarding word scramble vocabulary.

Alternate Activities:

Passing Leap Frog (See Elementary Day 4)

Additional Shuttles–Catching with Style–Have students work on running through their catch during the shuttle (as opposed to standing stationary to receive the ball) by doing something creative or “stylish” after they have made their catch (leaping, spinning, bounding etc.)

Four Corners: Set up four cones in a 10 yard x 10 yard square. Have 3-4 students line up behind each cone. Begin with one ball passed from the first player in line behind the first cone to the first player behind the second cone, who begins running between the second and third cone. Once caught, the first person in the third cone line takes off and receives pass from the player who just received the ball. Continue clockwise with players going to the end of the line they just passed to.



Middle School Lesson Plan 4

| | |
|---------------------|---|
| Objective: | To play in a small, modified game using cool defense that allows the student to begin using offensive/defensive mindsets. |
| National Standards: | 1, 2, 3 |
| Lesson Focus: | Basic offensive/defensive movement within a modified game area |
| Key Terms: | Cradle, throw, catch, pickup/scoop, offense with and without the ball, defense on and off the ball, cool defense |
| Facility/Equipment: | Paper, markers, ball targets, 1 stick/ball per student, cones or tape for modified areas, beanbags |
| Safety Rules: | Space/safety awareness, stick/ball control, follow teacher signals for all activity rotations |

Middle School Lesson Plan 4

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|---------------------|---|---|--|
| <p>Introduction</p> | <p>Welcome to the Cradling Carnival Groups of four with assigned roles (two rovers, writer, ringmaster)</p> <p>Rovers – go and collect information from other groups to bring back to their own group</p> <p>Writer – records group information on paper</p> <p>Ringmaster – shares group product with the class</p> <p>Each group gets two sticks, two balls, marker and poster paper</p> <p>Group task: Take two minutes to list two lacrosse skills learned in class and for each skill list two cues for each skill</p> <p>On “go”, rovers go to another group to collect a skill to bring back to their own group. When going to the other groups, they just cradle a ball in a stick. The writer will add that on to their list and the group will list two cues for that skill. This rotates so each person is a rover (writer and ringmaster take their turns as rovers, etc) and all go to different groups collecting information.</p> <p>All Ringmasters stand and share their final poster with the class</p> <p><u>Assessment</u> Cooperative student assessment of skills learned</p> | <p>Rover must cradle a ball to the other groups and back to their own</p> | <p>Each group should teach another group the skill</p> |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|------------------------|--|--|---|
| Warm-up | <p><u>Groups of Four</u> Teacher has flat targets of different sizes and levels set up around the teaching space with four beanbags set up at least five yards away from the target. Ex: clown face, pinwheel, bulls eye, lacrosse goal</p> <p>Each group starts at one target</p> <p>On go, they take turns, one at a time, picking up a beanbag and throwing it at the target. Group must replace the beanbags and wait for the rotation signal. All groups rotate to all targets</p> <p><u>Assessment</u> Visual teacher assessment of pickup/throw during the activity</p> | <p>Students must be reminded to replace beanbags and wait for rotation signal</p> <p>Emphasize the use of proper skill—they are throwing by hand, not using sticks</p> | <p>Add point values to the targets and have groups keep score</p> |
| Guided Instruction | <p><u>2 v 2 Keep-Away Games</u> Review passing lanes from Elementary Lesson 5 Guided Instruction</p> <p>Staying in the groups of four, they divide into two teams. Each takes the number 1 or 2</p> <p>Games areas are designated playing grids for each 2 v 2. Game time is four minutes long Rotate the 2's</p> <p><u>Assessment</u> Partner Assessment – after each rotation the group comes together to discuss successful strategy</p> | <p>Emphasize the use of proper skill. Keep moving</p> <p>Offense with the ball must try to pass around the defense, not over their heads (finding the passing lanes)</p> <p>Offense without the ball must try to be tricky to get free in order to receive (creating the passing lanes)</p> <p>Defense plays “cool defense”. Their task is to stay with their player and work to block or intercept passes</p> <p>Offense and defense teams switch with change of possession</p> | <p>Students will pass the ball to a teammate with the stick away from the defender</p> |
| Cool Down/Closure | <p>Class comes together to review skill/strategies that were successful playing 2 v 2. Ask for students to share</p> <p>Celebrate a job well done!</p> <p><u>History Challenge for the next lesson</u> To find the most recent women's and men's teams that won their respective World Cup titles</p> | <p>Note to teachers: US Lacrosse implements, manages and supports the US men's and women's National Teams that compete in international play</p> <p>Information about the US men's and women's National Teams can be found at www.uslacrosse.org</p> | <p>List all the countries that participated in the men's and women's World Cup</p> <p>What country hosted each World Cup?</p> |

Additional Information:

Teacher might collaborate with the math department regarding use of inductive reasoning needed in this lesson's closure.

Teacher might collaborate with the English and social studies department regarding history challenge.



Middle School Lesson Plan 5

| | |
|-------------------------|--|
| Objective: | To play defense using proper technique. |
| National Standards: | 1, 2, 3, 5 |
| Lesson Focus: | Proper defensive positioning |
| Key Terms: | Footwork, attack (offense), defense, positioning, cool, warm and hot defense |
| Facility/Equipment: | 2 sticks/1 ball per two students, cones, pencils |
| Reproducibles/Handouts: | Stick Trick Task Sheets (reproducible #4) |
| Safety Rules: | Space awareness, stick/ball control, no contact |

Middle School Lesson Plan 5

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|--------------------|---|---|---|
| Introduction | Collect the History Challenge assignment and discuss | | |
| Warm-up | One stick/ball per student Each student has a Stick Tricks Task Sheet (reproducible #4) | Try all the stick tricks and have fun with them | Can you make up your own stick trick? Use the Stick Trick Task Sheet as a peer assessment with a partner |
| Guided Instruction | <p><u>Defensive Skills – Man to Man Defense</u> (see Appendix B) Emphasize footwork, shadowing (mirror)</p> <p><u>Cool/Warm/Hot Defense</u> (teaching technique) Terms used when teaching defense to indicate the strength or intensity of defense expected during a particular drill</p> <p>Cool: Drop back distance, eye on opponent and ball, back to goal</p> <p>Warm: Shadowing, playing direct defense</p> <p>Hot: One touch away, marking one player</p> | <p>Cues: little feet, athletic stance, stick up to force the attacker where they do not want to go, stick up in the passing lane to intercept (hold with 2 hands), work to block pass or shot</p> <p>Define cool, warm and hot defense</p> <p>Cues: move feet to position yourself as a defender, dictate where attacker can move</p> <p>Cues: hands up, footwork</p> | See Elementary Lesson 6–Guided Instruction for beginner footwork drill |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|---|--|--|---|
| <p>Guided Instruction- Activity</p> | <p><u>Partner Defense without the Ball</u> In a confined area with no sticks, one player is the attack (offense) and the other is the defender. On "go", the attacker tries to get past the defender without being tagged and reach a cone. They switch jobs once the attacker is tagged or reaches the cone.</p> <p><u>1 Student with a Stick/ball</u> Defender has no stick. The attacker cradles with a ball in their stick. In a confined area, the defender keeps their hands up and guards the attacker. After one minute, they should switch attack and defense.</p> <p><u>Attack versus Defense</u> Defender now has a stick. Attack player has a ball in their stick. In a confined space, the defender works on proper position with their footwork and stick. After one minute, they should switch attack and defense.</p> <p><u>Defense Challenge</u> In a confined area, partners lay side by side with their sticks. On the whistle, the next group rolls the ball in the area. The two players jump up and try to gain control of the ball by doing a groundball/scoop. The student who wins the groundball/scoop becomes the attacker and must control the ball for 15 seconds. The other partner plays defense. On a second whistle, the attacker will attempt to pass to the next groups while the defender attempts to block/intercept the pass.</p> <p>Groups should rotate and repeat</p> | <p>Cues: stick up – arms out and relaxed, "hug a tree." Arms should never be locked</p> <p>Cues: safety with sticks (sticks should never go towards their opponent), sticks up – arms out, defender attempts to dictate where attacker can move using their footwork</p> | <p>Student stands facing away from ball, stick on the ground. Other team says "go", student picks up stick, turns around, gets ball</p> |
| <p>Cool Down/Closure</p> | <p>Question and Answer What are cues for playing good defense?</p> | | |

Additional Information:

Teacher might collaborate with the science department regarding principles of physics related to defensive positioning.

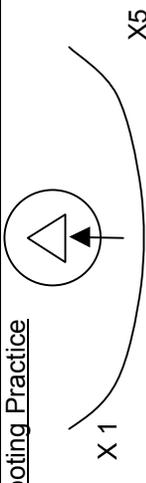
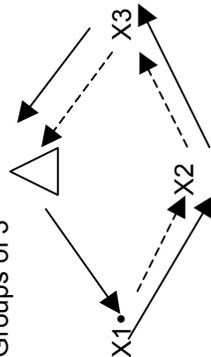
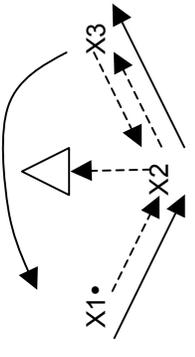


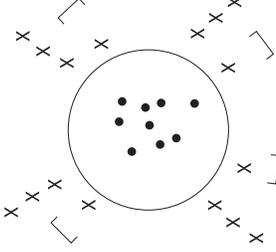
Middle School Lesson Plan 6

| | |
|-------------------------|---|
| Objective: | The students will demonstrate proper shooting technique in a variety of situations. |
| National Standards: | 1, 2, 3, 5 |
| Lesson Focus: | Proper shooting technique |
| Key Terms: | Fake, quick release, power, follow through, shot placement (accuracy) |
| Facility/Equipment: | 1 stick per student, balls, cones, goals, pencils |
| Reproducibles/Handouts: | Peer Assessment (reproducible #5) |
| Safety Rules: | Space/safety awareness, stick/ball control |

Middle School Lesson Plan 6

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|--------------------|--|---|--|
| Introduction | Students work with a partner to complete the skills on the Peer Assessment handout. (reproducible #5) | Review the key point that the students should be watching for as they complete the handout Encourage student feedback | |
| Warm-up | <u>Wall Ball in Small Groups</u> Throw to the wall and the next student in line catches ball off the wall | Cues: reaction timing | Throw and catch to self (lower level) |
| Guided Instruction | Demonstrate shooting (see Appendix B) Note: There is no fundamental difference between throwing and shooting. Shooting may require a quicker wrist snap, and different release points depending on low or high shot selection. Emphasis should be on placement (accuracy) | Cues: step with opposite foot, shooting from the center is best location, to get a clear shot, you may have to fake out two people (goalie and defense), follow through on shot, quick release, shot placement (accuracy) | Set up two goals with three students in a line behind a cone Student shoots when teacher gives the command Student retrieves the ball when teacher says retrieve Ball is given to next in line Goals: if you do not have lacrosse goals, use indoor soccer goals, floor hockey goals, cones, even a box or a garbage can Tennis balls are also useful |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|-------------------------------|---|--|---|
| Guided Instruction - Activity | <p data-bbox="186 1423 219 1654"><u>Shooting Practice</u></p>  <p data-bbox="430 1077 641 1638">Students line up in a semicircle around the goal approximately 8 meters from the goal. They take turns shooting from lines 1-5 until all students take a shot from each position. The sequence of practice is first from their knees, then with one hand standing, then with two hands standing.</p> | | <p data-bbox="186 147 251 567">Use hands first without sticks (lower level)</p> <p data-bbox="276 294 308 567">Use alternate soft balls.</p> |
| | <p data-bbox="673 1354 706 1638"><u>Triangle Shooting Drill 1</u></p> <p data-bbox="706 1480 738 1638">Groups of 3</p>  <p data-bbox="950 1092 1071 1638">X1 starts with the ball. X1 passes to X2 and runs to X2's line. X2 passes to X3 and runs to X3's line. X3 takes a shot, retrieves ball and goes to X1's line.</p> | | <p data-bbox="706 168 738 567">Modifications to Triangle Shooting Drill:</p> <ul data-bbox="763 178 885 567" style="list-style-type: none"> • Take out X3. X1 passes to X2 who shoots (lower level) • Use only X1 and X2 in a give and go situation (lower level) |
| | <p data-bbox="1096 1354 1128 1638"><u>Triangle Shooting Drill 2</u></p>  <p data-bbox="1380 1092 1534 1638">X1 starts with the ball. X1 passes to X2 and runs to X2's line. X2 passes to X3 and runs to X3's line. X3 passes the ball to X1 (who is now in X2's line) who takes a shot. X3 runs behind the cage and replaces on X1's line.</p> | <p data-bbox="1339 661 1404 1050">Remind X3 not to replace behind while X1 is shooting</p> | |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|-------------------|---|---|---|
| | <p><u>Groundball/Scoop Shooting Contest</u> Divide class into groups of 3-4 students</p> <p>The teams stand around a center circle that has many balls inside with goals (as many as there are groups) on the outside approximately 10-15 yards away from the circle. One person on each team starts out as a defender and moves out halfway between the hoop and their goal.</p> <p>On a "go" signal, the first person in the group runs into the circle, groundball/scoops a ball and runs to shoot on their goal. They go back towards their team and become the defender.</p> <p>The previous defender moves to the end of the line and now the next person goes. This continues until all the balls are gone. Any ball not inside the circle may not be picked up.</p> |  | Divide class into two teams (lower level) and run two games side by side in a smaller space |
| Cool Down/Closure | Answer the adjacent question on the Peer Assessment Form | <p>Why is shooting an important skill?</p> <p>This is their exit pass</p> | |

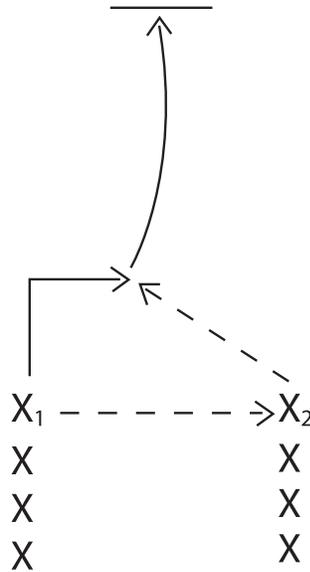
Additional Information:

Teacher might collaborate with the math department regarding angles and shot placement related to shooting.
Teacher might collaborate with the science department regarding principles of physics involved with shooting.

Additional Drill:

Give and Go - Shoot

Form a short line, Player #1 in front has a ball. Player #2 is standing to the left about 20 feet away. There is a goal, straight on 20-30 feet ahead. Player #1 throws the ball to Player #2 and then cuts forward and slightly right, showing stick as a target to receive ball back. #2 catches the ball, cradles, and immediately passes the ball back to the target/stick of #1. #1 receives the ball and quick stick shoots at the goal. #1 runs over to take the #2 position and receive the next ball. #2 joins the line. Every couple of shots, group can retrieve the balls.



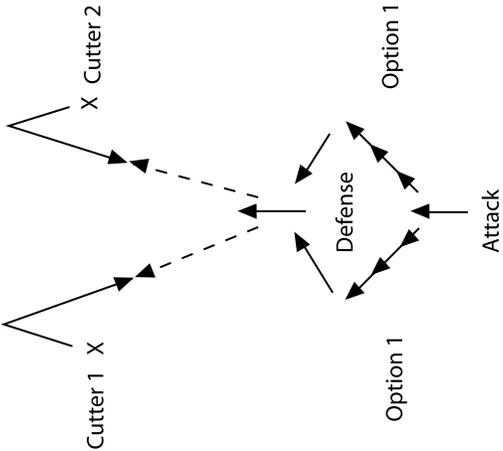
Middle School Lesson Plan 7

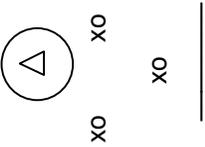
| | |
|---------------------|--|
| Objective: | Students will successfully use dodging and cutting skills in small game situations. |
| National Standards: | 1, 2, 3, 5 |
| Lesson Focus: | Dodging, cutting |
| Key Terms: | Space, fake, pop up, roll dodge, face dodge, cutting, timing, drive, protect stick, challenge opponent, back on line |
| Facility/Equipment: | Sticks, balls, goals, pinnies, cones, lines |
| Safety Rules: | Space/safety awareness, stick control |

Middle School Lesson Plan 7

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|-----------------|--|--|--------------------------|
| Introduction | <p><u>Skill Shot</u> One stick/ball per student sitting in spaces on the floor</p> <p>As students enter, they pick up a stick/ball and move freely around the room</p> <p>They review the following skills: cradle, throw/catch, pickup/scoop, and pivot</p> <p>On teacher signal, turn and shoot at the closest goal from designated spots and sit down</p> | | |
| Warm-up | <p><u>Two Minute Pop Up Game</u> Teacher has five questions to ask the class. A question is asked, any student that knows the answer pops up. The challenge is to find one question the class can answer at the same time.</p> | <p>Questions: Where should your stick be if you are defending off ball? Where is the best place to be when shooting on goal? Which hand is the power hand in the shot? The shooter should fake out the goalie and who else? How many points is a goal worth?</p> | |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|---------------------------|--|--|---|
| <p>Guided Instruction</p> | <p>Dodging with a Partner – Explanation Activity</p> <ol style="list-style-type: none"> 1. Attack player dodges a defender from a distance of 10 yards. The defender is stationary and plays cool defense. Allow time for each player to dodge. Before switching positions, the defender will share with the attacker what worked and how to improve on their dodges. Switch roles and do the same. 2. Brief question and answer with individual sharing and feedback related to success dodging. Teacher should review cues. 3. Face Dodge (go right/go left) Note: This is a review from Elementary Lesson 7. (see Appendix B; reproducible # 16) 4. Roll Dodge (go right/go left) Note: This is a new dodge to the curriculum. (see Appendix B; reproducible #17) | <p>Cues: be ready to share what worked or didn't work when trying to get by the defender</p> <p>Cues: go directly at the opponent, challenge opponent by faking with any or all of the following: feet, hips, shoulders, head, eyes, stick and speed. Protect the ball, accelerate past the defender and back online as soon as possible</p> <p>Timing is critical</p> <p>Player may change hands and roll dodge or face dodge</p> <p>Student should dodge on a line. Once around the opponent, the students should look to get back on original course, "on a line." This seals off the defender and does not allow them to get into position again</p> <p>Cues: timing, weight down on inside leg/foot to drive off of, protect stick, step back in with inside foot</p> | <p>With any of these activities, teachers may choose to remove the defender's stick</p> <p>To increase difficulty, allow the defender playing cool defense to move with the attacker</p> <p>Teachers may also remove the attacker's stick if he/she is having difficulty with distance, footwork, or acceleration</p> |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|--------------------------------------|---|--|---|
| <p>Guided Instruction - Activity</p> | <p>Have students get back in their pairs, taking turns executing the dodges</p> <p>Students should then attempt to switch hands as they dodge</p> <p>Teacher should positively reinforce students who switch hands as they dodge</p> <p><u>Cutting</u> Define and demonstrate for students effective cutting</p> <p><u>Dodge and Pass to a Cutter</u> Form four lines: attack, defender and two cutting lines</p> <p>An attacker dodges the defender. The two cutters move away then cut towards the ball. The attacker must select the more logical cutter to pass to based on where they dodge</p>  | <p>What do you do when you don't have the ball? Move, try to get free</p> <p>How do you get free? Fake, change direction, change speed</p> <p>What do we call this? Cutting</p> <p>Cues: timing, fake opponent to top hand side, weight down on front foot (opposite foot of top hand) to drive off of when turning or rolling off defender, protect stick (hand switch), step back in tight on the line as quickly as possible</p> <p>Based on class size, you will want to run two stations at the same time</p> <p>Line rotation for this drill – attack to cutter 1 to cutter 2 to defense and back to attack line</p> <p>Cues: fake away first and cut TO the passer to receive, stick up to "ask for the ball"</p> | <p>Remove 1 cutter (lower level) To increase difficulty, the cutter receives the pass and shoots on a goal.</p> |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|-------------------|--|--|--|
| | <p><u>3 v 3 Game with One Goal</u> Teams play in a defined area. When they complete three passes, they can shoot on the goal. When a team scores, possession goes to opposite team at start line. Rotate pinnie teams at least three times.</p> <p>Teachable Moment: As you observe the 3 v 3 play, watch for off ball movement and spacing. You may determine you want to review the concepts of triangle offense found in Elementary Lesson Plan 6</p> | <p>Game tasks: execute a successful dodge during game play, execute successful cuts during game play and to score a goal</p>  | <p>Add three consecutively caught passes to be able to shoot</p> <p>Award a point for every successful dodge</p> <p>Play half-court basketball rules: If defending team gains possession, they must pass or cradle the ball over the start line to begin their three passes and attack on goal</p> |
| Cool Down/Closure | <p>Have students share in their groups of three whether or not they successfully completed the three game tasks of dodging, cutting and shooting</p> <p>Share the same with the class</p> <p>Celebrate with a silent cheer “hands up”</p> <p>Remind to review Study Guide for rules for next lesson</p> | | |

Additional Information:

Teacher might collaborate with the science department regarding principles of physics related to dodging and cutting.

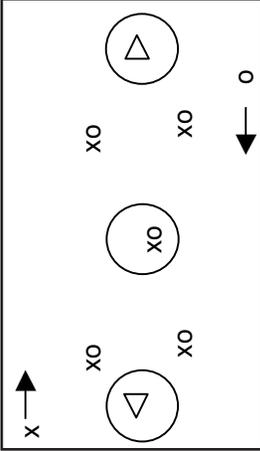
Teacher might collaborate with the math department regarding use of inductive reasoning needed in this lesson's closure.



Middle School Lesson Plan 8

| | |
|--------------------------|---|
| Objective: | To participate in a 5 v 5 game using all skills previously taught in this unit. |
| National Standards: | 1, 2, 3, 4, 5 |
| Lesson Focus: | Game play |
| Key Terms: | Sportsmanship, safety, dodges, fakes, cuts, use of space, defensive positioning |
| Facility/Equipment: | Cones, sticks, balls, pinnies, whistles, pencils, goals |
| Reproducibles/ Handouts: | Quiz (reproducible #6); Answer Key (Middle School Resource F) |
| Safety Rules: | No contact, stick and body control, space awareness |

Middle School Lesson Plan 8

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|--------------------|---|---|---|
| Introduction | Welcome | | |
| Warm-up | <p><u>Leg Tag</u> Students stand in ready position facing a partner. The object is to tag the inside of their partner's leg. First person that makes five tags wins</p> | <p>Cues: Ready position, footwork, agility and reaction timing Make sure this stays a "tag" and does not become a slap</p> | |
| Guided Instruction | <p>Teacher will review basic rules as per the study guide previously received. The teacher will use extra students/teams as referees</p> <p><u>5 v 5 Game with Two Goals</u></p> <ul style="list-style-type: none"> • Recommended field size-20 x 30 yards • Game starts with a toss between a player from each team • Students should referee the games and stress safety • Three attempted passes before a shot on goal <p>For additional rule clarification see Middle School Study Guide (Middle School Resource A)</p> <p><u>Assessment</u> Quiz</p> | <p>Cues: No goalie, no contact, body to body, stick to stick, or stick to body, continuous movement in the game, encourage the use of space, dodges, cuts (to and away) and fakes Require sportsmanship and safety while playing</p>  | <p>A team not playing a game will observe a game tallying use of cuts, dodges and fakes.</p> <p>Within the three attempted passes, one should be to a member of the opposite sex.</p> <p>Goal option: In order to score the ball must be caught behind the end line of the field, similar to ultimate frisbee</p> |
| Cool Down/Closure | <p>Make up 7 v 7 teams for the next two lessons</p> <p>Teams are required to:</p> <ul style="list-style-type: none"> • Make up a team name using Native American history • Establish team colors • Write a team cheer | | |

Additional Information:

Teacher might collaborate with the English department regarding study guide review (reading, comprehension and writing) in preparation for the quiz



Middle School Lesson Plan 9

| | |
|-------------------------|---|
| Objective: | The students will use skills previously learned in a 7 v 7 game. |
| National Standards: | 1, 2, 3, 4, 5 |
| Lesson Focus: | Playing safely, full class participation |
| Key Terms: | Safety, rules, positions, strategy, draw/faceoff, spacing |
| Facility/Equipment: | Desirable field space is 50 yards x 25 yards, sticks, balls, pinnies, goals |
| Reproducibles/Handouts: | Study Guide (reproducible #1), Draw Skill Sheet (reproducible #18), Face-off Skill Sheet (reproducible #19) |
| Safety Rules: | Play using proper defensive technique, no checking |

Middle School Lesson Plan 9

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|--------------------|---|---|--|
| Introduction | Each team will present their team name, color and cheer to the class | | |
| Warm-up | Students will work with their team | | |
| Guided Instruction | <p>This is a free warm-up where they have a set period of time to practice as many skills as they can think of</p> <ul style="list-style-type: none"> Review the game rules and positions Explain the draw/face-off (see Appendix B; reproducible #18, 19) Discuss differences between how the game begins for the men's and women's game of lacrosse—face-off and draw, differences in how the field players line up on the field (see Study Guide for the face-off and draw rules) (reproducible #1) Draw/face-off also occurs after a goal is scored Have student pair off in groups of three. Have them take turns practicing the draw and the face-off. The third person in the group acts as the referee <p><u>7 v 7 Game</u> Play games rotating teams every 4 minutes.</p> | <p>Remind students about safety rules</p> <p>Alternate use of a draw and face-off to start or restart play after a goal</p> <p>Teacher needs to be aware of and inform students of the rule differences between the men's and women's game</p> <p>*For field set-up refer to Study Guide presented in Lesson 2</p> <p>Key concepts to look for and reinforce:</p> <ul style="list-style-type: none"> Maintaining space between teammates Off-ball movement/cutting Communication and teamwork Individual skill execution—Scooping, cradling, dodging, passing, catching | <p>Use of different types of goals (cones, hoops, floor hockey goals, small soccer goals)</p> <p>If inside or in a limited outside space, they can play sideline lacrosse</p> <p><u>Sideline Lacrosse</u> Students on sideline may receive pass, then throw back to one of the players on field from the team that initially passed the ball to the sideline</p> <p>Tape on the wall can make an indoor goal</p> <p>For an added shooting challenge, or a “mock goalie” you can: Place a jersey in the goal cage and have students shoot on goal at the open space, not the jersey. Goal does not count if it touches the jersey</p> <p>Hang metal pie tins near posts of goal. To score, you must hit a pie plate</p> |
| Cool Down/Closure | Review the games played | Ask the students to explain what strategies they used on offense and defense that were successful for their team | |

Additional Information:

Teacher might collaborate with the art and social studies department regarding team affiliation (name, color significance and cheer).



Middle School Lesson Plan 10

| | |
|-------------------------|---|
| Objective: | The students will use skills previously learned in a 7 v 7 game. |
| National Standards: | 1, 2, 3, 4, 5, 6 |
| Lesson Focus: | Combining of skills, team play, strategy, draw/face-off, |
| Key Terms: | Safety, rules, positions, strategy, draw/face-off, spacing |
| Facility/Equipment: | Desirable field space is 50 yards x 25 yards, sticks, balls, pinnies, goals |
| Reproducibles/Handouts: | Study Guide from Lesson 2 (reproducible #1) |
| Safety Rules: | Play using proper defensive technique, no checking |

Middle School Lesson Plan 10

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|--------------------|---|--|--|
| Introduction | <p>Discuss with the students their goals for the day's games. These should be based on what happened in the Lesson 9 games. The discussion may be based on rules, skills or any strategy used</p> <p>Have students refer to Study Guide from Lesson 2</p> | <p>Teacher should address any safety issues or use of strategies from the Lesson 9 games which will enhance the level of play</p> <p>Rules related to covering and raking should be discussed. See Study Guide</p> <p>Discuss standing on the whistle (violations). See Study Guide - Brief Description of Rules for Soft Lacrosse (modified class game play), (Middle School Resource A; reproducible #1)</p> <p>If ball goes out of play, what happens – discuss violations found on Study Guide</p> | <p>If the ball goes out of bounds have the student run to get the ball and run it back into play without throwing it in</p> <p>This keeps everyone moving</p> <p>Teachers may also refer to High School Study Guide (High School Resource I)</p> |
| Warm-up | <p>Team warm-up</p> <p>Practice all skills together</p> | <p>Work in a defined area</p> | <p>Use of different types of goals (cones, hoops, floor hockey goals)</p> |
| Guided Instruction | <p>Review the game rules</p> <p>7 v 7 Games</p> <p>Play games rotating teams every four minutes</p> | <p>Remind students about safety rules</p> <p>Alternate use of a draw and face-off to start or restart play</p> <p>Teacher needs to aware and inform students of the rule differences between the men's and women's game</p> <p>*For field set-up refer to Study Guide presented in Lesson 2</p> | <p>Use of different types of goals (cones, hoops, floor hockey goals)</p> |
| Cool Down/Closure | <p><u>Game Awards</u></p> <p>Suggestions: Best team cheer, sportsmanship, and winning team</p> <p>Discuss outside opportunities to further their experience with lacrosse*</p> | <p>Suggested awards: Lacrosse stickers, food, pictures, posters, buttons, team picture in the school paper</p> <p>Clubs, clinics, camps, recreation leagues</p> | |

*refer to the US Lacrosse website www.uslacrosse.org for information, particularly Start a Team, Membership, and Connect with your Chapter.

Additional Information:

Teacher might collaborate with the guidance department regarding presentation and discussion of further opportunities in lacrosse.



Resources

Middle School Lacrosse Curriculum

Lesson 2

Lacrosse Study Guide

History

The American Indians played the game “baggataway” as a method of conditioning for war and as a ritual to gain favor with the Great Spirit. Goals were often several miles apart and drew entire tribes into competition for several days. French missionaries in Canada renamed the game lacrosse because the stick resembled a bishop’s crosier. The American women’s game came directly from England where modified rules eliminated the roughness, allowing the women’s game to place more emphasis on skill and finesse rather than physical contact.

Lacrosse Field and Boundaries

Until recently, in the women’s game only, natural boundaries were used to set the limits of the field. This rule changed in 2005. Now, in both the men’s and women’s games, boundaries have been established to define the field. For both games, there are two goals, and a crease (goal circle) around each goal, and at the center of the field a marking for the draw (women’s game)/face-off (men’s game). The dimensions for the men’s field are 110 yds. long by 60 yds. wide, and the dimensions of the women’s field are maximum 140 yards by 70 yards, minimum 120 yards long by 60 yards wide. The women’s game also includes additional markings around each goal known as the 8m fan and the 12m arc. These lines are for women’s game-specific penalties. To learn more about the women’s rules go to www.uslacrosse.org and click on Rules of the Game.

There is off-sides in lacrosse. For more information about off-sides, please see www.uslacrosse.org and click Rules of the Game.

The Team

The team consists of 10 players in the men’s game and 12 players in the women’s game. In the men’s game, the positions are:

- Attack:** The attackman’s responsibility is to score goals. The attackman generally restricts his play to the offensive end of the field. A good attackman demonstrates excellent stick work with both hands and has quick feet to maneuver around the goal. Each team should have three attackmen on the field during play.
- Midfield:** The midfielder’s responsibility is to cover the entire field, playing both offense and defense. The midfielder is a key to the transition game, and is often called upon to clear the ball from defense to offense. A good midfielder demonstrates good stick work including throwing, catching and scooping. Speed and stamina are essential. Each team should have three midfielders on the field.
- Defense:** The defenseman’s responsibility is to defend the goal. The defenseman generally restricts his play to the defensive end of the field. A good defenseman should be able to react quickly in game situations. Agility and aggressiveness are necessary, but great stick work is not essential to be effective. Each team should have three defensemen on the field.
- Goal:** The goalie’s responsibility is to protect the goal and stop the opposing team from scoring. A good goalie also leads the defense by reading the situation and directing the defensemen to react. A good goalie should have excellent hand/eye coordination and a strong voice. Quickness, agility, confidence and the ability to concentrate are also essential. Each team has one goalie in the goal during play.

The positions for the women’s game are:

THE OFFENSE

- First Home:** The first home’s responsibility is to score. Located in front of the goal, the first home must continually cut toward the goal for a shot, or cut away from the goal to make room for another player. She should have excellent stickwork.
- Second Home:** The second home is considered the playmaker. She should be able to shoot well from every angle and distance from the goal.
- Third Home:** The third home’s responsibility is to transition the ball from defense to attack. She should be able to feed the ball to other players and fill in wing areas.



- Attack Wings: The two wings are also responsible for transitioning the ball from defense to attack. Wings should have speed and endurance and be ready to receive the ball from the defense and run or pass the ball.
- Center: The center's responsibility is to control the draw and play both defense and attack. She should have speed and endurance.

THE DEFENSE

- Point: The point's responsibility is to mark first home. She should be able to stick check, body check and look to intercept passes.
- Coverpoint: The coverpoint's responsibility is to mark second home. She should be able to receive clears, run fast and have good footwork.
- Third Man: The third man's responsibility is to mark third home. She should be able to intercept passes, clear the ball, run fast and have good footwork.
- Defensive Wings: The two wings are responsible for marking the attack wings and bringing the ball into the attack area. Wings should have speed and endurance.
- Goalkeeper: The goalkeeper's responsibility is to protect the goal. She should have good stickwork, courage and confidence.

The Game:

The object of the game is to advance towards the opponent's goal by passing and catching the ball and to score points by shooting the ball into the goal. Each goal is one point. The game is started with a draw/face-off and begins with the officials whistle. After each goal the game is restarted in the same manner. You will learn more in this unit about the differences in execution between the face-off and the draw.

- The face-off: Two players line up in the center of the field to execute the face-off. Each team may have two additional players on hash marks just inside each sideline parallel to the face-off pair. All of other players must be either on their defensive or offensive third of the field.

- The draw: In the women's game, there is a circle with a 10 yards radius in the center of the field. The two centers line up on a hash in the center of that circle. Each team may have four additional players lined up around the circle ready to retrieve the draw on the whistle. All other players must be behind the restraining lines on their offensive or defensive half of the field.

Brief Description of Rules for Soft Lacrosse (modified class game play)

For any rule violation players will stand (freeze). A free position/possession is awarded to the opposing team when a violation occurs. The player committing the violation must move at least five feet from the player with the ball in the direction in which the player came from prior to committing the foul. The player with the ball must pass or shoot the ball when play resumes. Play resumes with the official's whistle.

Violations

These rules are recommended for modified class game play. Teacher should make students aware that official rules for the men's or the women's game are different from how you are playing in class, and may be less restrictive than class rules.

A player may not do the following in the game:

- Contact an opponent (by pushing, holding, tripping, etc.)
- Touch another player's stick with own stick or body
- Enter into the crease with body or stick* (actual women's rule)
- Play with only one hand on the stick*
- Touch the ball with hands
- Intentionally kick the ball (actual women's rule)
- Trap, rake the ball into the stick, or cover the ball with stick* (actual women's rule)
- Go after a ground ball when two opponents are already playing it*
- Enter the center circle on draw once the whistle has started the game*
- Other modification: Classes held inside due to inclement weather can add a no-run rule. If player receives the ball they must stop and throw to a teammate, as in ultimate frisbee.

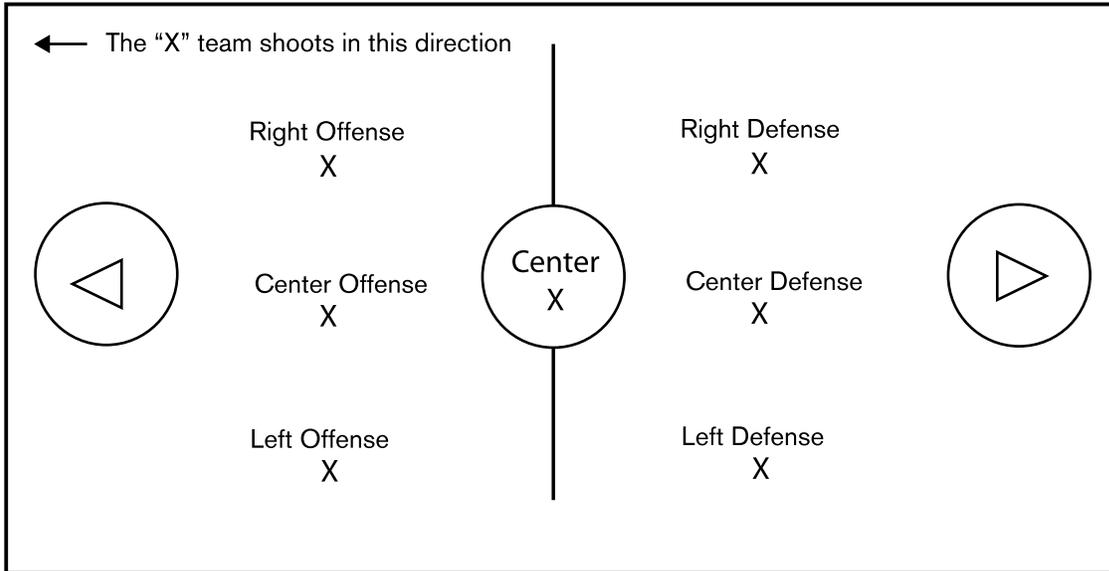
*Modified rule for safety in class.



Disputed penalty-The throw:

If it is unclear which player committed the foul, or two fouls are committed simultaneously, a throw can be initiated. Have the pair of students involved line up hip to hip parallel to the sideline, each player on the side nearest his or her own goal. Toss the ball toward the players in a high arc. As you do this, blow the whistle. This is similar to a jump ball in basketball. Players may not move until the whistle is blown. This is a rule used in the women's game. Teachers may also choose to use this method to begin play as opposed to utilizing the draw or face-off.

Diagram of the Field and Positions of the X team for the Modified Seven Player Game:



Additional in crease information and indoor modifications:

In both men's and women's lacrosse, the crease is circular. The men's crease has a 9 ft radius, and the women's crease has a 8.5 ft radius. Players may go behind the goal to play the ball or receive a pass (similar to ice hockey). In fact, much team strategy revolves around feeding the ball from behind the goal to players in front of the goal for a scoring opportunity. If playing outside, it is recommended that classes play using these rules. If the ball goes out of bounds behind the goal cage, it is recommended that classes use the same out of bounds rules mentioned in Lesson 9, however the behind the goal out of bounds rules in the games of men's and women's lacrosse are more complex. It is also recommended that teachers enforce a "no stick or body" in the crease rule.

Inside, there may not be enough space for play behind the goal. A recommended modification would be to create a semi-circular crease with a radius of 8 feet or a similar dimension that will work for the space, then establish an endline extended out to the sidelines that is even with the straight side of the semi-circle. This endline will be considered a boundary, and no play will occur behind the goal. This is similar to the rules used for the international game of intercrosse, which utilizes soft lacrosse sticks and balls.



Lesson 2, 3

| Lacrosse Assessment | |
|---|---|
| Name _____ | |
| Grade _____ Teacher _____ | |
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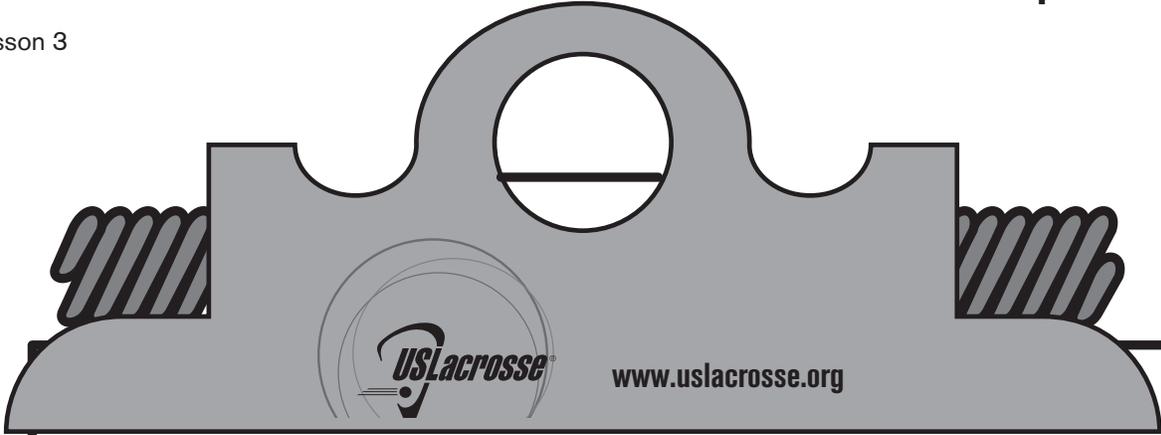
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| Lacrosse Assessment | |
|---|---|
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| Grade _____ Teacher _____ | |
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| Lacrosse Assessment | |
|---|---|
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| Grade _____ Teacher _____ | |
| Pre-Assessment | Post-Assessment |
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Lesson 3



US Lacrosse
www.uslacrosse.org

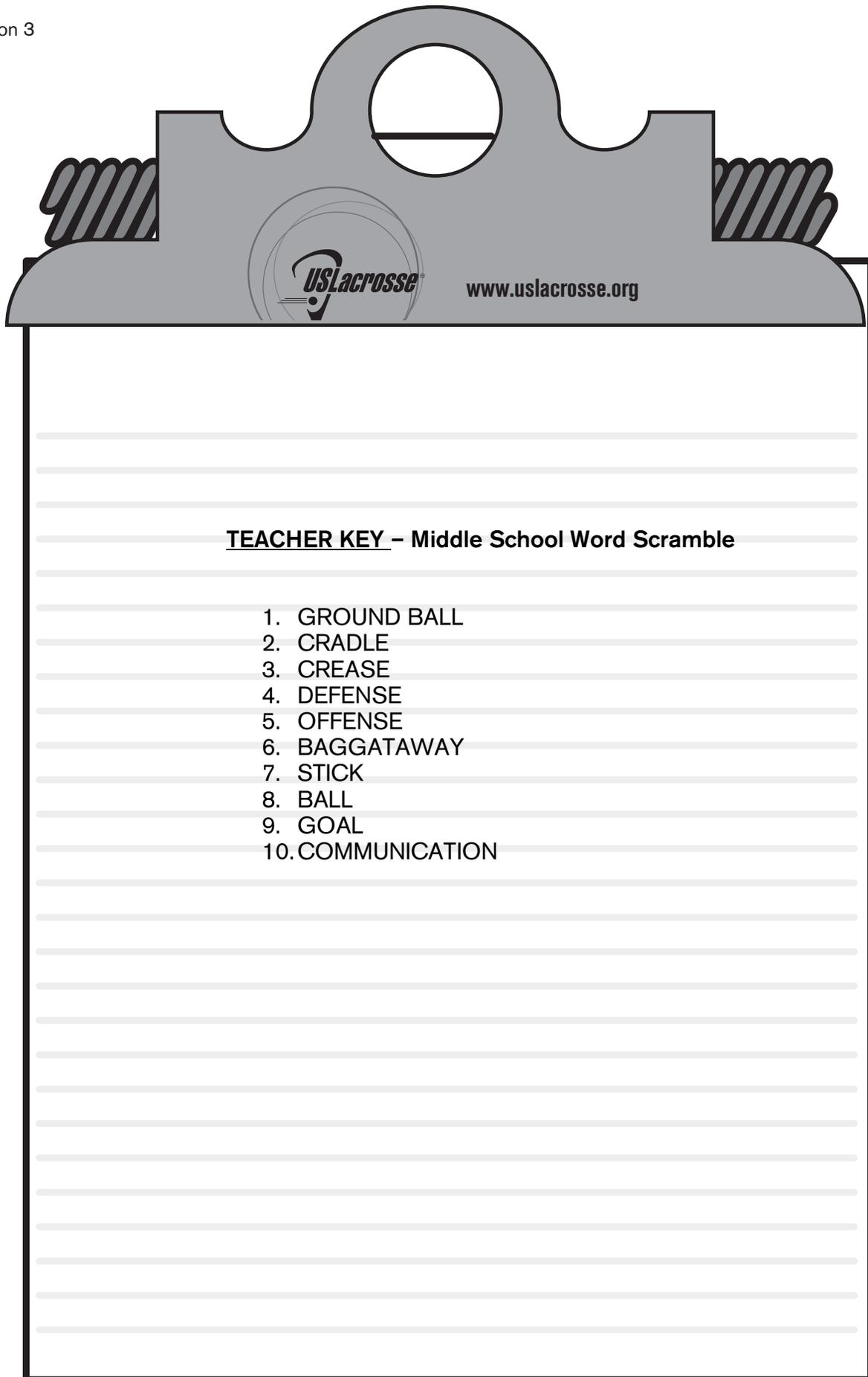
Student Name _____
Period _____
Date _____
Teacher Name _____

Middle School Word Scramble

1. DORGNU LABL _____
2. DECRLA _____
3. SRACEE _____
4. DNSEEFE _____
5. FOSNFEE _____
6. YWBGAGTAAA _____
7. KSICT _____
8. ALBL _____
9. LOGA _____
10. TAUIOCMMICNN _____

Middle School Resource C

Lesson 3



Lesson 5



US Lacrosse
www.uslacrosse.org

Student Name _____
Period _____ Date _____
Teacher Name _____

Stick Trick Task Sheet

Check off each skill that you can accomplish! Great work!

1. Carry ball in a figure 8 around legs _____
2. Toss ball up, turn-around one full turn and catch it _____
3. Cradle with eyes closed _____
4. Start cradling standing up, continue cradling as you go down to your knees, continue as you sit down, continue as you lay down on your back. _____
5. Start cradling laying down and stand up continuing to cradle without losing the ball _____
6. One handed toss to self _____
7. Create your own trick _____

Lesson 6



Period _____ Date _____ Partner 1 Name _____
 Teacher Name _____ Partner 2 Name _____

Peer Assessment Worksheet

Directions- Working together partners should observe each other and assess each completed skill as either "excellent job," "looks good," or "help." Place a check in the appropriate box.

Partner 1 Partner 2

Individual Skills

| | | | |
|---|-----------------|--------------------------|--------------------------|
| 1. Self toss and catch (10 times) | "Excellent job" | <input type="checkbox"/> | <input type="checkbox"/> |
| | "Looks good" | <input type="checkbox"/> | <input type="checkbox"/> |
| | "Help!!" | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Cradle high, low, right, left while moving (1minute) | "Excellent job" | <input type="checkbox"/> | <input type="checkbox"/> |
| | "Looks good" | <input type="checkbox"/> | <input type="checkbox"/> |
| | "Help!!" | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Scoop ball--may be stationary or moving away from you (10 times) | "Excellent job" | <input type="checkbox"/> | <input type="checkbox"/> |
| | "Looks good" | <input type="checkbox"/> | <input type="checkbox"/> |
| | "Help!!" | <input type="checkbox"/> | <input type="checkbox"/> |

Skills to complete with partner

| | | | |
|--|-----------------|--------------------------|--------------------------|
| 1. Throw and catch facing each other (10 times) | "Excellent job" | <input type="checkbox"/> | <input type="checkbox"/> |
| | "Looks good" | <input type="checkbox"/> | <input type="checkbox"/> |
| | "Help!!" | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Partner 1 fake, then cut toward Partner 2 to receive ball (5 times) Partners then switch rolls and repeat above | "Excellent job" | <input type="checkbox"/> | <input type="checkbox"/> |
| | "Looks good" | <input type="checkbox"/> | <input type="checkbox"/> |
| | "Help!!" | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Partner 1 receive pass from Partner 2, dodge by Partner 2 (5 times) Partners then switch rolls and repeat above | "Excellent job" | <input type="checkbox"/> | <input type="checkbox"/> |
| | "Looks good" | <input type="checkbox"/> | <input type="checkbox"/> |
| | "Help!!" | <input type="checkbox"/> | <input type="checkbox"/> |



Student Name _____
Period _____ Date _____
Teacher Name _____

Lacrosse Quiz

True or False- Read each statement and place a "T" if the statement is totally true or a "F" if the statement is false.

- _____ 1. Touching the ball with your hand is not a violation.
- _____ 2. After a goal is scored, the game is restarted by a draw/face-off.
- _____ 3. The area around a goal is called the crease/goal circle.
- _____ 4. More than 2 opponents playing a ground ball is not a violation. (class rule)
- _____ 5. A goal counts as 2 points.
- _____ 6. Touching another person's stick with your stick is a violation. (class rule)

7. List 3 skills used in lacrosse:

1. _____

2. _____

3. _____

8. What are three parts to the catch?

1. _____

2. _____

3. _____

9. Explain the differences/similarities between playing offense and defense. Use complete sentences. Use examples.

Middle School Resource F

Lesson 8



TEACHER ANSWER KEY – Lacrosse Quiz

1. False

2. True

3. True

4. False

5. False

6. True

7. Skills: cradle, throw, catch, groundball/scoop, faceoff/draw, marking, shooting, defense, offense, dodge, cut

8. Three parts of the catch: target, give, cradle

9. Differences and similarities in footwork, stick position, body position, on/off ball, spacing, timing.

You've got SKILL!

Great job today in class with your lacrosse skills!

Here's some information that may interest you.



You've got SKILL!

Great job today in class with your lacrosse skills!

Here's some information that may interest you.



You've got SKILL!

Great job today in class with your lacrosse skills!

Here's some information that may interest you.



High School Lacrosse Unit

Grades 9-12

High School Lacrosse Overview

This curriculum is designed in order to refine and build lacrosse knowledge while achieving a health enhancing level of physical fitness in order to enjoy and continue to play the game of lacrosse throughout one's lifetime. The ten lessons in this unit are developed for 50 minute class periods. It is recommended that the educator review the Elementary Unit and the Middle School Unit to review what has been taught previously and to glean additional ideas for your unit.

Unit Objectives

Psychomotor Objectives:

1. Students will perform the basic skills of lacrosse: cradle, scoop/pickup, catch, passing, dodging, shadow defense, and shooting in order to participate in the "World Cup"- Culminating Activity.
2. Students will enhance various health-related fitness components.

Cognitive Objectives:

1. Students will be able to utilize and explain the basic offensive-defensive tactics and safety precautions in order to participate in the "World Cup"- Culminating Activity.
2. Students will be able to apply the rules of the game in order to officiate during tournament play.
3. Students will be able to understand the health related benefits of participating in lacrosse.

Affective Objectives:

1. Students will be able to exhibit responsible behavior for safety concerns during all game play and tournament.
2. Students will demonstrate respect for the officials' calls during all game situations and tournaments.
3. Students will demonstrate cooperation and utilize good sportsmanship in order to promote teamwork.

Across the Curriculum – Interdisciplinary Links to Academia

History of lacrosse

Health benefits of lacrosse

Science - Muscle identification, physics of: the release, force, fulcrum, levers

Arts – Creating team uniforms

Reading and Writing

- Formative Self-Assessments – Lessons 1, 3, 7, and 9
- Unit Project
- Summative Assessment

*For all Key Terms used throughout the unit refer to Vocabulary in Appendix C

High School Lacrosse Cross-Curricular Concepts

This lacrosse unit can be related to many simple cross-curricular concepts. The activities below are just some examples of ways the physical education teacher can work with the classroom teacher to relate lacrosse to other subject areas.

English Language Arts

- Compare/contrast paper or chart about men's and women's lacrosse.
- Compare/contrast lacrosse to other sports.
- Writing about the experience of learning new skills.
- Interview a parent or other adult to see what knowledge they have about lacrosse.
- Create an ad or brochure to promote the game of lacrosse in your school or community.
- Read *The Spirit in the Stick* by Neil Duffy (see Appendix F). Have students chose from a variety of activities to apply what they learned in the book.

Math

- Students can find out area and perimeter of a field.
- Geometry of the field, understanding the arches and angles on the field. The varying trajectory of the ball.

Physical Education

- Physical Education teachers can promote the addition of lacrosse to their current curriculum during Parent/Teacher Night, PTA events, or during parent/teacher conferences.
- Open House is a good time to promote lacrosse using a power point presentation for P.E. using shots or movie clips of students playing.
- An after school activity for parents and students to play lacrosse.
- Students can generate articles for the school newsletter highlighting lacrosse.
- Distribute a student designed ad or brochure to be sent home informing parents about lacrosse in P.E.
- Encourage students to develop lists of contacts to pursue lacrosse and post this information on various bulletin boards throughout the school.

Science

- Physics of Lacrosse
- Centrifugal Force – Cradling uses centrifugal force to keep the ball inside the pocket.
- Centripetal Force
- Lever – Throwing uses the stick shaft as a lever to create force to throw the ball.
- Catapult – mechanics of the throw.

Social Studies

- History – Students can do research about the history of the game of lacrosse – Native American (Indian) sport.
- Compare/Contrast men's and women's game – Students can research the differences and similarities between men's and women's lacrosse.
- International lacrosse – Students can research the different countries that play lacrosse.
- Research a professional lacrosse team.
- Identity lacrosse leagues locally – clubs, college, community leagues.

Reading Resources

- *L is for Lacrosse, an ABC Book* by John R. Sardella
- *The Spirit in the Stick* by Neil Duffy
- *The Warrior* by Joseph Bruchac
- *The Great Ball Game* by Joseph Bruchac

Class Routine

It is assumed that while implementing this curriculum teachers will maintain their normal class routines and procedures. Teachers should continue the typical cardiovascular activity, muscular stretching, and other fitness elements of their class. Specific fitness components relating to the curriculum should be added in where appropriate.

Unit Specific Routines and Rules

Besides the normal class rules, additional procedures should be introduced to the class when the lacrosse unit is started. These procedures are very situational so teachers are urged to think through the unit and each lesson and address the following topics:

- Safety
- Class organization
- Distributing and collecting the equipment each class period
- Storage and care of equipment
- Emergency procedures

Soft Lacrosse Safety and Equipment

While men's and women's lacrosse differs in several ways (known at US Lacrosse as one sport, two games), this **curriculum uses universal equipment and rules, and may be used in co-ed environments.** You can make the unit dynamic by having the students learn about the differences in the two games and the version of the game used in this unit.

The game this curriculum was designed for is known as "soft lacrosse." **Soft lacrosse sticks differ from men's and women's lacrosse sticks (see Appendix B) and a larger, softer ball is used.** The US Lacrosse Sport Science and Safety Committee has determined that no protective equipment is necessary to be worn when utilizing soft lacrosse balls or sticks. Should you choose to use standard lacrosse sticks and balls, which is NOT recommended for this curriculum, the following statement has been issued by US Lacrosse:

Any clinic, class, or competitive lacrosse program offered using sticks and/or balls other than the "soft lacrosse" equipment (oversize plastic head and oversized, soft, hollow ball) **MUST** adhere to players' use of all equipment required by either the boys' or the girls' lacrosse rules, depending on which set of rules is chosen for play. Programs using "soft lacrosse" sticks and balls should use the non-contact, "soft lacrosse" rules and may opt to use a form of protective eyewear or other protective safety equipment.

Interpretation: Physical education programs that use traditional sticks and balls instead of the soft lacrosse equipment must use the minimal amount of protective equipment required for the set of rules they use. If playing non-contact, girls' rules, or even soft lacrosse rules but with regular sticks and balls, the students need eye protection and mouthguards. If playing boys' rules (contact), all protective equipment is necessary.

As a teacher, you are very aware of the importance of safety in your classes. We encourage you to make the rules (found in this curriculum) clear early in the unit. If you choose, you may have your students wear eye protection.

Equipment

To implement this curriculum, you will need

- One soft lacrosse stick for every student
- At least one soft lacrosse ball per student
- A pair of soft lacrosse goals or other indoor goals you may have available (Hockey goals make a good alternative, try to avoid goals that are too large)
- Of note, a standard lacrosse goal has a 6' x 6' mouth. Competitive soft lacrosse (known internationally as intercrosse) utilizes a 4'x4' goal)
- Optional eye protection such as racquetball goggles or women's lacrosse goggles
- Information on ordering this equipment can be found in Appendix F

Equipment care

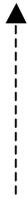
- Always make sure that the end caps of sticks are present. Wrapping grip tape around lower portion of stick shaft may help keep caps in place.
- Avoid extreme temperatures which may cause sticks to crack.
- If you are in doubt of the safety of a stick, take it out of circulation.
- The plastic guard (small plastic strip that can affix across bottom of stick head) is optional and may be used for players that are having difficulty with certain skills. The piece folds down snugly along side of head when not in use.

High School Lacrosse Unit Plan

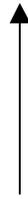
| Week | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|------|--|---|---|---|--|
| 1 | <p><u>Introduction</u> History <u>Warm-up</u> Stick, Grip, Cradle/Carry <u>Guided Instruction</u> Scoop, Catch, Pass, 2 v 2 Keep-Away <u>Closure</u> Unit Project Self-Assess/Basic Skills Pre/Post Assessment Card Summary Questions Exit Ticket/Skills Ticket Lacrosse Stick Diagram</p> | <p><u>Introduction</u> Shuttle Lines <u>Warm-up</u> Offensive Tactics <u>Guided Instruction</u> Cutting Dodging Give and Go 2 vs. 1 <u>Closure</u> Summary Questions</p> | <p><u>Introduction</u> Figure 8 Weave <u>Warm-up</u> Offensive Tactics <u>Guided Instruction</u> Shooting <u>Closure</u> Self-Assessment of Shots Summary Questions</p> | <p><u>Introduction</u> Defensive Tactics <u>Warm-up</u> Lacrosse Shuttle <u>Guided Instruction</u> Defense <u>Closure</u> Summary Questions</p> | <p><u>Introduction</u> Defensive Tactics <u>Warm-up</u> Shuttle Lines <u>Guided Instruction</u> Interceptions Transitions <u>Closure</u> Summary Questions</p> |
| 2 | <p><u>Introduction</u> Chalk Talk <u>Warm-up</u> Star Drill <u>Guided Instruction</u> Game Situations <u>Closure</u> Summary Questions</p> | <p><u>Introduction</u> Video (if available) <u>Warm-up</u> Passing, Catching, Scooping <u>Guided Instruction</u> Draw and Face-off Mock Tournament Play <u>Closure</u> Self-Assessment of Tactics Responsibilities of Players/Officials Summary Questions</p> | <p><u>Introduction</u> Game Announcements <u>Warm-up</u> Team Warm-ups <u>Guided Instruction</u> Tournament Play <u>Closure</u> Self-Assessment of Team Summary Questions</p> | <p><u>Introduction</u> Game Announcements <u>Warm-up</u> Team Warm-ups <u>Guided Instruction</u> Tournament Play <u>Closure</u> Self-Assessment of Team Summary Questions</p> | <p><u>Introduction</u> Game Announcements <u>Warm-up</u> Team Warm-ups <u>Guided Instruction</u> Tournament Play <u>Closure</u> Lacrosse Unit Test Summative Assessment World Cup Awards Life After PE</p> |

*Teacher may utilize lacrosse skill stations (High School Resource F, reproducible #6)

Where diagrams are presented please use the following key:



Path of ball/Ball in air



Path of player/Student running



Path of player with ball/Ball being carried by student



Cone for corner boundary



Ball

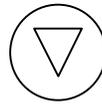


Hoop- 3' Diameter



Front of goal

Goal



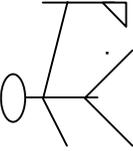
Goal with crease

High School Lesson Plan 1

- Objective: Students will be able to perform the basic skills of lacrosse while working with partners and small groups in order to refine their basic knowledge of the sport.
- National Standards: 1, 2, 5
- Lesson Focus: Review and refine basic skills and history
- Key Terms: Grip, cradle/carry, scoop/pick up, catching, low catch, asking for the ball, passing, pivots
- Facility/Equipment: Indoor and outdoor space such as field space, tennis/hard court, the gym or activity rooms, 4 cones per group, 1 stick and ball per student, scrimmage vests
- Reproducibles/Handouts: History Handout (reproducible #15)
Unit Project – 1 per student (reproducible #1)
Self Assessment for Basic Skills – 1 per student (reproducible #2)
Teacher Evaluation – 1 per class (reproducible #3)
Exit Ticket (reproducible #7)
Skills Ticket (reproducible #5)
- Safety Rules: Emphasize that there will be no body or stick checking, covering on raking the ball, body contact, or kicking the ball.

High School Lesson Plan 1

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|-----------------|--|--|---|
| Introduction | <p><u>History</u> Who created lacrosse? Where did the sport begin? <i>Native Americans in North America</i></p> <p>What was the original name of Lacrosse? <i>Baggataway</i></p> | See History information in Appendix A (reproducible #15) | |
| Warm-up | <p>Review the parts of the stick and the grip</p> <p>Students will cradle/carry the ball on various levels (high/low) and areas (right/left) and by switching left and right hands while moving at various speeds. In addition, use a variety of locomotor skills</p> <p>For specific mechanics of the cradle (see Appendix B; reproducible #20)</p> | <p>See Stick Diagram (reproducible #16, 17)</p> <p>Cues: Keep stick vertical Rock the face of the stick by the ear (like rocking a baby)</p> | Motivational Tip – Use music with a variety of tempos in order to change speed for the cradle |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|--------------------|--|---|---|
| Guided Instruction | <p><u>Regroup the class for review of basic skills</u></p> <p>Review scoop</p> <p><u>Pick Up on the Run Drill</u> In partners, one student rolls ball out 10-15 yards then runs to scoop/pick up ball while on the move, pivots and begins to run back to partner, passes the ball to the partner. Once the partner receives the ball, he/she will continue the drill</p> <p>For specific mechanics of the scoop/groundball pick-up (see Appendix B; reproducible #19)</p> | <p>Scoop Cues: Step Stick Down Bend knees – head over the ball Scoop – run through pick up</p> | <p>If the student is pushing the ball and having difficulty scooping/picking up, stop the students and set up the Partner Bridge Drill:</p> <p><u>Partner Bridge Drill</u></p>  <p>One student will hold the stick out to his/her side vertically with the ball under the "bridge." The other scooping partner will bend their knees to run under the "bridge" in order to scoop/pick up the ball. Complete 5 times and switch positions. This activity will emphasize the importance of bending the knees to lower your body in order to scoop/pick up the ball</p> |
| | <p><u>Regroup the class to review catching and passing</u></p> <p>For specific mechanics of the passing and catching (Appendix B; reproducible #21, 22)</p> <p><u>Partner Passing</u> Partners catch and throw leading passes on the move. Also practice passing and catching low passes (shovel passes) and reverse passes</p> | <p>Passing cues: Step Push/pull Point to target (stick) Pass ahead</p> <p>Catching Cues: Ask Show target Give</p> | <p>Modification: Introduce catching and passing practice before introducing the scoop</p> <p>In addition, if the student is having difficulty passing, eliminate the pass</p> |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|-----------------|--|--|---|
| | <p>Regroup the class</p> <p><u>2 v 2 Keep-Away Game</u> Assign students to small teams of 2 v 2. The objective of the game is to have your team with possession of the ball and complete 5 passes within a designated area. If the ball is dropped, players are to scoop the ball. Whichever team scoops the ball will have possession and begin the five passes</p> | <p>Remind students of safety in an area designated by four cones.</p> <p>NO BODY CONTACT</p> <p>Distribute scrimmage vests to teams</p> | <p>In the event the students are having difficulty catching the ball, you can do the following drills:</p> <p>Toss ball just above the height the student can reach with stick</p> <p>Underhand toss the ball to partner. Receivers “ask” for the ball by indicating where they want the ball with their stick. Receiver gives with the ball, then cradles and in order to pass the ball to partner</p> <p>If students are having difficulty passing and catching individually, they can throw against the wall or throw to a scrimmage vest on the grass</p> <p>In the event safety and control become a concern, once a ball is dropped then possession changes to the opposite team</p> <p><i>Challenge- Count consecutive passes within your team. When your team regains possession again, try to beat your own number</i></p> <p>Create and display a poster with the Safety Rules and add safety concerns as the unit progresses</p> |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|---------------------------|---|---|--------------------------|
| <p>Cool Down/ Closure</p> | <p>Regroup the class</p> <p><u>Summary Questions:</u></p> <p>Describe the importance of the stick position while cradling.</p> <p>Have several students coach the class through the cues for the basic skills. The class is to model the skills as they are described</p> <p>Distribute Unit Project (reproducible #1) This assignment is due Lesson 10</p> <p>Self-Assessment of Skills (reproducible #2)</p> <p>In addition, teacher evaluation of basic skills can occur while the students are reviewing the skills</p> | <p>Cues:</p> <p>The scoop - Step, Stick Down, Bend, Scoop, Run through</p> <p>The catch - Ask, Show Target, Give, Cradle</p> <p>The pass - Step, Push/Pull, Point</p> | |

Additional Information:

Encourage Sportsmanship!! Throughout the lesson remind your students to be a coach for their partners! Use the cues during the practice time in order to remind the students how to perform the skill.

Motivation – Throughout the unit, find ways to talk to individuals who show interest and enthusiasm and who exhibit above average skills to encourage them to try out for the high school lacrosse team or local club teams. This is to encourage playing lacrosse outside of physical education. Encourage those with a lot of interest but lower skills to play on community league teams. Form intramural teams and encourage all students to attend and play to improve their skills.

Summary questions provided can be answered verbally or as written exit tickets.

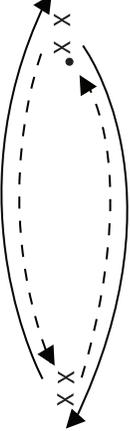
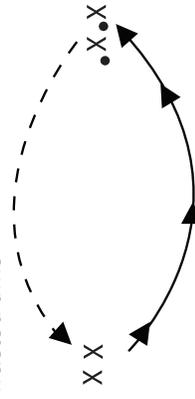
Refer to High School resource pages for the Self-Assessment of Skill and Teacher Evaluation.

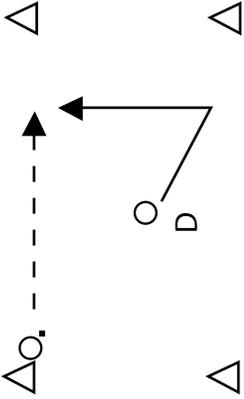
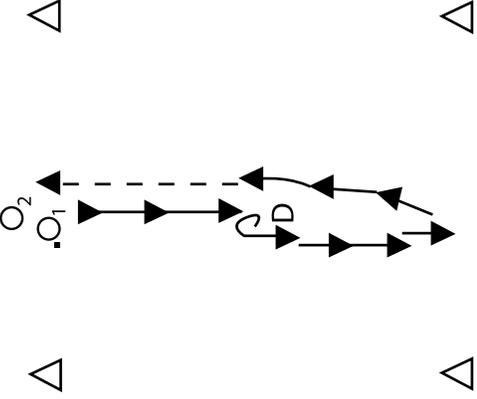


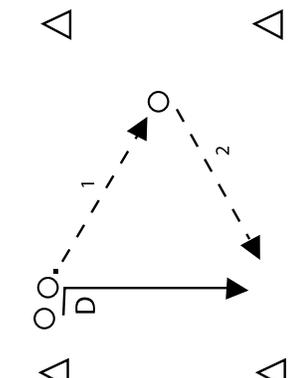
High School Lesson Plan 2

- Objective: Students will be able to utilize basic offensive tactics in order to beat a defender when working in small groups.
- National Standards: 1, 2, 5
- Lesson Focus: Offensive Tactics – Creating space, cutting, and dodging
- Key Terms: Offense, creating space, passing lanes, dodging (face dodges and roll dodges), pivots, give and go, defense- cool, warm, and hot, end lines
- Facility/Equipment: Indoor and outdoor space such as field space, tennis/hard court, the gym or activity rooms, approximately 40 cones (4 cones per grid), 1 stick and ball per student, scrimmage vests
- Safety Rules:
- Emphasize no checking, covering the ball, body contact, or kicking the ball
 - Be alert – eyes open and “heads up”
 - Know your surroundings
 - Reinforce stick control when utilizing defenders

High School Lesson Plan 2

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|-----------------|--|---|--|
| Warm-up | <p>Review basic skills (cradle, scoop, catch, pass) using both hands by doing shuttle lines in groups of four students and on ball</p> <p>Teachers may also use Lacrosse Skill Stations (High School Resource F; reproducible #6)</p> |  <p>Remind students of cues from Lesson 1</p> | <p>If students are not catching the ball, do a simple shuttle to prevent wasted time</p>  |
| Introduction | <p>Regroup the class</p> <p><u>Offensive Tactics</u> Ask the students to define offense. Also, ask the students what they consider offensive moves and skills. Tell the students that “Today, we are going to work on cutting and dodging”</p> | | |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|---------------------------|---|--|---|
| <p>Guided Instruction</p> | <p><u>Cutting</u> Define off-the-ball movement and creating space</p> <p><u>Review faking</u></p> <p><u>Cutting Drill</u> Form groups of three (two offense and a cool defense) – all students will rotate positions. Within the grid, one student will have possession of the ball while another student (the receiver) is being defended by a cool defender. The objective of the receiver is to cut/move into open space away from the defender by faking the direction of the cut or changing the speed of the cut in order to receive the pass from the student with the ball; thus, creating a passing lane</p> <p>Regroup the class</p> <p><u>Tactical Offensive Moves:</u></p> <p><u>Dodging</u> Review by explaining and modeling the face dodge, roll dodge and protection of the stick</p> <p>Encourage students to switch hands</p> <p>For the mechanics of face and roll dodges, (see Appendix B; reproducible #24, 25)</p> <p><u>Dodging Line Drill</u> By using the preset grids, have one student stand in the center of the grid as the cool defender. The other two students will line up behind the grid end line. The first student in the line with the ball will approach and roll dodge the cool defender and continue to the opposite side of the grid. Once the student reaches the grid end line, the student is to pivot and return using a face dodge around the cool defender. Once the dodging student is around the cool defender, the dodger will pass the ball to the student waiting at the grid boundary. The students will rotate positions</p> | <p>Set up grid formation with four cones in order to designate playing area</p> <p>Distribute scrimmage vests for defenders</p>   | <p><i>Challenge</i> – Combine two groups of three and enlarge the grids in order to practice cutting to receive a pass in an open space. Both the passing and receiving students will have a cool defender in order for the students to learn how to pass and create space while being defended</p> <p>Once the students are successful in creating space, allow the defense to play a warm defense</p> <p><i>Challenge</i> – Once the students are successful in dodging, allow the defense to extend the reach of their stick in order to challenge the dodge</p> |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|--------------------|--|--|--|
| | <p>Regroup the class</p> <p>Give and Go – 2 v 1</p> <p>Review the purpose of the give and go through explanation and demonstration. By using the preset grids, the student with the ball will move forward and pass to a teammate on the sideline of the grid and immediately run around the cool defender in order to receive the ball from the sideline teammate. All students will rotate positions</p> | <p>Review the safety rules prior to game play.</p> <p>Distribute one scrimmage vest to the groups for the defender</p>  <p>In order for the passing student to receive the ball from the sideline, the student could cut or dodge the cool defender. Discuss when to dodge and when to use a give and go</p> | <p><i>Challenge</i>- Once the students are successful at passing and receiving the ball around the cool defender, allow the defense to play a warm defense while encouraging both offensive teammates to pass and receive on the move</p> <p><i>Challenge</i>- Have offense make decision whether to use a give and a go or dodges in order to get the ball to the opposite line</p> |
| Cool Down/ Closure | <p>Regroup the class</p> <p><u>Summary Questions:</u></p> <p>Describe two offensive movements for creating space</p> <p>In a 2 v 1 situation, describe the different offensive tactics used to beat the defender</p> | | |

Additional Information:

Encourage Sportsmanship!! Throughout the lesson, remind your students to be a coach for their partners! Use the cues during the practice time in order to remind the students how to perform the skill.

Assessment – Throughout the lesson, be sure to give the students feedback about the focus of the lesson for the day.

Summary questions provided can be answered verbally or as written exit tickets.

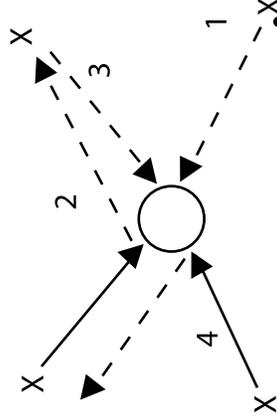


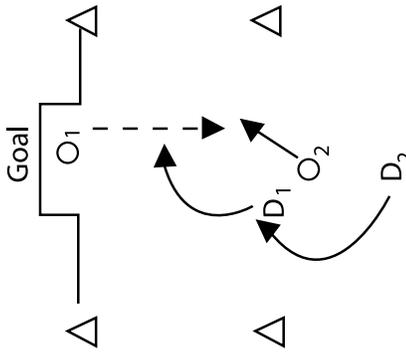
High School Lesson Plan 3

- Objective:** Students will be able to perform a variety of shots in order to use them in game like situations. In addition, students will select and incorporate appropriate offensive tactics in order to create scoring opportunities.
- National Standards:** 1, 2, 5
- Lesson Focus:** Offensive Tactics – Shooting
- Key Terms:** Offense, shooting, shots (overhand, underhand, reverse, quick stick), passing lanes, faking (head and stick), defense (cool, warm, and hot)
- Facility/Equipment:** Outdoor space such as field space, tennis/hard court, preferred.
In the event indoor space is limited, see additional information for Rainy Day activities for the gym or activity rooms.
1 stick and ball per student – scrimmage vests
4 cones per group with PVC goals (preferred) or a hoop or a cardboard box
Rainy Day Activity Equipment – 2 cones, Create Shot Cue card using Appendix B and 1 target posted on the wall per station
- Reproducibles/Handouts:** Self-Assessment of Shots – 1 per student (reproducible #8)
Teacher Evaluation – 1 per class (High School Resource C; reproducible #3)
- Safety Rules:**
- Emphasize no checking, covering the ball, body contact, or kicking the ball
 - Be alert – eyes open and “heads up”
 - Know your surroundings
 - Emphasize low shots at all times
 - Reinforce stick control when utilizing defenders

High School Lesson Plan 3

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|-----------------|---|--|--------------------------|
| Warm-up | <p><u>Three Man Weave</u></p> <p>In three lines, groups of three students will review cutting and replacing by performing a figure 8 weave drill. Ball begins with center person who passes to the student on the left and runs behind. X2 runs to ask for lead pass from X3. X3 runs behind X2 and turns to center. Thus continue down the field using the weaving pattern</p> | <p>Cues</p> <ul style="list-style-type: none"> • This is like the three man passed weave in basketball • Replace to where you threw the ball | |
| Introduction | <p><u>Regroup the class</u></p> <p>Offensive Tactics – Ask the students the following questions</p> <p>How do you score a goal in lacrosse?</p> <p>What different types of shots do you know?</p> <p>Explain that today, we are going to practice passing lanes and different shots</p> | | |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|---------------------------|--|--|---|
| <p>Guided Instruction</p> | <p><u>Shots</u> Describe and model the overhand and underhand shots</p> <p>See Appendix B for shooting skill description</p> <p><u>Square Shooting Drill</u> Divide the class into groups of four. Have one student stand at each corner of the preset grid with a hoop in the center of the grid (represents the goal). To start the drill, have the X1 student self toss the ball, catch and shoot immediately at the hoop. The student diagonal will retrieve the groundball, pass the ball to the student on his or her left. The student will receive the pass and immediately shoot the ball to the hoop. The drill will continue with each student having numerous opportunities to practice the overhand and underhand shots</p> <p>Regroup the class</p> <p>Describe and model the reverse and quick stick shots (see Appendix B). The students will then return to the Square Shooting Drill and continue the drill until each student has had an opportunity to practice reverse and quick stick shots</p> <p><u>Tactical Offensive Moves for Scoring</u> Verbally review the offensive moves prior to beginning the game. Establish that the offensive player needs to determine whether to pass, shoot, or run the ball upon their possession of the ball</p> | <p>Emphasize how to use a head or stick fake in order to move a goalie in a game situation prior to executing the shot</p>  <p>Be sure to give each grid enough space for safety precautions</p> <p>Reiterate that one can create space by cutting with faking direction or by changing speed. Also, refresh the use of dodges and creation of a give and go situation</p> | <p><i>Challenge</i> – Encourage the students to use cuts in order to receive the pass, as opposed to retrieving the ground ball then shoot the ball</p> |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|--------------------|---|--|--|
| | <p><u>Cut, Pass, Score Game</u></p> <p>In the groups of four, align the offensive student 1 (O1) with the ball on the end line with the "goal." The offensive teammate 2 (O2) will start at the far end of the grid with a cool defender (D1). The cool defender 2 (D2) will line up five steps behind the O2. D2 will join game play once a pass has been made from O1 to O2. The objective of the game is to complete a minimum of two passes and score a goal. Once a goal is scored, offensive and defensive students will rotate position.</p> | <p>Prior to starting the game, move the hoop from the center of the grid to an end line in order to create a small playing area</p> <p>Remind students of safety rules</p> <p>Distribute 2 scrimmage vests to each group</p>  | <p><i>Challenge</i> – Start the game with the students evenly matched offense and cool defense in order to encourage offensive movement</p> <p>Once the students are successful, allow the defense to move to a warm defense</p> |
| Cool Down/ Closure | <p>Regroup the class</p> <p><u>Summary Questions:</u></p> <p>Explain the four types of shots</p> <p>Describe appropriate offensive tactics in order to create scoring opportunities</p> <p>Self-Assessment of Skills (see reproducible #2)</p> <p>In addition, teacher evaluation of basic skills can occur while the students are performing the shots</p> | | |

Additional Information:

Encourage Sportsmanship!! Throughout the lesson, remind your students to be a coach for their partners! Use the cues during the practice time in order to remind the students how to perform the skill.

Rainy Day Activity for Shooting Skills - Organize each shot into a station. Provide an explanation of each shot at each station. Also, create cue cards by using the appendix and use wall targets as goals for the students to shoot at.

Summary questions provided can be answered verbally or as written exit tickets.



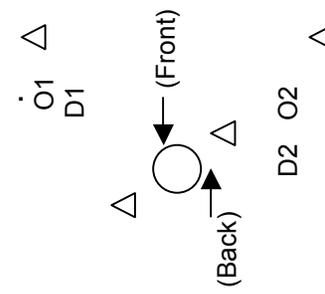
High School Lesson Plan 4

- Objective: Students will be able to utilize basic defensive tactics of marking offensive players and blocking shots/passes by working in small groups.
- National Standards: 1, 2, 5
- Lesson Focus: Defensive tactics – marking and blocking, goal side positioning
- Key Terms: Player to player, ready position/athletic stance, body positioning, marking, shadowing, blocking with the stick, goal side defense, forcing out of the scoring area, offense (cool, warm, and hot), end line
- Facility/Equipment: Indoor and outdoor space such as field space, tennis/hard court, the gym or activity rooms Approximately 40 cones (4 cones per grid), 1 stick and ball per student, scrimmage vests 1 hoop per group plus additional cones per group for 2 v 2 Warm Offense/ Defense Game
- Safety Rules:
- Emphasize no checking, covering the ball, body contact, or kicking the ball
 - Be alert – eyes open and “heads up”
 - Know your surroundings
 - Reinforce stick control when utilizing defenders

High School Lesson Plan 4

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|--------------------|--|--|--|
| Introduction | <p><u>Defensive Tactics</u> Ask the students to define defense. Also, ask the students what they consider defensive moves and skills. Tell the students that, "Today, we are going to work on effective defensive tactics."</p> | | |
| Warm-up | <p><u>Lacrosse Shuffle</u> Create three ladders on the ground with the eight sticks. Each ladder is a group. The student is to get into the "ready position" and shuffle in and out of the rungs of the ladder. Complete the lacrosse shuffle several times for an efficient warm-up</p> | Emphasize sliding the feet and getting the body low | |
| Guided Instruction | <p>Regroup the class</p> <p><u>Player-to-Player Defense</u> Describe, explain, and model player-to-player defense, marking the student with or without the ball and goal side positioning</p> <p><u>Player-to-Player Defensive Footwork Drill</u> In partners, the offensive student will use cool offensive movements to cradle the ball down the field moving in a zigzag pattern. The defensive student will shadow the offensive student down the field by utilizing both the stick and their body. During this drill, establish that the defense is positioned goal side of the offense student</p> | <p>Emphasize that the defensive student is to be between the offensive student and the goal (goal side) in order to either slow the offensive student down from approaching the scoring area or to force the offensive student out of the scoring area</p>  <p style="text-align: center;">Goal</p> <p>Emphasize that this is a NO CONTACT skill</p> | <p><i>Challenge</i> – Encourage the offensive player to move down the field using warm – hot offensive movements while varying pace.</p> |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|-----------------|--|--|--|
| | <p>Regroup the class</p> <p>Blocking Blocking Drill In the preset group with groups of four, mark up a cool offensive student (O1) with a defensive student (D1) on an end line. On the opposite side of the grid (approximately 10 yards apart) mark up an offensive student (O2) with a defensive student (D2). From a stationary position, O1 begins with the ball and attempts to pass to O2. O1 may only pivot within the stationary position to pass. While O1 is attempting to pass the ball, D1 is using the stick to block the pass. In the event the pass is received by O2, D2 will now attempt to block the pass back to O1. In the event the pass is blocked, rotate from the offensive to defensive positions. Continue the drill until each student has had the opportunity to block, pass and receive the ball</p> | <p>Cues - Stick vertical with both hands Extend the stick</p> <p>Reach up like a periscope (bringing the hands together at the bottom of the stick with the face of the stick towards the ball)</p> <p>△ O1 D1 △ D2 O2 △ △</p> | <p><i>Challenge</i> – Perform the drill on the move. Allow a warm offense.</p> |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|--------------------|---|---|--|
| | <p>Regroup the class</p> <p><u>2 v 2 Warm Offense and Defense</u> In the groups of four, maintain the offensive and defensive positions from the previous drill. The objective of the game is to have the offensive students complete a minimum of two passes and shoot the ball to the hoop. In order to score a goal, the offensive students need to shoot from the front side of the hoop or the backside of the hoop. If the ball is shot over the cones, the offensive students will lose possession of the ball and the students will rotate offensive and defensive positions</p> | <p>Prior to starting the game, place a hoop and two cones in the center of the grid. The cones should be placed two feet from the hoop in opposite directions (in order to represent goal posts). Thus creating a small playing area similar to the area behind the goal during actual game play</p>  <p>△</p> <p>△</p> <p>Remind students of safety rules</p> <p>Distribute two scrimmage vests to each group</p> <p>Emphasize that the purpose of this game is for the defense to maintain a player-to-player defense while maintaining goal side positioning and attempting to block passes and shots</p> | <p><i>Challenge</i> – Combine two groups for a 4 v 4 situation</p> |
| Cool Down/ Closure | <p>Regroup the class</p> <p><u>Summary Questions:</u></p> <p>Have several students coach the class through blocking cues</p> <p>Establish the difference between marking on the ball and off the ball</p> <p>Explain the importance of being goal side</p> | | |

Additional Information:

Encourage Sportsmanship!! Throughout the lesson, remind your students to be a coach for their partners! Use the cues during the practice time in order to remind the students how to perform the skill.

Assessment – Throughout the lesson, be sure to give the students feedback about the focus of the lesson for the day.

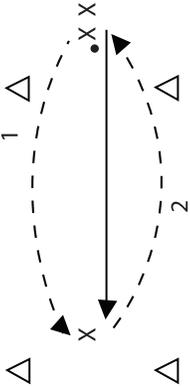
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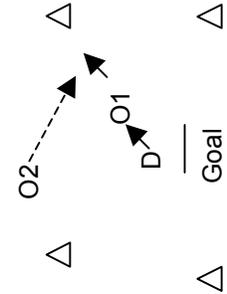


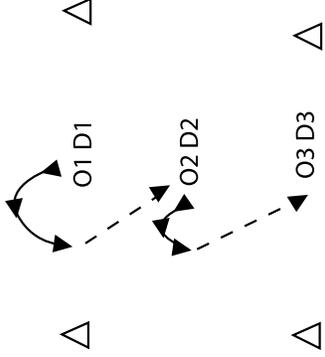
High School Lesson Plan 5

- Objective: Students will be able to execute interceptions and transitions during game situations while working in small groups.
- National Standards: 1, 2, 5
- Lesson Focus: Defensive Tactics – Interceptions and Transitions
- Key Terms: Defense, interceptions, transitions, offense (cool, warm, hot)
- Facility/Equipment: Indoor and outdoor space such as field space, tennis/hard court, the gym or activity rooms 4 cones per group, 1 stick and ball per student, scrimmage vests, write and wipe board
- Reproducibles/Handouts: Teacher Tactical Evaluation – 1 per class (reproducible #4)
- Safety Rules:
- Emphasize no checking, covering the ball, body contact, or kicking the ball
 - Be alert – eyes open and “heads up”
 - Know your surroundings
 - Reinforce stick control when utilizing defenders

High School Lesson Plan 5

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|-----------------|---|---|--|
| Warm-up | <p>Refine basic skills (cradle, scoop, catch, pass) using both hands by doing shuttle lines in groups of three students and one ball</p> <p>The ball will start in the line with two players</p> |  <p>Emphasize catch, cradle, pass</p> | <p><i>Challenge</i> – Be competitive! Count consecutive completed passes. Once the ball is dropped, start over and try to beat the best score for the line and among the class</p> |
| Introduction | <p><u>Regroup the class</u></p> <p><u>Defensive Tactics</u> Ask the students to define interceptions. Tell the students that “Today, we are going to continue to work on defensive tactics such as interceptions and transitions”</p> | | |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|---------------------------|---|---|--|
| <p>Guided Instruction</p> | <p><u>Interceptions</u> Review the importance of marking the student off the ball. Emphasize ball awareness while keeping the stick in between the student with the ball and their marked student while remaining goal side. In addition, as the defender on the off ball player, be ready to anticipate the pass from the student with the ball.</p> <p><u>Interception Drill</u> In groups of three, mark up one offensive student (O1) with a defensive student (D). D is goal side and the stick is ball side. Then, approximately 10 yards across from O1, align the second offensive student (O2) with the ball. O2 will initiate the drill by toss, catch, and cradle and will immediately pass the ball to O1. At this time, D will anticipate the pass and move the stick into the passing lane and move to the ball in order to make the interception.</p> <p>Regroup the class</p> <p><u>Transitions</u> Define and explain transitions</p> <p>Use a wipe board or a chalkboard while explaining transitions in order for the students to visualize the movement of the ball</p> |  <p>In the event that O1 catches the ball, emphasize for D to get into proper defensive positioning in order to block the return pass to O2</p> | <p>In the event that D is having difficulty anticipating the timing of the pass, reorganize the drill to stationary positions. Have O1 and O2 play catch approximately 10 yards apart. Align the D approximately 3 yards to the side of O2. O1 will pass the ball to O2; stress to the D to watch the ball being released from the stick in order to time the pass, so the interception can occur.</p> |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|--------------------|---|---|--|
| | <p><u>Down the Line Game</u> Combine two groups of three in order to form two teams of three students. Instruct the students to mark up. Once the students are marked up, instruct the students to line up 12 yards apart in a line formation. The objective of the game is for the offense to pass the ball in order “down the line” to score a point. For example O1 passes to O2; O2 passes to O3. Once O3 receives the ball a point is scored. Thus the offense can maintain possession of the ball and continue the game in the opposite direction. During the game, the defense is working on proper body positioning, blocking, intercepting, and transition to offense. If the defense successfully blocks or intercepts the ball, the defensive team immediately becomes the offensive team; thus, transition the defensive tactics into offensive tactics and vice versa for the offensive team. The overall purpose of the game is to be able to execute quick and smooth transitions from offensive to defensive play and vice versa.</p> |  <p>Remind students of safety rules</p> <p>Distribute three scrimmage vests to each group Remind the students that while passing down the line to anticipate dropped balls or overthrown passes in order to seize the opportunity for a turnover</p> <p>Offensively emphasize the timing and placement of cuts and passing under pressure</p> <p>Remind the defense of proper body positioning, blocking, and intercepting concepts</p> <p>After approximately two minutes of game play reorganize the alignment of the students, so that all players experience the different positions in the lines</p> | <p><i>Challenge</i> – Change the start of the game from the toss catch to a roll away ground ball, thus allowing the defense to immediately challenge the ball</p> <p><i>Challenge</i> – Add a goal or target for the offense to shoot at in order to score a goal</p> <p>Modification: When indoor instruction is required play four on four to involve more players</p> <p>Rotate playing time</p> |
| Cool Down/ Closure | <p>Regroup the class</p> <p><u>Summary Questions:</u> Explain the importance of timing the pass to be intercepted. Define and explain transitions</p> | | |

Additional Information:

Encourage Sportsmanship!! Throughout the lesson, remind your students to be a coach for their partners! Use the cues during the practice time in order to remind the students how to perform the skill.

Assessment – Throughout the lesson, be sure to give the students feedback about the focus of the lesson for the day.

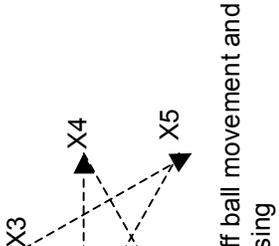
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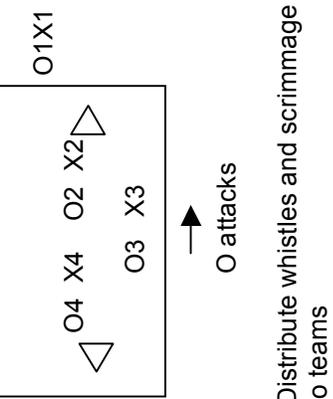
High School Lesson Plan 6

- Objective: Students will be able to utilize defensive recovery while playing in game situations. Also, students will be able to officiate and play small games by using co-ed lacrosse rules.
- National Standards: 1, 2, 5
- Lesson Focus: Game Situations – Defensive Recovery, Small Game Play, Officiating
- Key Terms: clear, transition, recovery
See the Study Guide (High School Resource I; reproducible #9) for rules, positions, lines, and field diagram.
- Facility/Equipment: Indoor and outdoor space such as field space, tennis/hard court, the gym or activity rooms, 4 cones per group, 1 stick and ball per student, scrimmage vests, chalk board or write and wipe board, 1 whistle per student
- Reproducibles/Handouts: Study Guide – 1 per student (reproducible #9)
- Safety Rules:
- Emphasize no checking, covering the ball, body contact, or kicking the ball
 - Be alert – eyes open and “heads up”
 - Know your surroundings
 - Reinforce stick control
 - Stop when you hear the whistle and wait for instruction

High School Lesson Plan 6

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|-----------------|--|--|---|
| Introduction | <p><u>"Chalk Talk"</u> Rules, lines, and positions for 7 v 7 co-ed lacrosse</p> | <p>Distribute Study Guide (reproducible #9)</p> <p>Use chalk board/write and wipe board while explaining</p> | <p>Create and display a Rules poster and a Field Diagram poster with the lines and positions</p> |
| Warm-up | <p><u>Star Drill</u> Use a group of 6 students</p> <p>See diagram for set up</p> <p>To start - the student (X1) with the ball will do a self-toss, catch the ball and pass to the second player to the left, creating a star pattern</p> <p>For example: 1 passes to 3 3 passes to 5 5 passes to 2 2 passes to 4 4 passes to 1</p> <p>The rotation is to go to the line that you passed to</p> |  <p>Emphasize off ball movement and accurate passing</p> <p>Cue: Follow your pass</p> | <p><i>Challenge</i> – Limit the students to catch, cradle, pass in order to highlight quick ball movement and timing of cuts</p> <p>Instead of following the path of their pass, have students run one position left or right to emphasize creating space</p> |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|---------------------------|---|--|------------------------------------|
| <p>Guided Instruction</p> | <p>Regroup the class</p> <p><u>Game Situations:</u></p> <p><u>3 v 2 with a Recovery Defender</u> Set up the students according to the diagram</p> <p>To start the game play, the student with the ball (O1) will toss catch and immediately pass the ball to an offensive teammate. As soon as the ball is released from the stick, the recovery defense (D1) will mark up on the open offensive student. The offensive students will continue game play until a goal is scored. Once a goal is scored re-set the 3 v 2 situation by rotating offensive and defensive positions. In the event that the defensive students achieve possession of the ball, the defensive students are to “clear” the ball out to the starting point of the game, thus receiving two points. At this time, students will rotate from defensive to offensive positions. Situational game play will continue until all students from both teams have experienced the recovery defensive position</p> <p><u>Regroup the class</u></p> <p>Explain the stopping and restarting game play due to fouls and out of bounds. (See Study Guide)</p> | <p>D1</p> <p>△ .O1 △</p> <p>O2 D2</p> <p>O3 D3</p> <p>△  (Goal)</p> <p>Remind students of safety rules</p> <p>Emphasize communication for the defensive team</p> <p>Remind the students of offensive and defensive tactics</p> <p>Emphasize stopping on the whistle</p> <p>Set up grids using four cones in order to designate the playing area</p> | <p>Use of a crease is optional</p> |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|--------------------|---|--|---|
| | <p><u>Small Game Play: 4 v 4 Utilizing Basic Rules</u></p> <p>Divide class into teams of five. Use mini-fields designated by cones and use rugby style scoring, with a minimum of three passes in order to score. One student from each team will officiate while one student will play offense, two students will play midfield, and one student will play defense. The game will begin with a self toss by O1. Students will rotate positions after a goal is scored, rotate the offensive student to officiating, the official to the defense, a defender to midfielder, and a midfielder will play midfield again. Continue the rotation until all students have had an opportunity to officiate.</p> |  <p>Distribute whistles and scrimmage vests to teams</p> <p>Rugby Style Scoring – a goal is scored once the ball is passed 3 times and carried across the end line</p> | <p><i>Challenge</i> – Modify the scoring by adding additional passes and to pass the ball across the end line</p> |
| Cool Down/ Closure | <p>Regroup the class</p> <p><u>Summary Questions:</u></p> <p>How is the ball brought back into play from going out of bounds using the girls' rules? Using the boys' rules?</p> <p>How does play continue after a foul has been committed?</p> | | |

Additional Information:

Encourage Sportsmanship!! Throughout the lesson, remind your students to be a coach for their partners! Use the cues during the practice time in order to remind the students how to perform the skill.

Assessment – Throughout the lesson, be sure to give the students feedback about the focus of the lesson for the day.

Summary questions provided can be answered verbally or as written exit tickets.



High School Lesson Plan 7

- Objective: Students will be able to apply the rules while playing and officiating mock tournament games.
- National Standards: 1, 2, 5
- Lesson Focus: Player and Officiating Responsibilities and Mock Tournament Play
- Key Terms: draw, face-off
- Facility/Equipment: Indoor and outdoor space such as field space, tennis/hard court, the gym or activity rooms 4 cones per grid, 1 stick and ball per student – scrimmage vests 1 whistle per student US Lacrosse video of Men's & Women's World Cup game play & TV/VCR (available at www.uslacrosse.org/store)
- Reproducibles/Handouts: Self-Assessment of Individual Team Play – 1 per student (reproducible #12)
Responsibilities of Player and Officials – 1 per student (reproducible #11)
- Safety Rules:
- Emphasize no checking, covering the ball, body contact, or kicking the ball
 - Be alert – eyes open and “heads up”
 - Know your surroundings
 - Reinforce stick control
 - Stop when you hear the whistle and wait for instruction

High School Lesson Plan 7

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|--------------------|---|--|--|
| Introduction | View US Lacrosse Men's and Women's World Cup Games (if available) * Contained in bundle version of curriculum | Explain what's occurring during the footage | |
| Warm-up | On the move – partner passing, catching, scooping using both hands | | |
| Guided Instruction | <p>Regroup the class</p> <p><u>Draw and Face-Off</u> Demonstrate and explain the draw and face-off. In groups of 3, practice setting up and executing and officiating the draw and face-off. 2 students will perform the skills while 1 student is the official. Rotate positions for all students to be able to experience executing and officiating the skills.</p> <p>Regroup the class</p> <p>"<u>Chalk Talk</u>" Review the responsibilities of the players and officials. (High School Resources K; reproducible #11)</p> <p>Mock Tournament Play Establish the pre-set teams of 8 students. For each game select an official from each team to officiate the 7 v 7 game. Be sure to alternate officials for each game. Allow enough time to play two 12-minute games with half times at six minutes in order to rotate game officials.</p> | <p>Remind students of all safety rules</p> <p>Establish the difference between the draw and the face-off. Reiterate that the skills are used at the start of the game and after a goal is scored</p> <p>Remind students that the skills are executed without body contact</p> <p>See Responsibilities of Players and Officials handout (reproducible #11)</p> <p>Create and display a Responsibilities Of Player and Officials Poster</p> <p>Distribute scrimmage vests to the teams</p> <p>Remind and refresh students of the Safety Rules and the Rules of the 7 v 7 co-ed lacrosse game</p> | <p>Encourage both the female and the male students to experience both skills</p> <p><i>Motivation</i> – Suggest that teams create their own team name and jerseys with numbers for tournament play. Be sure to emphasize to be creative, unique and appropriate for school attire</p> <p>Have the teams catch three passes each time possession changes before they can shoot on goal</p> <p>Modification for smaller classes: Use five to six students per team in order to play a 5 v 5 game</p> <p><i>Challenge</i>- If time permits, allow longer game time or play an additional game</p> |

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|------------------------|--|--|---------------------------------|
| Cool Down/ Closure | <p>Regroup the class</p> <p><u>Summary Questions</u></p> <p>Have the students ask the questions in order to clarify any misconceptions about rules, officiating, etc.</p> <p>Self-Assessment of Individual Team Play (reproducible #12)</p> <p>At the end of class, distribute the Responsibilities of Players and Officials Hand out (reproducible #11)</p> | | |

Additional Information:

Encourage Sportsmanship!! Throughout the lesson, remind your students to be a coach for their partners! Use the cues during the practice time in order to remind the students how to perform the skill.

Assessment – Throughout the lesson, be sure to give the students feedback about the focus of the lesson for the day.



High School Lesson Plan 8 and 9

- Objective: Students will be able to utilize all tactical and officiating skills in order to play an enjoyable and competitive 7 v 7 Round Robin Tournament for co-ed lacrosse.
- National Standards: 1, 2, 5
- Lesson Focus: 7 v 7 Round Robin Tournament
- Key Terms: Comprehensive review of all terms used throughout the unit
- Facility/Equipment: Indoor and outdoor space such as field space, tennis/hard court, the gym or activity rooms
1 stick and ball per student
scrimmage vests or team designed jerseys, student whistles
Round Robin Tournament Schedule
For individual playing fields – 2 mini PVC goals (preferred) or 2 large cones per goal or 2 cardboard boxes as goals
- Reproducibles/Handouts: Self Assessment of Team Play – 1 per student (reproducible #12)
Self Assessment of Tactics and Skills (reproducible #10)
- Safety Rules:
- Emphasize no checking, covering the ball, body contact, or kicking the ball
 - Be alert – eyes open and “heads up”
 - Know your surroundings
 - Reinforce stick control
 - Stop when you hear the whistle and wait for instruction

High School Lesson Plan 8 and 9

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|--------------------|--|--|--------------------------|
| Warm-up | <p>Have individual teams design, organize, and execute warm up</p> <p>Allow 10 minutes for warm up</p> | | |
| Introduction | <p>Regroup the teams</p> <p>Announce the first Round Robin Tournament games</p> | <p>Create a poster for your Round Robin Tournament</p> | |
| Guided Instruction | <p>Organize and play tournaments according to your individual class structure. Be sure to have as many students actively participating by playing and officiating as possible. Be sure to include a half-time in each game</p> | <p>Remind the teams of the game rules and safety rules (High School Resource I, reproducible #9)</p> <p>Emphasize that this is a NO CONTACT TOURNAMENT</p> | |
| Cool Down/ Closure | <p>Regroup the class</p> <p><u>Summary Questions</u></p> <p>Ask the students for questions, comments, or concerns about the Round Robin Tournament play</p> <p>Complete the Self-Assessment of Team Play (reproducible #12)</p> <p>Complete Self Assessment of Tactics and Skills (High School Resource J; reproducible #10)</p> | | |

Additional Information:

Encourage Sportsmanship! Throughout the lesson, remind your students to be a coach for their partners! Use the cues during the practice time in order to remind the students how to perform the skill.

Assessment – Throughout the lesson, be sure to give the students feedback about the focus of the lesson for the day.



High School Lesson Plan 10

- Objective: Students will be able to participate in an enjoyable and competitive World Cup Championship and complete a summative assessment in order to conclude the co-educational lacrosse unit.
- National Standards: 1, 2, 5
- Lesson Focus: World Cup Championship and Summative Assessment
- Key Terms: Comprehensive review of all terms used throughout the unit.
- Facility/Equipment: Indoor and outdoor space such as field space, tennis/hard court, the gym or activity rooms
1 stick and ball per student, scrimmage vests or team designed jerseys, student whistles
World Cup Tournament Schedule
For individual playing fields – 2 mini PVC goals (preferred) or 2 large cones per goal, or 2 cardboard boxes as goals
- Reproducibles/Handouts: Summative Assessment Tests – 1 per student (reproducible #14)
Answer Key (High School Resource O)
Life After PE Lacrosse Sheet (reproducible #13)
World Cup Awards – create your own team awards
- Safety Rules:
- Emphasize no checking, covering the ball, body contact, or kicking the ball
 - Be alert – eyes open and “heads up”
 - Know your surroundings
 - Reinforce stick control
 - Stop when you hear the whistle and wait for instruction

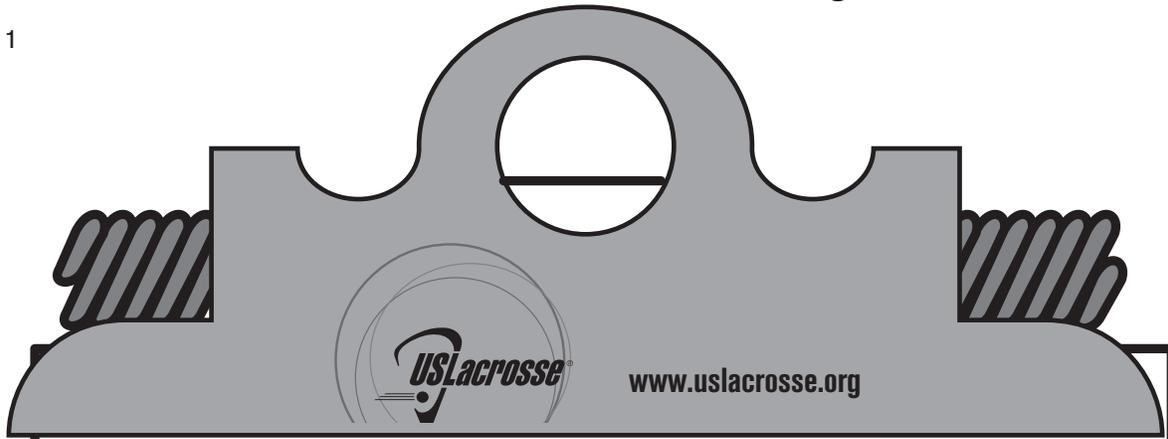
High School Lesson Plan 10

| Lesson Sequence | Activities/Assessments | Teaching Points/Cues/Organization | Modifications/Challenges |
|--------------------|---|---|--|
| Warm-up | Have individual teams design, organize, and execute warm up Allow 10 minutes for warm up | | |
| Introduction | Regroup the teams Announce the first World Cup Tournament Game(s) | Create a poster for your World Cup Tournament | Double-elimination is recommended for the tournament structure |
| Guided Instruction | Organize and play tournaments according to your individual class structure. Be sure to have as many students actively participating by playing and officiating as possible. Be sure to include a half time in each game | Remind the teams of the game rules and safety rules Emphasize that this is a NO CONTACT TOURNAMENT | |
| Cool Down/ Closure | Regroup the class Complete the Summative Assessment (reproducible #14) Distribute the World Cup Awards Distribute Life After PE Lacrosse Sheet (reproducible #13) | | Create your own certificates. Be sure that all teams receive awards. Suggested awards are: Team Sportsmanship Hardest Working Team First Place Team Second Place Strongest Offensive Team Strongest Defensive Team Best Communicating Team Excellent Teamwork Best Dressed Team Most Encouraging Team Individual Awards and Officiating Awards can be distributed as well |

Resources

High School Lacrosse Curriculum

Lesson 1



US Lacrosse
www.uslacrosse.org

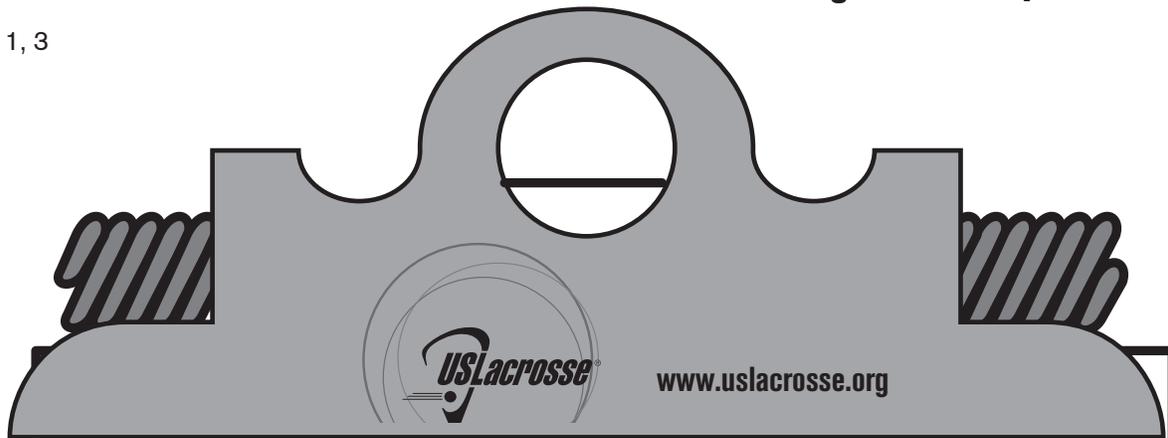
Student Name _____
Period _____ Date _____
Teacher Name _____

Unit Project
For High School Co-ed Lacrosse

Research and describe differences between men's and women's lacrosse. In a five page typed report (double spaced), be sure to identify and explain at least three similarities and three differences between the rules, positions, and fields. Be sure to provide specific details about your examples.

The project is due on the last day of the unit.

Lesson 1, 3



Self-Assessment of Basic Skills

Name _____

Section _____

Reflect upon your skills in lacrosse. Rate yourself for understanding how to do the skill and your performance of the skill.

Understanding of Skill

- 3 I completely understand how to perform the skill and its cues.
- 2 I somewhat understands how to perform the skill and its cues.
- 1 I do not understand how to perform the skill or its cues.

Circle the number that best indicates your knowledge of performing the skill.

| | | | |
|--------|---|---|---|
| Grip | 1 | 2 | 3 |
| Cradle | 1 | 2 | 3 |
| Scoop | 1 | 2 | 3 |
| Catch | 1 | 2 | 3 |
| Pass | 1 | 2 | 3 |

Performance of Skill

- 3 I believe I perform the skill with ease.
- 2 I believe I can perform the skill some of the time.
- 1 I believe I have difficulty performing the skill.

Circle the number that best indicates your performances of the skill.

| | | | |
|--------|---|---|---|
| Grip | 1 | 2 | 3 |
| Cradle | 1 | 2 | 3 |
| Scoop | 1 | 2 | 3 |
| Catch | 1 | 2 | 3 |
| Pass | 1 | 2 | 3 |



You've got SKILL!

Great job today in class with your lacrosse skills!

Here's some information that may interest you.



You've got SKILL!

Great job today in class with your lacrosse skills!

Here's some information that may interest you.



You've got SKILL!

Great job today in class with your lacrosse skills!

Here's some information that may interest you.

Lacrosse Skill Review Stations Indoor or Outdoor

Station #1- Rolling Scoop

Students pair up and roll the ball to their partner. The partner scoops up the ball using correct technique and then rolls the ball back to his or her partner who repeats the task. Students are told that the ball may not always be stationary on the ground during a game and this station improves the skill of scooping up a moving ball.

Station #2- Underhand Toss and Catch

Students pair up and toss the ball underhand to their partner. The partner uses correct technique to catch the ball in the pocket of the stick. That partner then returns an underhand throw back to his or her partner. Students are told that sometimes they may receive a soft pass during a game and this station improves that lacrosse skill. Also, this station gives an opportunity for all individuals to succeed in catching the ball as the speed of the throw is diminished.

Station #3- Stationary Scoop

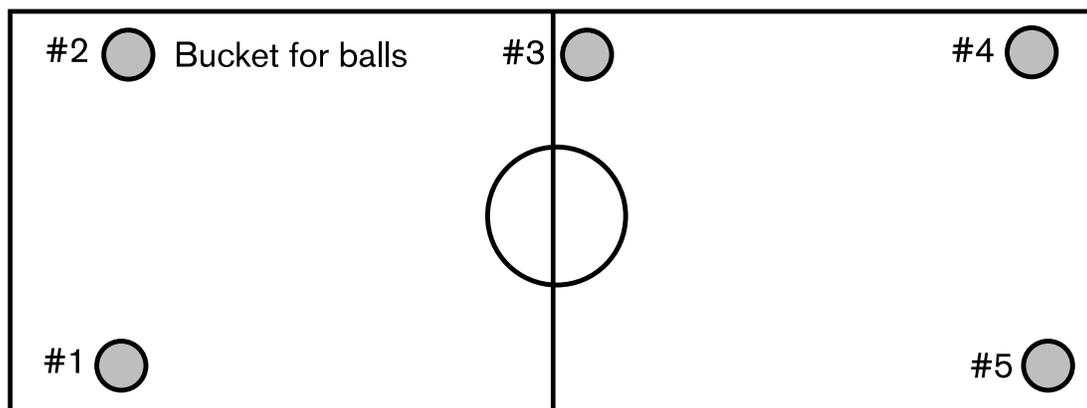
Students work individually at this station with their stick and a ball. They work on correct technique for scooping up a ball. Students are told to focus on foot placement, grip on their stick, head over the ball, and finishing in the cradle position.

Station #4- Throwing

Students work individually at this station with their stick and a ball. They work on correct form for throwing a ball with their stick. Students aim at a target on the wall and receive multiple throwing opportunities as they don't have to chase the ball, it comes right back to them.

Station #5- Overhand Throw and Catch

Students pair up and throw the ball overhand to their partner. The partner uses correct technique to catch the ball in the pocket of the stick. That partner then returns an overhand throw back to his or her partner. Students are told that sometimes they may receive a hard pass during a game and this station improves that lacrosse skill. Also, this station gives an opportunity for individuals to succeed in catching the ball if they are showing advanced lacrosse abilities.



M. Dykstra

Exit Ticket

Name: _____ Date: _____

Summary Question:

Answer:

Exit Ticket

Name: _____ Date: _____

Summary Question:

Answer:

Exit Ticket

Name: _____ Date: _____

Summary Question:

Answer:

Scoring Rubric: 3 correct answers– All American, 2 correct answers– All State,
1 correct answer– All High School, 0 correct answers – On the Bench



Self-Assessment of Shots

Name _____ Section _____

Reflect upon the shots you practiced today.

1. What was your most effective shot?

2. What shot do you need to improve?

3. What could you do to improve this shot?

High School Study Guide and Basic Rules for 7 v 7 Co-Educational Lacrosse

Basic History

Lacrosse was known to be started by Native Americans in North America. The original name of the game was Baggataway. For more historical information about the game go to www.lacrosse.org/the_sport/index.

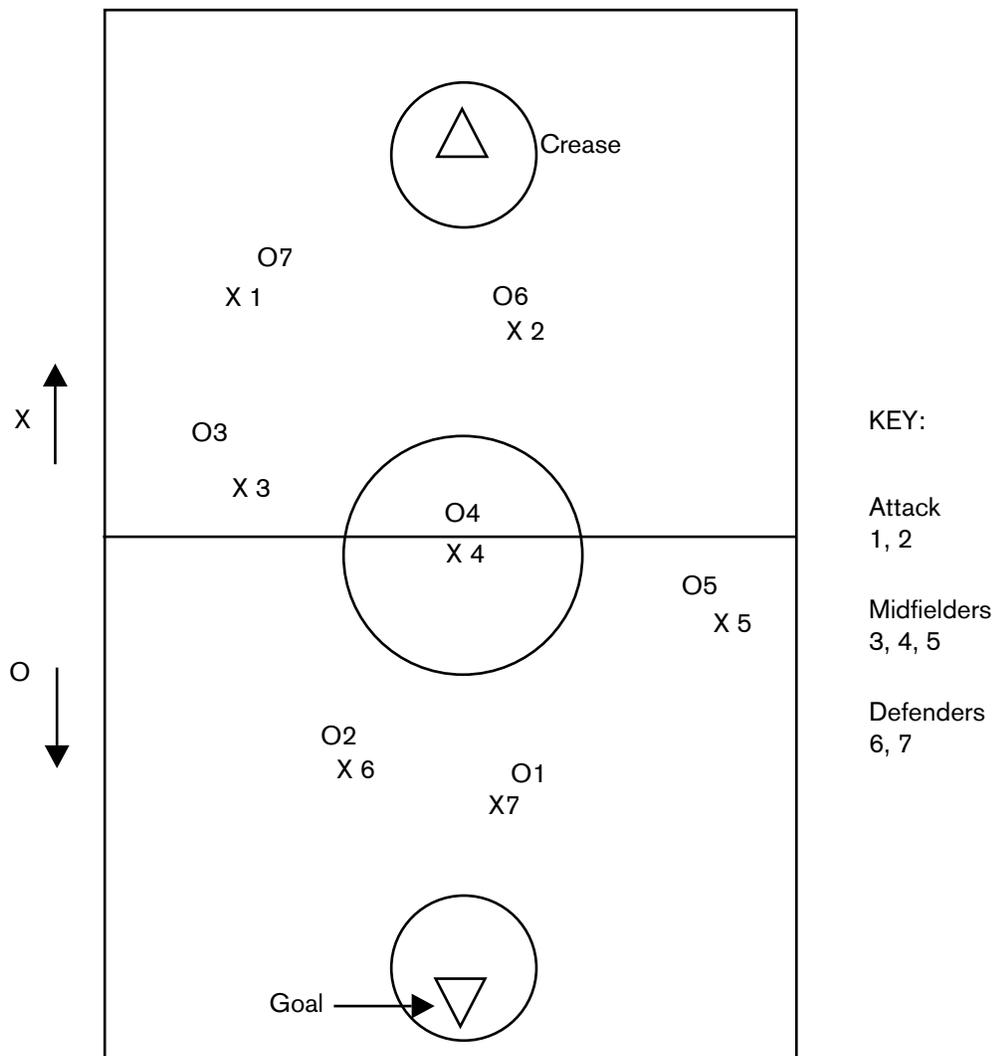
Health Benefits of Lacrosse

- Enhances cardiovascular endurance
- Improves muscular endurance for upper body and lower body
- Builds upper body strength
- Improves overall flexibility for: Triceps, deltoids, quadriceps, hamstrings, lats, glutes
- Improves hand-eye coordination, agility, power, speed, reaction time, and balance

Rules

The following set of rules was established for co-educational physical education play and to promote safe play as opposed to competitive purposes. For information on men's and women's traditional lacrosse rules go to www.lacrosse.org/the_sport/rules.

1. The playing field should be approximately 25 yards by 50 yards for a 7 v 7 game. This does not take into account space behind the goal, which should be a minimum of 10 yards. Small games should be played in a physical education class 4 v 4 to 7 v 7.
 - a. DIAGRAM A Field Diagram and 7 v 7 Positions (not to exact scale)



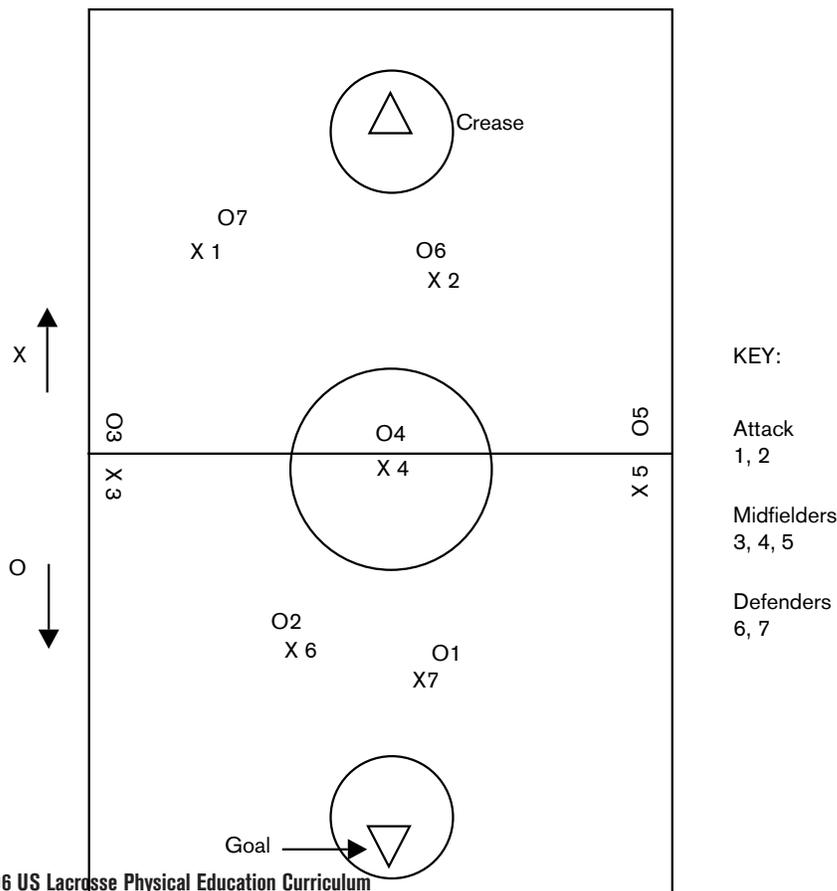
Lesson 6

2. Player to player defense is highly encouraged.
3. When the whistle blows for a foul or out of bounds ball, all players must stand STILL. Game will resume with a whistle.
4. Fouls
 - a. Body contact
 - b. Stick checking
 - c. Anything deemed dangerous to self or teammates
 - d. Kicking or touching the ball with body
 - e. Covering the ball with the stick while scooping/pick-up
 - f. Raking the ball

If a foul is committed, the official will blow the whistle and all players will stand. Play will begin with the ball being awarded to the player that the foul was committed against (a turnover of possession occurs). All players must be five yards away from the fouled player. On the whistle, the player with the ball may run, pass, or shoot.

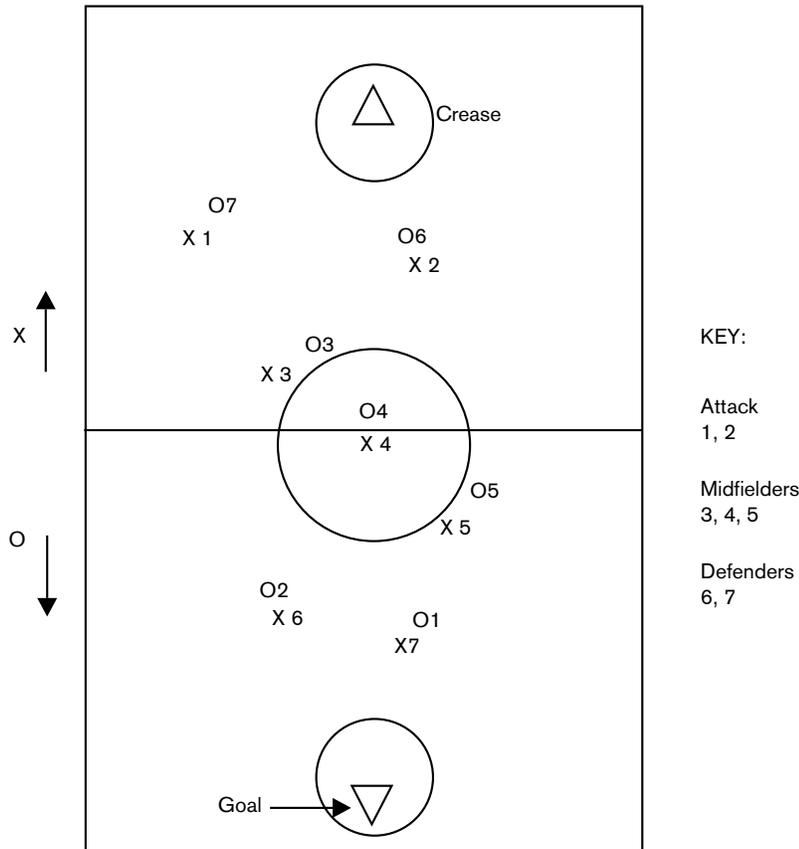
If a "double foul" occurs the official will set up a "throw" at side line. The defensive player stands on his or her goal side. The official will toss the ball in front and between the two players and blow the whistle. The players will attempt to catch the ball, thus, game play will continue.

5. Unsportsmanlike conduct- for example arguing or foul language. The player committing the foul will be removed from game play for a penalty of 1 minute in a "penalty box." The official will time the penalty and the player will return to the game once the time is up.
6. Start of game and after each goal - The official will alternate the draw with two girls in center circle and the face-off with two boys in center circles. The official will set up the draw or face-off and the players will perform the skill upon the sound of the whistle. See Draw and Face-Off Skill Sheets for execution.
 - a. Positioning of other players on the face-off in a 7 v 7 game
 - i. Two players from each team may be lined up 10-15 yards from the face-off pair, one on each side of the field in the direction of the sidelines. All other players must be 20 yards away from the face off pair in the direction of the goals.
 - ii. **DIAGRAM B** Field Diagram and 7 v 7 Positions for the Face-off (not to exact scale)



Lesson 6

- b. Positioning of field players on the draw in a 7 v 7 game
 - i. Teachers may choose to mark a 10 yard diameter circle in the center of the field. Two players from each team may be lined up outside this circle for the draw. They may only enter the circle after whistle beginning the game has been blown. The remaining players must be 10 yards away from the center circle in the direction of either goal.
 - ii. DIAGRAM C Field Diagram and 7 v 7 Positions for the Draw (not to exact scale)



7. Out of Bounds - The team that caused the ball to go out of bounds will lose possession. There are two options for possession if the ball goes out of play behind the goal. Teachers may choose to utilize the regular out of bounds rule, or may award the ball to whichever team has a player closest to the ball when it goes out of play. The men's and women's game have specific rules regarding possession when the ball goes out of bounds behind the goal that differ from out of bounds on the sidelines. See www.lacrosse.org/the_sport/rules for more information.

8. Additional in crease information and indoor modifications:

In both men's and women's lacrosse, the crease is circular. The men's crease has a 9 ft radius, and the women's crease has a 8.5 ft radius. Players may go behind the goal to play the ball or receive a pass (similar to ice hockey). In fact, much team strategy revolves around feeding the ball from behind the goal to players in front of the goal for a scoring opportunity. If you are outside, it is recommended that you play using these rules. If the ball goes out of bounds behind the goal cage, we recommend playing the same out of bounds rules mentioned in Lesson 9, however the behind the goal out of bounds rules in the games of men's and women's lacrosse are more complex. It is recommended that teachers enforce a "no stick or body" in the crease rule.

Inside, there may not be enough space for play behind the goal. A recommended modification would be to create a semi-circular crease with a radius of 8 feet or a dimension that will work for your space. Then establish an endline extended out to the sidelines even with the straight side of the semi-circle. This endline will be considered a boundary, and no play will occur behind the goal. This is similar to the rules used for the international game of intercrosse, which utilizes soft lacrosse sticks and balls.

Self-Assessment of Tactics and Skills

Name _____ Section _____

Knowledge of the Tactic

- 3 I completely understand when to perform the tactic and how to perform it.
- 2 I partially understand when to perform the tactic and somewhat how to perform it.
- 1 I do not understand how or when to perform the tactic.

Circle the number that best indicates your knowledge of the tactic/skill.

Offensive Skills

| | | | |
|-----------------------|---|---|---|
| Cutting | 1 | 2 | 3 |
| Dodging | 1 | 2 | 3 |
| Shooting | 1 | 2 | 3 |
| Transition to offense | 1 | 2 | 3 |

Defensive Skills

| | | | |
|-----------------------|---|---|---|
| Marking on the ball | 1 | 2 | 3 |
| Marking off the ball | 1 | 2 | 3 |
| Blocking passes/shots | 1 | 2 | 3 |
| Transition to defense | 1 | 2 | 3 |

Performance of the tactic

- 3 I believe I can perform the tactic at the proper time and perform it well.
- 2 I believe I can perform the tactic with correct timing and skill some of the time.
- 1 I believe I have difficulty performing the tactic.

Circle the number that best indicates your performance of the tactic/skill.

Offensive Skills

| | | | |
|-----------------------|---|---|---|
| Cutting | 1 | 2 | 3 |
| Dodging | 1 | 2 | 3 |
| Shooting | 1 | 2 | 3 |
| Transition to offense | 1 | 2 | 3 |

Defensive Skills

| | | | |
|-----------------------|---|---|---|
| Marking on the ball | 1 | 2 | 3 |
| Marking off the ball | 1 | 2 | 3 |
| Blocking passes/shots | 1 | 2 | 3 |
| Intercepting | 1 | 2 | 3 |
| Transition to defense | 1 | 2 | 3 |

Compliment the person or persons in your class who you feel was/were successful offensively. Be specific. Provide details.

Compliment the person or persons in your class who you feel was/were successful defensively. Be specific. Provide details.

Who do you think was a good overall player? Why?





Name: _____ Date: _____

Self-Assessment of Team Play

1. Evaluate your team's tournament play.

Rating Scale

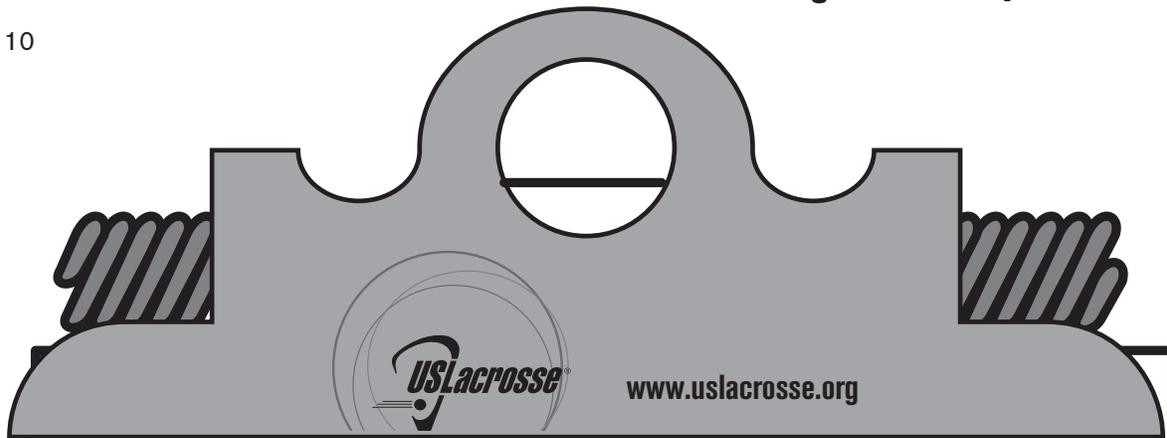
- 1-Beginner
- 2-Recreation Team
- 3-Junior Varsity Team
- 4-Varsity Team
- 5-Collegiate Team

2. List your team's strengths and weaknesses. Provide at least 2 each.

3. Identify your own strengths and weaknesses.

4. How could you improve your individual skills in order to contribute to the success of your team for the World Cup Tournament?

5. Compliment the team you feel played the tournament the most competitively and with the most sportsmanship.



Lacrosse after Physical Education

Opportunities to continue your passion for lacrosse are available at many different levels:

- Try out for your High School Team
- Play Fall Ball league, Winter Indoor Lacrosse, or Summer League
- Attend a camp
- Contact college coaches about collegiate opportunities, varsity and club level.
- Post-collegiate Club Teams
- Coach youth leagues
- Volunteer coach at the middle schools and high school
- Officiating opportunities are available at all levels

For more information about lacrosse opportunities contact:

Your Physical Education Teacher
Your High School Lacrosse Coaches
Your Athletic Director or
www.uslacrosse.org

Lesson 10

Student Name _____
Period _____ Date _____
Teacher Name _____

Lacrosse Unit Test

Section 1

Rules

1. List 2 major fouls of co-educational lacrosse.
2. Describe how to put the ball in-bounds for the girls' game.
3. Describe how to put the ball in-bounds for the boys' game.
4. What is the penalty for committing a foul?
5. What do you need to do when you hear the whistle?
6. How do you start the game for the girls' game?
7. How do you start the game for the boys' game?
8. What occurs if a "double foul" was committed?
9. List 2 minor fouls of co-educational lacrosse.
10. What type of penalty is given for unsportsmanlike conduct? Provide examples of unsportsmanlike conduct.

Lesson 10

Section 2

Field Diagram- Draw a field with the lines and label the positions for a 7 vs. 7 game.

Section 3

From your research list 2 differences between the men's game and the women's game. List 2 similarities between the games. Be sure to use details in order to explain your answer.

Differences-

Similarities-

Section 4

Who started lacrosse? Where was it started? What was the original name of the game?

Section 5

List at least 3 health benefits of playing lacrosse.

High School Resource 0

Lesson 10

Lacrosse Unit Test – Answer Key

Name:

Class:

Date:

Section 1

Rules

1. List 2 major fouls of co-ed lacrosse.
 - a. Body contact
 - b. Stick checking
 - c. Anything dangerous
 - d. Kicking or touching the ball with body
 - e. Covering the ball with the stick while scooping/picking-up
 - f. Raking the ball
 - g. Unsportsmanlike conduct
2. Describe how to put the ball in-bounds for the girl's game.
The player closest to the ball will win possession.
3. Describe how to put the ball in-bounds for the boy's game.
The team who caused the ball to go out of bounds will lose possession.
4. What is the penalty for committing a foul?
If a foul is committed, the official will blow the whistle and all players will stand. Play will begin with the ball being awarded to the player that the foul was committed against (a turnover of possession occurs). All players must be five yards away from the fouled player. On the whistle, the player with the ball may run, pass, or shoot.
5. What do you need to do when you hear the whistle?
Stop
6. How do you start the game for the girl's game?
A Draw
7. How do you start the game for the boy's game?
A face-off
8. What occurs if a "double foul" was committed?
If a "Double Foul" occurs the official will set up a "throw" at side line. The defensive player stands on his or her goal side. The official will toss the ball in front and between the two players. The players will attempt to catch the ball, thus, game play will continue.
9. List 2 minor fouls of co-ed lacrosse.
Covering, raking, and kicking the ball.

High School Resource 0

Lesson 10

10. What type of penalty is given for unsportsmanlike conduct? Provide examples of unsportsmanlike conduct.

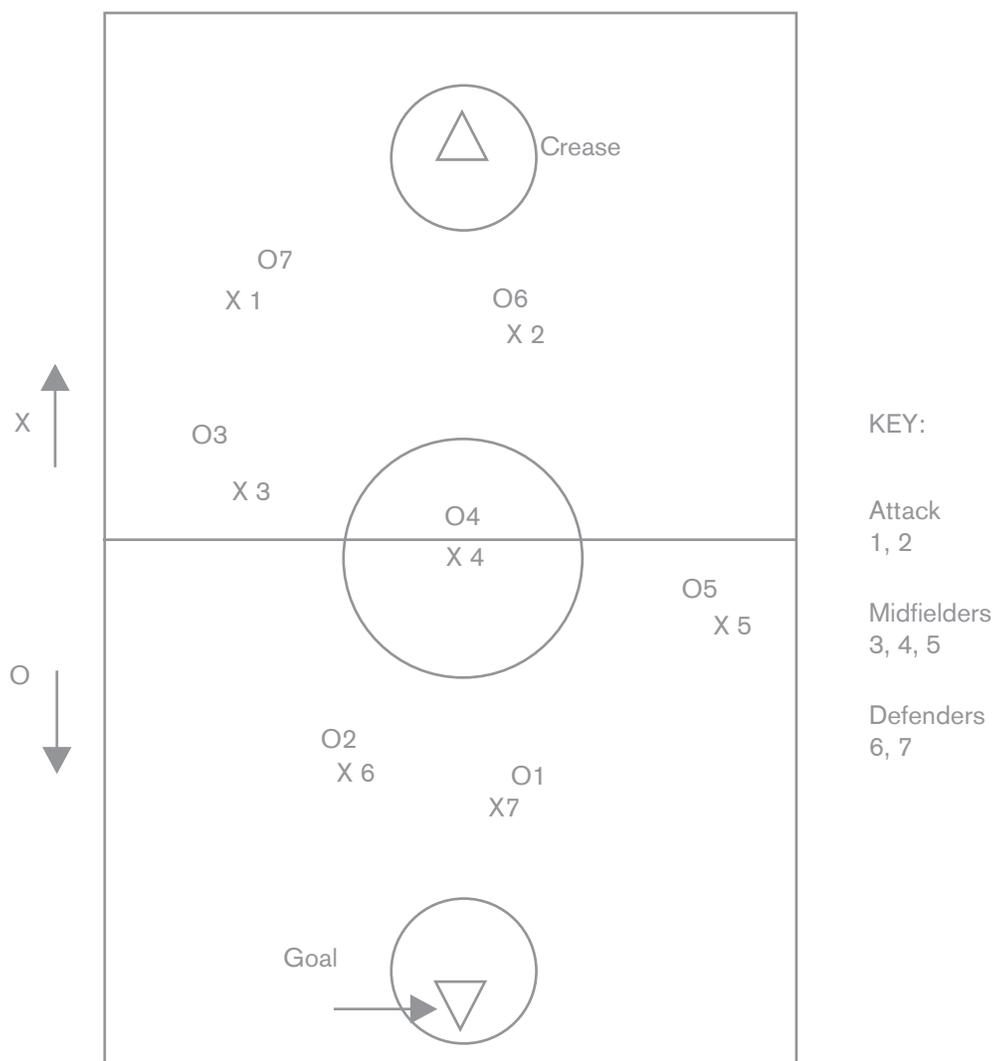
The player committing the foul will be removed from game play for a penalty of 1 minute in a "penalty box." The official will time the penalty and the player will return to the game once the time is up.

An example would be arguing or foul language.

Section 2

Field Diagram - Draw a field with the lines and label the positions for a 7 vs. 7 game.

Field Diagram and 7 vs. 7 Positions (not to exact scale)



High School Resource 0

Lesson 10

Section 3

From your research list 2 differences between the men's game and the women's game. List 2 similarities between the games. Be sure to use details in order to explain your answer.

Differences:

1. The start of the game – girls use a draw, boys use a face off.
2. Out of bounds rule – girls – the closest player to the ball is given possession; boys – the team who caused the ball to go out of bounds will lose possession.
3. The sticks: the girls' stick does not have a pocket; the boys' stick does.
4. The game time. Girls' game is timed in halves whereas the boys' game is timed in quarters.
5. The lines. The girls' game use an arch and fan whereas the boys' game does not. Also the girls' game does not have "hard" boundaries and the boys' game does.
6. The equipment. The girls' game uses a mouthguard and goggles whereas the boys' game uses a helmet, shoulder pads, elbow pads, and big gloves.

Similarities-

1. Both use the same ball.
2. Both games have a restraining line and a crease.
3. The positions are similar – Attack, Midfield, Defense, and a Goalie.

Section 4

Who started lacrosse? Where was it started? What was the original name of the game?

The native Americans in North America. Baggataway.

Section 5

List at least 3 health benefits of playing lacrosse.

- Enhances cardiovascular endurance
- Improves muscular endurance for upper body and lower body
- Builds upper body strength
- Improves overall flexibility for: Triceps, Deltoids, Quadriceps, Hamstrings, Lats, Glutes
- Improves hand-eye coordination, agility, power, speed, reaction time, and balance

BRIEF HISTORY

With a history that spans centuries, lacrosse is the oldest sport in North America. Rooted in Native American religion, lacrosse was often played to resolve conflicts, heal the sick, and develop strong, virile men. To Native Americans, lacrosse is still referred to as “The Creator’s Game.”

Ironically, lacrosse also served as a preparation for war. Legend tells of as many as 1,000 players per side, from the same or different tribes, who took turns engaging in a violent contest. Contestants played on a field from one to 15 miles in length, and games sometimes lasted for days. Some tribes used a single pole, tree, or rock for a goal, while other tribes had two goalposts through which the ball had to pass. Balls were made out of wood, deerskin, baked clay, or stone.

The evolution of the Native American game into modern lacrosse began in 1636 when Jean de Brebeuf, a Jesuit missionary, documented a Huron contest in what is now southeast Ontario, Canada. At that time, some type of lacrosse was played by at least 48 Native American tribes scattered throughout what is now southern Canada and all parts of the United States. French pioneers began playing the game avidly in the 1800s. Canadian dentist W. George Beers standardized the game in 1867 with the adoption of set field dimensions, limits to the number of players per team, and other basic rules.

New York University fielded the nation’s first college team in 1877, and Philips Academy, Andover (Massachusetts), Philips Exeter Academy (New Hampshire), and the Lawrenceville School (New Jersey) were the nation’s first high school teams in 1882. There are 400 college and 1,200 high school men’s lacrosse teams from coast to coast.

The first women’s lacrosse game was played in 1890 at the St. Leonard’s School in Scotland. Although an attempt was made to start women’s lacrosse at Sweet Briar College in Virginia in 1914, it was not until 1926 that Miss Rosabelle Sinclair established the first women’s lacrosse team in the United States at the Bryn Mawr School in Baltimore, Maryland.

Men’s and women’s lacrosse were played under virtually the same rules, with no protective equipment, until the mid-1930s. At that time, men’s lacrosse began evolving dramatically, while women’s lacrosse continued to remain true to the game’s original rules. Men’s and women’s lacrosse remain derivations of the same game today, but are played under different rules. Women’s rules limit stick contact, prohibit body contact, and therefore, require little protective equipment. Men’s lacrosse rules allow some degree of stick and body contact, although violence is neither condoned nor allowed.

Field lacrosse is sometimes perceived to be a violent and dangerous game, however, injury statistics prove otherwise. While serious injuries can and do occur in lacrosse, the game has evolved with an emphasis on safety, and the rate of injury is comparatively low. Ensuring the safety of participants is a major focus for US Lacrosse and its Sports Science and Safety Committee, which researches injury data in the sport and makes recommendations to make the game as safe as practicable. For more safety information see www.uslacrosse.org/safety.

Appendices

A-F

Appendix A

Overview of the Sport, Brief History, Lacrosse Participation, Camps and Clinics, International Lacrosse, Intercrosse, and Professional Lacrosse

OVERVIEW

Lacrosse, considered to be America's first sport, was born of the North American Indian, christened by the French, and adapted and raised by the Canadians. Modern lacrosse has been embraced by athletes and enthusiasts of the United States and the British Commonwealth for over a century.

The sport of lacrosse is a combination of basketball, soccer, and hockey. Anyone can play lacrosse--the big or the small. The game requires and rewards coordination and agility, not brawn. Quickness and speed are two highly prized qualities in lacrosse. An exhilarating sport, lacrosse is fast-paced and full of action. Long sprints up and down the field with abrupt starts and stops, precision passes, and dodges are routine in men's and women's lacrosse. Lacrosse is played with a stick, the crosse, which must be mastered by the player to throw, catch, and scoop the ball.

Today's lacrosse enthusiasts play this primarily amateur sport for love rather than financial reward. Two professional leagues (National Lacrosse League, indoor; Major League Lacrosse, outdoor) dot the North American landscape. But long after the more high profile collegiate athletes have used their skills to enter the professional sports arena, the finest men and women lacrosse players are using their talents in the dynamic amateur competition known as "club" lacrosse.

Lacrosse is one of the fastest growing team sports in the United States. Youth membership (ages 15 and under) in US Lacrosse has more than tripled since 1999 to nearly 100,000. No sport has grown faster at the high school level over the last 10 years and there are now more than 130,000 high school players. Lacrosse is also the fastest-growing sport over the last five years at the NCAA level and that's just the tip of the iceberg. There are more than 500 college club programs, the majority of which compete under the umbrella of US Lacrosse and its "intercollegiate associates" level.

Once a minor pastime played in the shadows of baseball stadiums in the Northeast of the United States, lacrosse has become a national sport with more than a half million active players from ages 5 to 60. For the most current lacrosse participation data, go to www.uslacrosse.org/the_sport.

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LACROSSE PARTICIPATION

Men's Participation

In the men's game of lacrosse there are opportunities for collegiate players at over 400 DI, DII, and DIII colleges and universities. The NCAA-sponsored men's lacrosse championship tournaments have consistently been in the top five of national attendance for collegiate championships.

In addition there are a wealth of collegiate club teams who may compete for the Intercollegiate Associate national title sponsored by US Lacrosse and many junior college sponsored programs.

At the high school level, participation is growing at unprecedented speed. In the past 5 years, lacrosse participation for scholastic boys and girls has increased by nearly 80%.

According to the National Federation of High Schools (NFHS) lacrosse has the fastest growth rate of any high school sport over the last 10 years.

Women's Participation

In the women's game of lacrosse there are opportunities for collegiate players at over 250 DI, DII, and DIII colleges and universities who may vie through the NCAA sponsored national championship.

In addition there are a wealth of collegiate club teams who may compete for the Intercollegiate Associate national title sponsored by US Lacrosse and many junior college sponsored programs.

At the high school level, the women's game is growing as rapidly, if not more so in certain regions of the country.

Youth and Adult Participation

At the youth and recreational level, there are thousands of youth leagues and lacrosse programs for players 5-15 to participate.

At the adult level, there are over 300 post-collegiate club teams for recreational players to participate in almost every state in the US.

For the most current lacrosse participation statistics, please see www.lacrosse.org/the_sport/index

Camps and Clinics for Boys and Girls

1. Participants are primarily high school and youth players.
2. These programs are often staffed by current college and high school coaches.
3. There are more than 500 men's and women's camps nationally. A comprehensive listing of camp opportunities is published in the March issue of Lacrosse Magazine, a publication of US Lacrosse available to current US Lacrosse members.
4. The majority of camps are held during the summer months.
5. US Lacrosse also runs National Team Clinics for players across the US. These clinics feature instruction from elite players on the US men's and women's national teams. For more information go to www.uslacrosse.org/programs/nationalclinic

INTERNATIONAL LACROSSE

Men's

The **International Lacrosse Federation (ILF)** World Championship is held every four years, and represents the pinnacle of lacrosse achievement as the best players from around the world compete for their nation. The U.S. has captured eight ILF World Championships and finished second in the ninth. The Americans have not lost a game in Championship play since the 1978 final, a 17-16 overtime setback to Canada. The winning streak spans 32 games through six ILF tournaments. For information about the ILF and international play, go to www.intlaxfed.org.

Women's

The **International Federation of Women's Lacrosse Associations (IFWLA)** was formed in 1972 to promote and develop the game of women's lacrosse throughout the world. Inaugural members were Australia, England, Scotland, Wales and the United States. The number of member countries has doubled as lacrosse has spread.

The IFWLA World Cup started in 1982 as an international lacrosse tournament that is held every four years, except in 1989 when it had only been three years since the 1986 IFWLA World Championship. The first World Cup was hosted in Nottingham, England. The United States team has won every World Cup except 1986 and 2005 where it finished second behind Australia. The 2005 IFWLA World Cup, the seventh championship, was hosted by US Lacrosse in Annapolis, Md. For more information about the IFWLA and women's international play, go to www.womenslacrosse.org.

US Men's and Women's National Teams

US Lacrosse coordinates all aspects of the men's and women's national teams that represent the United States in sanctioned international lacrosse tournaments. Presently US Lacrosse supports senior level teams and Under-19 teams in both men's and women's lacrosse.

To learn more about the National Team programs, www.lacrosse.org/national_teams

INTERCROSSE

Developed more than a decade ago as an introductory, non-contact version of the sport, intercrosse is played in every state of the country and in approximately 39 other countries around the world by both men and women. The International InterCrosse Federation, based in Quebec, was formed in 1986 to promote intercrosse and coordinate regular international competition.

Over 500,000 individuals play intercrosse in the US. Versions of intercrosse are played in elementary, junior high school and high school physical education programs.

Intercrosse is also played as part of the physical education curriculum of recreational youth leagues and summer camps.

PROFESSIONAL LACROSSE

In November of 1986, the National Lacrosse League was formed as a viable professional indoor lacrosse league. Indoor lacrosse, often referred to as "box" lacrosse, is played under a completely different set of rules than field lacrosse. Consequently, the game's rules allow a much higher degree of physical contact than field lacrosse. In 2006 12 teams played in the NLL. The indoor season runs from January to April, and games draw 5,000-18,000 spectators per game. Compensation for players averages between \$5,000 and \$10,000 per season. Denver set a record for five consecutive sell-outs in 2004 playing before 18,000 + per game. For the most current data on NLL franchises and participation, go to www.nll.com.

Major League Lacrosse was established as a unified professional field lacrosse league in 2001. Unlike the NLL, the MLL plays traditional field lacrosse with a few added rules to enhance the professional game such as a two-point goal line 15 yards from each goal and a 60-second shot clock. As of 2006, 10 teams played in the MLL. Long Island Lizards won the inaugural MLL championship in 2001. For the most current data on the MLL and its franchises, go to www.majorleaguelacrosse.com.

Appendix B

SKILLS

Consider enrolling in the US Lacrosse Coaches Education Program Level 1 online courses at www.uslacrosse.org to access online video clips of all the skills in the section.

Grip

The grip is key to good stick control.

- The shaft should lie across the fingers of your top hand, which then curl around the shaft.
- The top hand should be responsible for holding the stick and should be positioned 2 to 3 inches below the bottom of the head or throat of the stick.
- The bottom hand should gently grip the butt end of the stick.
- The stick should be held vertically to the side of the body, near the ear.
- The stick should be held in the fingertips of both hands with the tips of the fingers and thumb for better control and wrist rotation.



Holding a lacrosse stick:

The shaft should lie across the fingers of your top hand, which then curl around the shaft. The bottom hand should gently grip the butt end of the stick.

Cradling

Lacrosse is a game that includes the skills of keep-away, and the ability of a player to maintain possession of the ball in his or her stick is the most important skill to master. A player may run with the ball in his or her stick anywhere on the field. The ability to run and keep the ball in the pocket of the stick is the basis of all lacrosse ball skills. Throwing, catching, shooting, and picking up the ball begin or end with the cradling of the ball. Cradling is the motion of the stick head that creates a centrifugal force on the ball to keep the ball in the pocket. This force is created by moving both arms and wrists in unison, in a semi-circular motion around the ball.

- The top hand should be responsible for holding the stick and should be positioned 2 to 3 inches below the bottom of the head or throat of the stick. The bottom hand should be relaxed and should be placed around the bottom of the handle.
- The stick should be held in the fingertips of both hands with the tips of the fingers and thumb for better control and wrist rotation.
- A player should use the top hand to turn the stick head in a semi-circular motion, creating a centrifugal force on the ball against the pocket. While the top hand wrist curls in and out, the bottom hand should allow the shaft to rotate in the fingers.
- This palm-in palm-out movement of the top hand is the cradling motion that creates a centrifugal force on the stick head and keeps the ball in the pocket
- In the women's game, there is a slight difference in the cradle as both the wrist and elbow joints are actively moving in unison.



Steps for execution:

(right hand on top)

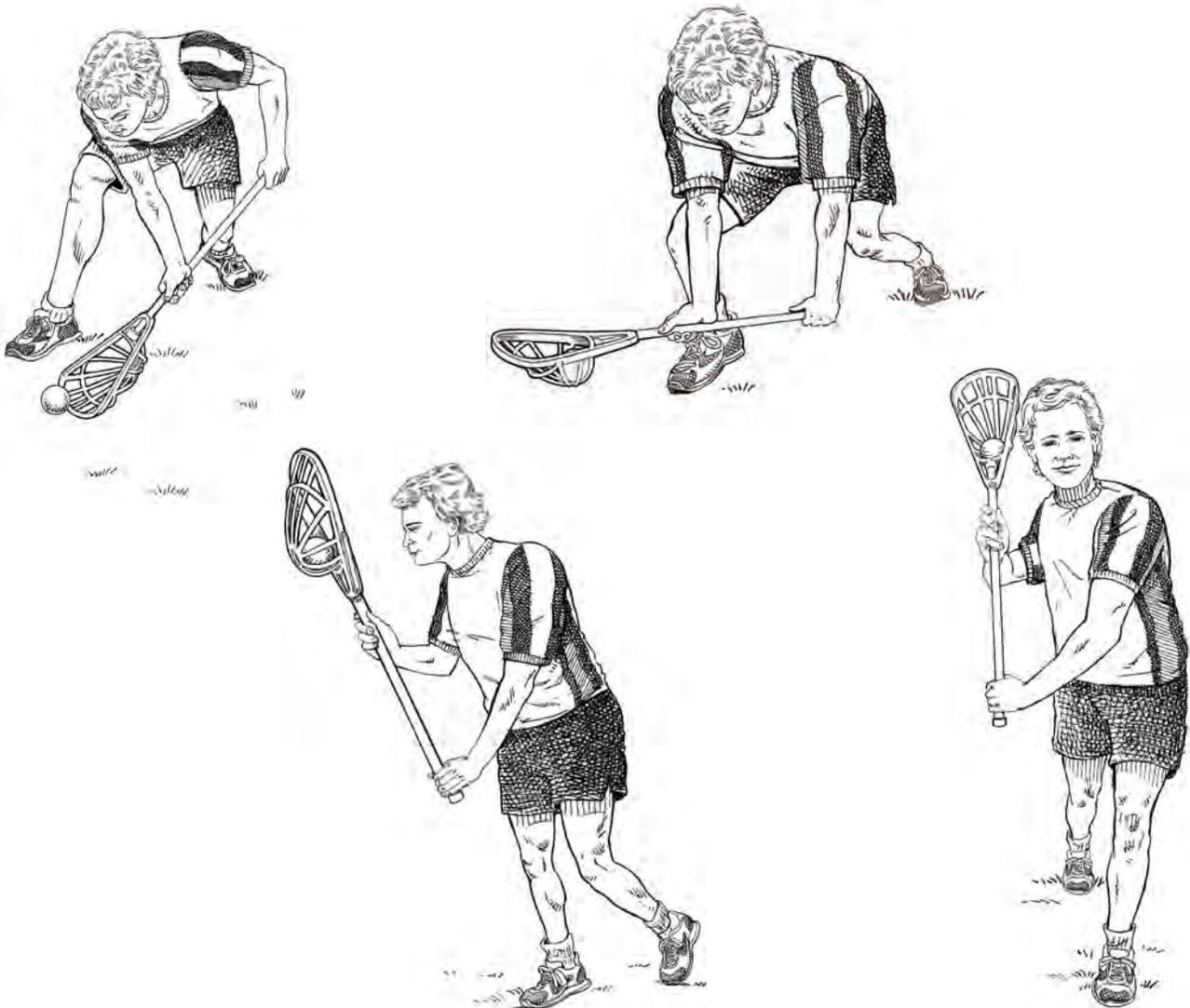
1. Stick held vertical, stick face out, elbows out, arms away from body
2. Move stick from right ear to facing your nose. Face of stick is turned toward your head
3. Move stick back to ear

Groundball/Scoop

A ground ball is picked up on the side of the body opposite the top hand. For example, if the ground ball is on the left, then the hand on the top of the cross is the right hand.

Prepare to pick up a ball by lowering the body with additional bend in the knees and hips, thus positioning the stick almost parallel to the ground.

- The head of the stick should be aimed at the ball and placed parallel to the ground by lowering the arms and slightly bending the knees.
- Place the same side foot as the top hand level with and beside the ball and push strongly with the bottom hand under the ball.
- The player's head must be directly over the ball.
- To scoop the ball, the stick should be pushed under and through the ball.
- Push down with the hand at the bottom of the stick handle and raise the head of the stick to a vertical position.
- Begin the cradling motion as the stick moves into the vertical position.
- Teach and practice this skill using alternating hands at the top of the stick.



Steps for execution:

1. Lower body, bend knees, position stick almost parallel to the ground
Same side foot as the top hand is even with and beside the ball. Your head must be directly over the ball
2. Push stick under and through the ball with the bottom hand, keeping the top hand in same position on stick shaft
3. Raise the head of the stick toward your face (as if you are going to kiss the ball)
4. Begin cradling immediately

Change (Switch) of Hands

The changing of hands is an important skill needed for stick and ball control.

- Hold your stick vertically facing outwards.
- To change the position of hands move the stick across the body to the other side. As the stick reaches the other side, quickly move bottom hand to the top position then slide top hand quickly down the shaft.
- Stick should be perpendicular to the ground next to the ear facing out.



Steps for execution:

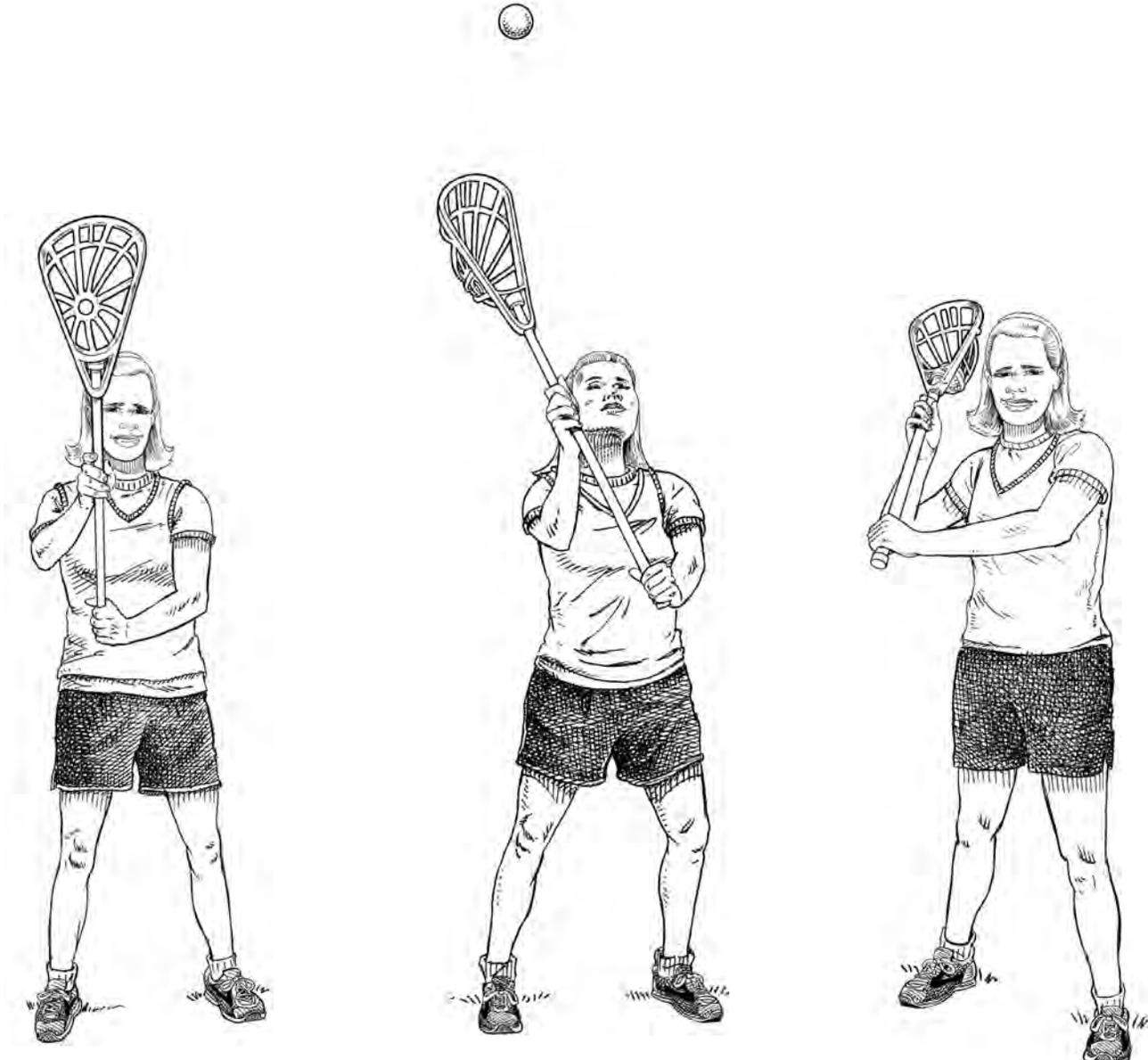
(starting right hand on top)

1. Hold your stick vertical and facing
2. Move stick across the body to the other side keeping your top and bottom hands in the same position on the stick
3. As stick reaches other side, quickly move bottom hand to the top position
4. Then slide top hand quickly down the shaft

Catching

Catching the ball requires a high level of hand-eye coordination. The basic mechanics for catching a ball are:

- The player asking for the ball should provide a target for the thrower by positioning the stick in or near “the box position” (shoulder and ear area). A player should always expose the greatest surface area of the stick as possible to give a clear target.
- As the ball comes into the stick’s pocket area, the player should give with the ball as it hits the pocket. This “giving” motion is created by slightly moving the stick in the direction the ball is traveling. A player should try to see the ball into the stick by following the path of the ball with his or her eyes until it rolls into the stick’s pocket.
- Give back with the stick head in the same direction as the flight of the ball.
- Begin the cradling motion after giving with the ball, to keep the ball in the stick and protect it from a defender.
- A player’s arms should move similar to the natural movement of one’s arms when running, which is forward and backward. Except when cradling, both arms should move in unison in the same direction.



Steps for execution:

(starting right hand on top)

1. Hold the stick out as a target in front of your head 45 degrees to the side of your top hand, vertically, stick face out
2. When catching the ball the head of the stick must give back over the shoulder of the top hand so that the ball is cushioned and is protected in the stick. Top hand gives softly as ball enters stick. Imagine catching a raw egg or a water balloon

(Note: From the catching position behind top hand shoulder, you can move into a cradle, pass or shoot)

Throwing

Throwing is the act of propelling the ball with control from a stick. During a proper throw, the ball moves along the pocket strings and leaves the stick off of the throw strings at the top of the head.

- Stick in box position (area of head/shoulder)
- The body should be perpendicular to the target by pointing the non-throwing shoulder at the target.
- The bottom hand points in the direction of the target while the top hand moves behind the body at ear level just like an overhand throw. (Students can show their normal throw pattern first and go through the basic points of throwing a ball by hand.)
- As the ball is thrown, the trunk rotates and turns toward the target. The stick follows through and the top hand points towards the target while the bottom hand pulls back to the body to make a lever action.
- The ball should roll off the top of the head of the stick. The finishing position of the top of the stick will control the height of the throw. The pulling in of the bottom hand towards the body will give the throw power.
- As the ball leaves the stick, push off the back foot (the stick side foot) and step towards the target with opposite foot (the non-stick side foot).

In addition to the basic overhand throw, there are many variations:

- Underhand – top hand on opposite side hip, head of stick inverted. This looks like a shoveling action (see following page)
- Side arm – top hand on same side hip, head of stick parallel to ground
- Flip – top hand in front of knees, stick head inverted
- Behind the back – top hand behind shoulder
- Reverse – top hand by opposite shoulder, hand in front of stick and backhanded motion

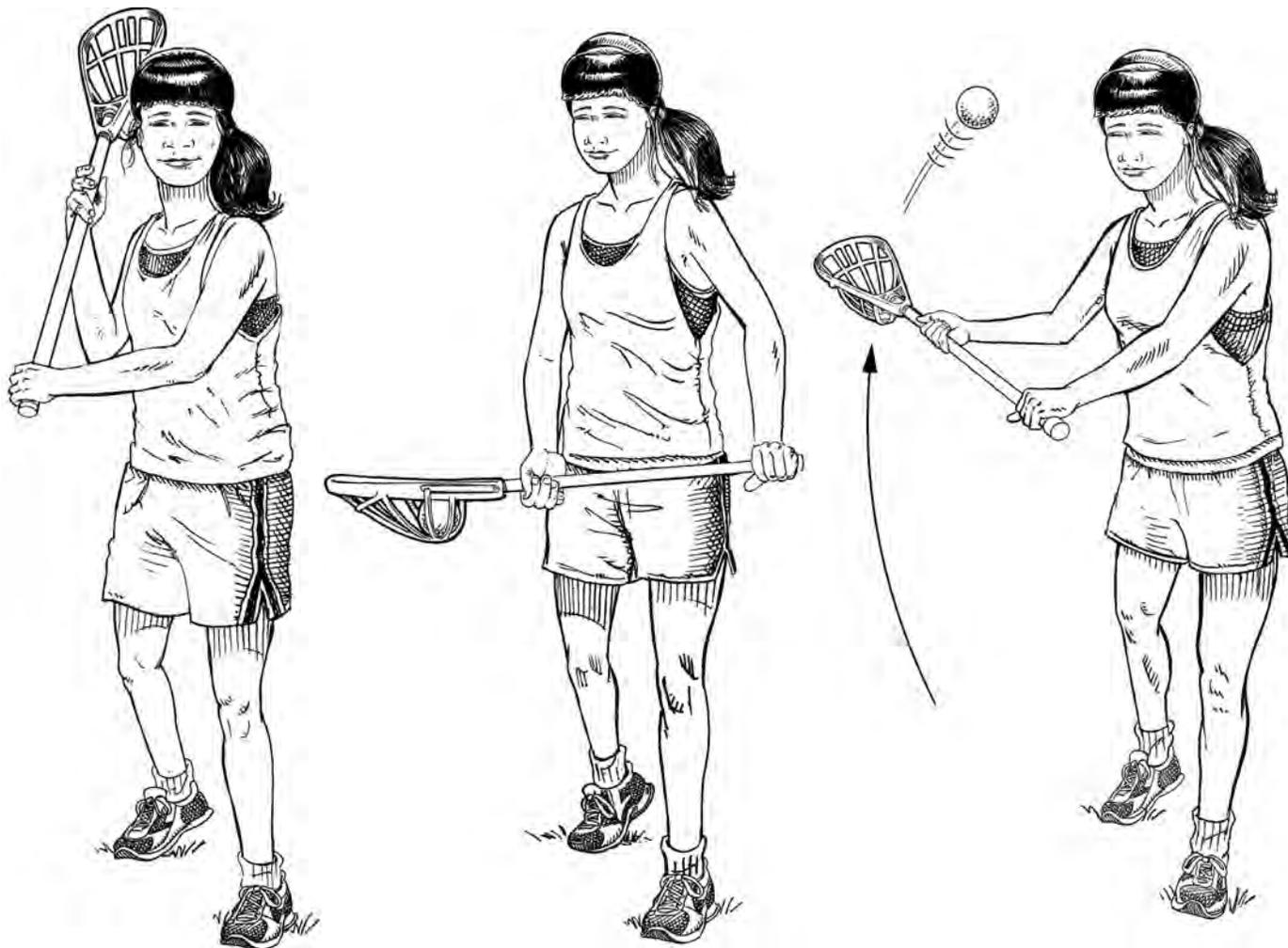


Steps for execution:

(starting right hand on top)

1. Top hand arm back, elbow up, (same position as throwing in other sports) bottom hand on bottom of shaft, stepping with opposite foot
2. The bottom hand will loosely grip the bottom of the stick and will pull and guide the stick towards the target. Top hand pushes at same time bottom hand pulls
3. Follow through with stick head aiming toward target, ending on opposite side of body

Underhand throw



Steps for execution:

1. Stick in ready position by ear
2. Drop stick head and flip ball into air
3. Looks like a "shovel pass" like shoveling snow

Dodge

The purpose of dodging is to move a player's stick and body in such a way that the offensive player can get past a defender and either get free for a shot or cause another defender to move or "slide" away from their own offense onto the ball carrier.

All dodges need to include:

- Proper body positioning of the offensive player. While dodging, the offensive player must position his or her body between the stick and the defender, thereby maximizing stick protection.
- A change of running pace. While dodging, the offensive player must, at some point, change pace to accelerate past the defender.
- The attacker returning to the same path that he or she was on prior to dodging (cutting off the defender).

A **face dodge** is a dodge that keeps the offense facing the defender but involves a strong pull of the stick to one side and then the other to fake the direction of the run.



Steps for execution:

1. Cradle towards defender
2. Pull the stick across the body and drive towards the opposite side of the defender than you were cradling. Your body protects the ball from defender
3. Return stick back to original cradling side after you are back on line and past the defender

A **roll dodge** is a dodge that turns the stick and player away from the defender and is often used with a change of the top hand to maintain protection of the ball in the stick.



Steps for execution:

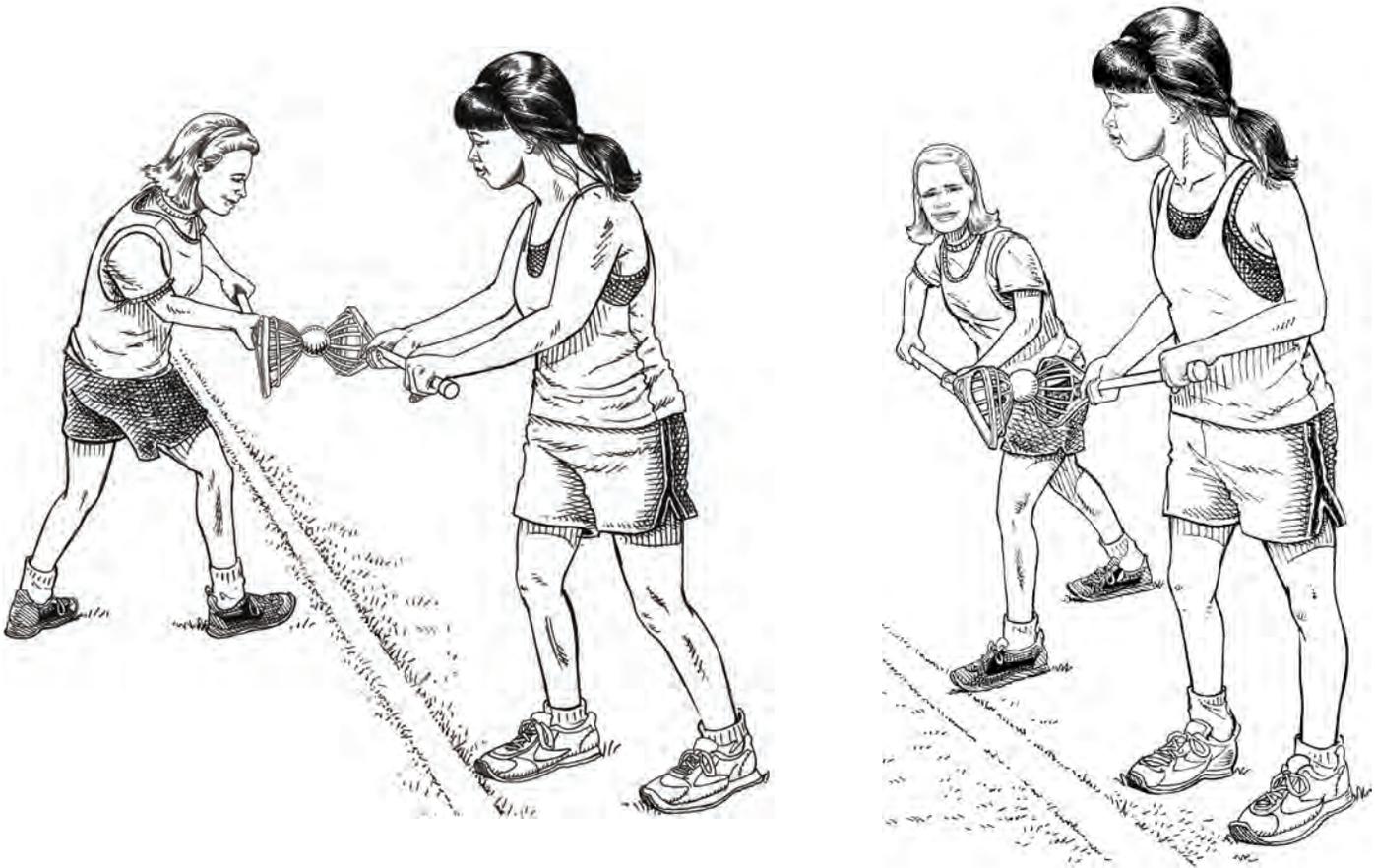
1. Approach defender
2. Weight down on front foot (opposite foot of top hand) to drive off of when turning
3. Roll off defender, protect stick
4. Accelerate and step back in tight on the line as quickly as possible

Draw

At the beginning of each half and after each goal, players get in position for a “draw,” the women’s lacrosse version of a “jump ball.”

- Each team’s center must “toe the center line” (have one foot touching the centerline without going over it); however, they may choose to place both feet on the line.
- If a player is drawing with her right hand up she will position herself facing the goal she is attacking; if she is drawing left hand up, her back will face the goal she is attacking.
- The back sides of the opposing centers’ sticks are lined up and the ball is placed between them.
- Players must place a bit of pressure between to keep the ball in place.
- Once the umpire places the ball between the centers’ sticks, the players taking the draw must remain motionless until the whistle is blown. All other players have to be outside the center circle.
- When the whistle blows, the centers either push and lift (when your right hand is up) or pull and lift (when your left hand is up) the ball over their head and into the air by rotating their wrists and using the natural rotation of their body. The ball then belongs to the first player to get to it.

Note: Both the draw and the face-off/draw are difficult to perform with sticks that have solid plastic heads and do not have a mesh or laced pocket. Therefore alternating possession of the ball at the start of the game may be easier for players at first.



Right hand up player

Left hand up player

Face-off

Facing-off is the skill used in the men's game at the start of the game, to begin each quarter, and after each score. Two players will face each other (while also facing their goal) at the center of the field with the ball placed between the backs of the head of the stick at ground level. The objective is to maneuver their sticks and bodies to gain possession of the ball by either picking the ball up themselves or directing the ball to the wing players running in from the sides.

Positioning

- Prior to the official blowing the whistle to start the face off, each player should get in a squatting position.
- The face-off players should hold their stick in both hands and have both hands on the ground with the top hand holding the stick at the very top (where the shaft and the stick head meet), but not touching the plastic of the stick head.
- Each face-off player should have the back of his stick facing the other player. The shaft of the stick must be parallel to the midline and not extend over the midline. The distance between each stick should be four inches, which is the width of the face-off line. The ball is between the sticks.
- Both players will be squatting with their right foot directly behind their right glove hand. That foot cannot extend beyond where the shaft and stick head meet.
- The official will indicate to each player to get ready then "set" (at this point no movement is allowed) and will blow the whistle to start play. At this point both players will maneuver their stick and body to gain possession of the ball by either picking the ball up themselves or directing the ball to the wing players running in from the sides.



Defensive Stance/Positioning

Not a necessary comment. Playing good team defense requires good one-on-one coverage, and good individual defensive play requires proper defensive stance, footwork, agility, and the ability to move in all directions. When a team is not in possession of the ball, players should always be defending their opponent (marking) The object of any defender is to dictate or direct the path of the opponent and prevent a goal or obstruct the opponents' efforts to shoot on goal.

Proper defensive body positioning requires defenders to:

- keep their body between the goal and the offensive player they are marking.
- keep their knees bent to allow them to react quickly.
- keep their body square to the offensive player to allow the defender the ability to move in all directions.
- keep their weight on the balls of the feet – not on their toes or back of the heels. A defender should be balanced and ready to react.
- side-shuffle, instead of crossing one foot in front of or behind the other, to maintain balance and the ability to change directions with the player they are marking. A defender may run normally if trying to keep up with his mark when running hip-to-hip.

When teaching defense:

- teach footwork first – Have the defender's feet match the same direction as the ball carrier.
- teach the body position – The defender should stand off one of the attacker's hips while running parallel to the ball carrier. Most often the defender should position herself on the strong stick side of the attacker, therefore forcing the attacker to cradle on her non-dominant side or with her non-dominant hand on top.
- teach stick position – Carry the stick in a vertical position between the defender and the ball carrier. Be ready to block the pass when the ball is thrown. Stick checking is not allowed in physical education.
- show how patience while maintaining this position limits the ball carrier's options.
- teach the concept of taking space away from the ball carrier by getting your feet and body in that space first.
- teach a defender to recover by regaining his or her footwork and body position first. A beaten defender should recover to the place the attacker is moving towards and beat them there instead of playing catch up.
- teach a defender not to open their hips and to not allow the attacker to dictate their path.

Shooting

Shooting is a controlled throw toward the goal cage in an attempt to score. The difference between a pass and a shot are the changes in trajectory and speed. The technique used to throw a ball and to shoot a ball is very similar. However, the intended results are vastly different -- a pass to a teammate is to be caught and a shot on goal is to get the ball past the goalkeeper.

The following are the basic mechanics for all shots:

- The shooting stance is similar to the one used when throwing.
- The shooter's body should be perpendicular to the goal with the non stick-side shoulder pointing towards the goal.
- The stick head moves away from the target while the bottom hand points towards the target.
- The shooter should push off the back foot (the stick-side foot) and step in the direction of the target area with the front foot (non stick-side foot) while turning the shoulders and rotating the trunk. The shooter should follow through by extending the top of the stick towards the target and pulling the bottom of the stick in towards the body to create force.
- While rotating the trunk and shooting, the shooter should rotate the wrist and turn the top hand over the bottom hand (i.e., snap the wrist). By snapping the wrist over, the shooter helps keep the ball revolving forward so when it hits the ground the line of momentum continues in the same direction, causing the ball to pick up speed.
- Players should practice aiming at a target, for example the corners of a goal, so that they get used to the idea of aiming away from a goalkeeper. (There will be no goalkeepers in the physical education classes but students need to have a sense of aiming for spaces relative to eventually beating a goalie.)

Four shots taught throughout the curriculum are:

Overhand shot-Same mechanic as overhand throw

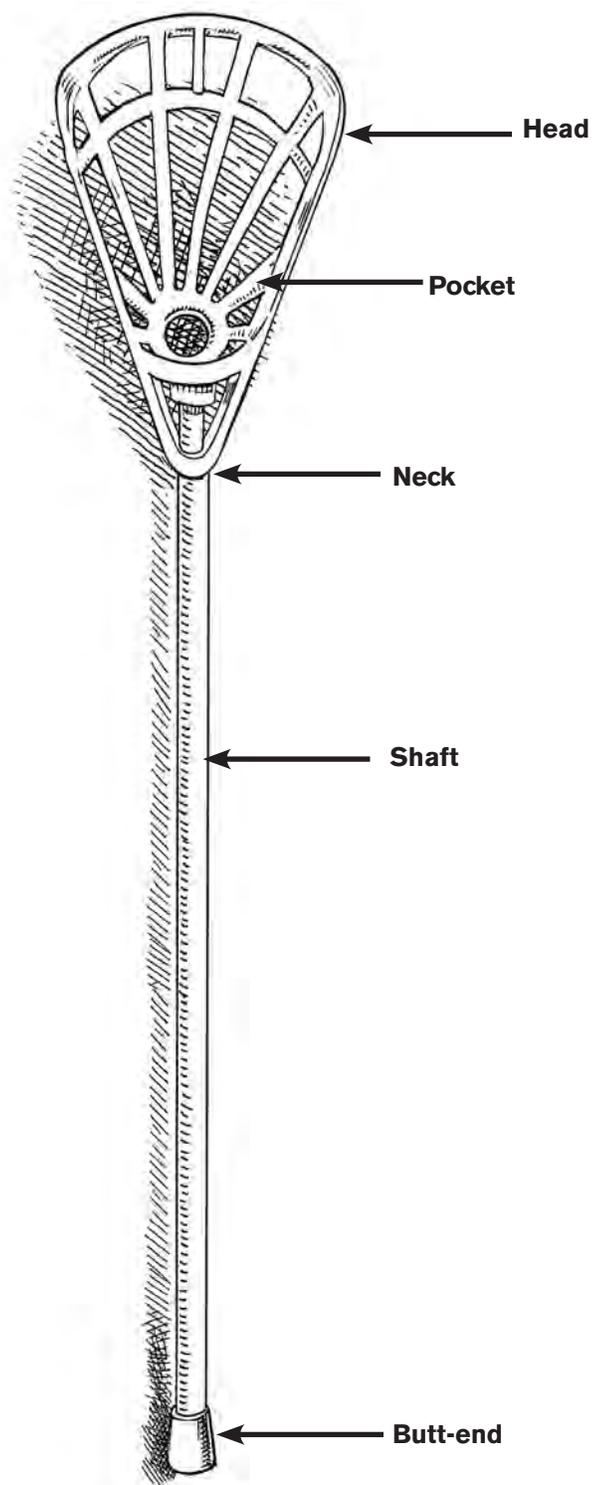
Underarm shot (shovel shot)- Top hand on opposite side hip, head of stick inverted. This looks like a shoveling action

Reverse –Top hand is by opposite shoulder, top hand knuckles facing down on opposite shoulder. Bottom hand had strong “push down” motion and is lined up hand in front of opposite shoulder. This is a backhanded motion. To help students achieve this positioning, have them hold stick in regular throwing position. Then have them roll stick over head to opposite side of body without switching hands. They will now be in the reverse position.

Quickstick- Shooter receives a feed from a teammate and immediately releases the ball for a shot. Students need to concentrate on fully giving when receiving the ball, and making sure they have control before releasing. A common error will be batting at the ball instead of control/immediate release

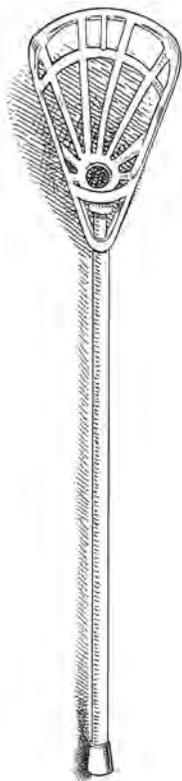
Soft lacrosse stick

(Labeled parts: Shaft, head, pocket, butt-end)

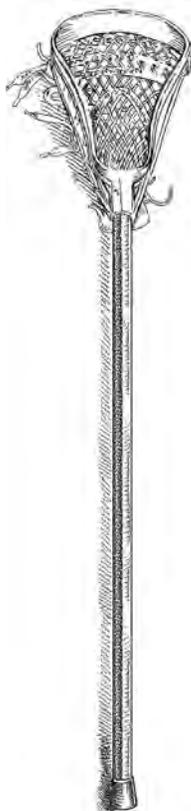


Lacrosse Stick Comparison

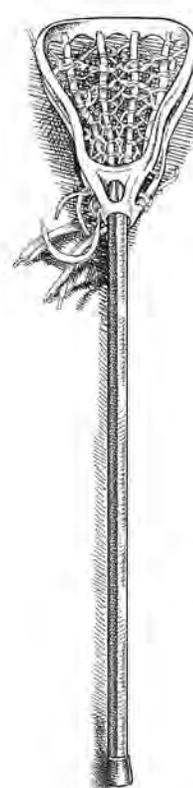
Soft lacrosse stick, men's lacrosse stick, women's lacrosse stick



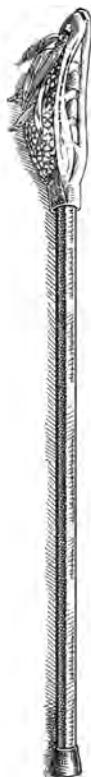
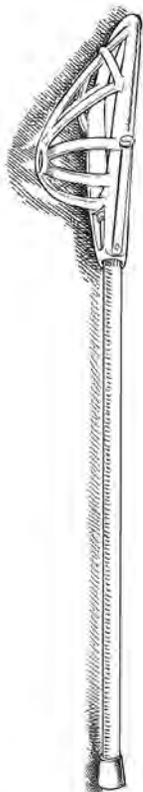
Soft lacrosse stick



Men's lacrosse stick



Women's lacrosse stick



Appendix C

VOCABULARY

Ask - As in “ask for the ball.” A term in lacrosse referring to the action of a player extending his or her stick into the air to receive a pass in order to communicate to the passer where the ball is to be received and to give the passer a target to aim for.

Attack/Offense - The team or player that has possession of the ball.

Ball (lacrosse) - Round rubber sphere, 7¾ to 8 inches in circumference, between 5 and 5½ ounces in weight

Ball (soft lacrosse) - Round rubber sphere; lighter, softer, and larger than a regulation lacrosse ball. When this ball is used, no protective equipment is necessary.

Ball side - A defender is positioned between his or her offense and wherever the ball is on the field.

Baggataway - Native American name for the game of lacrosse.

Blocking - Using one’s stick to intercept or interrupt a pass by the opposing team.

Butt end - The bottom of the shaft of a lacrosse stick.

Catching - Primarily the eye-hand coordination skill of receiving the ball into the stick. This can be at any height including a ball coming along the ground.

Stick checking - The repeated tapping or repeated push/pull motion of a defender’s stick against another player’s stick in an attempt to dislodge the ball from the ball carrier’s stick. Used in the adult games but not in physical education classes.

Clear - A pass usually coming from the goalie to advance the ball from the defensive end of the field to the offensive end of the field.

Cool/Warm/Hot defense (teaching technique) - Terms used when teaching defense to indicate the strength or intensity of defense expected during a particular drill.

Cradle - The motion of the stick head that creates a centrifugal force on the ball to keep the ball in the string pocket. This force is created by moving both arms and wrists in unison, in a semi-circular pattern around the ball. A rhythm is established while running that is natural to one’s striding steps. As a player develops this skill, changes in height, speed, and rhythm can be developed.

Cradling - A semi-circular motion of the stick, creating a centrifugal force on the ball against the pocket used to protect the ball and keep it away from the defender. While the top hand wrist curls in and out, the bottom hand should allow the shaft to rotate in the bottom hand.

Cover - Place the stick over the ball. This is illegal in the women’s game.

Crease / Goal circle - The circle with a 8.5 foot (women’s game) or 9 foot (men’s game) radius that surrounds the goal. This is the “home” of the goal keeper and certain rules apply about who can enter the goal circle and when.

Creating space - The process by which off ball attackers move and cut to create open pathways for scoring opportunities.

Critical scoring area - The area around and behind the goal (usually 15 square yards in front of the goal and 10 square yards behind the goal) where the attack attempts to execute plays to score goals. This space is also used in officiating the women’s game to help keep the shooting space open and safe.

Cutting - The movement of a player to get free from an opponent and to move into enough clear space to receive a safe pass from a teammate. It can also be used to create free space for another teammate to move into.

Defense - The team not in possession of the ball that is attempting to prevent the attack from scoring goals.

Defensive recovery - The act of out of position defensive players sprinting quickly into position to either mark an open player and/or establish goal: side positioning.

Dodge - An offensive player with the ball makes a move to gain advantage and create an offensive opportunity. An offensive skill used to move around an opponent to improve your position. Types of dodges include the face dodge and the roll dodge.

Double team - Two players playing defense on an opponent.

Draw - In the women's game this skill is used to start the game, halves, and after a score. Two opponents stand with sticks placed at shoulder height. Their sticks are placed back to back with the ball held between the sticks and maintained there with equal pressure from each opponent. When the whistle is blown the ball must go above the players' heads and it becomes a free ball.

Face-off - In the men's game the ball is placed on the ground and two opposing players must place their sticks back to back approximately 4 inches away from each others stick. When the whistle blows, the two players scramble for the ball. Upon possession the other players are released from their area to play and be interactive in the game.

Fakes - Motions created by a lacrosse player to deceive the opponent into going a direction other than that which is intended by the player. Can be done with stick, body, or both.

Fast break - An attacking team's attempt to gain numerical advantage over their opponents by moving the ball quickly down the field, running and passing, towards the goal. It results in the attack outnumbering the defense, for example 2 on 1, 3 on 2.

Feed - A pass to a teammate in scoring position.

Flip - A synonym for the underhand pass/throw. Involves a shovel-like motion.

Foul/penalty - Women's game assesses fouls. Men's game assesses penalties. See rule books for detailed explanations.

Free space - An imaginary path from the player with the ball to the outside of either side of the crease or goal circle.

Give and go - The ball is passed from a player to a team member. The player then cuts to the goal or an open space and receives the ball back.

Goal - Scoring by putting the ball in the opponent's net.

Goalkeeper - The player allowed in the goal and the crease whose major role is to stop the ball from going into the goal.

Goal line - The line on the field painted between the two goal posts to indicate the plane of the goal face. The ball must cross this line and the plane of the goal to be a valid goal.

Goal line extended - An imaginary line that extends from either side of the goal line to the sidelines of the field.

Goal side - A defender is positioned between his or her offense and the goal he or she is defending.

Grip - Placement of the hands on the stick in a grip and curl fashion.

Groundball - A ball that has fallen to the ground in the game of lacrosse.

Head - The molded plastic top of a lacrosse stick.

Helmet - Protective head gear used in the men's game and in the women's game for the goalie only. It is a protective piece of equipment similar to that of a hockey player at the youth level.

Hole - The area immediately outside of the crease in front of the goal.

Interception - Act of a defending player moving into the line of flight of the ball, and catching the ball that was being passed from one offensive player to a teammate.

Intercrosse - A non-contact version of the game of lacrosse played internationally utilizing special rules and soft lacrosse sticks and balls.

Man up - The numerical advantage that results from at least one member of the opposite team serving time in the penalty box (men's game).

Man down - The numerical disadvantage that results when a team is outnumbered by at least one player as the result of one or more of its players serving time in the penalty box (men's game).

Marking - The action of a single defender guarding a single attacker closely.

Midfielder - A player who plays both offense and defense and can run the length of the field.

Neck - The area on a lacrosse stick where the shaft and the head connect.

Off the ball offense (off the ball movement) - The position and play action of the offense on the opposite side of the field from where the ball is. These players are in a good position to help by keeping the defense away from the ball, moving into a position to score or receive a pass, etc.

On the ball offense - Offensive moves of the player who is in possession of the ball.

Off the ball defense - Defensive positioning to mark player who is not near the ball.

On the ball defense - The defensive team maintains a close marking or defensive relationship with the player who is in possession of the ball.

Offsides - A team fails to keep the correct number of players in a designated part of the field (see rules to check for the rules and penalties for the men's and women's games). Too many players on one side of the field.

One pass away - A offensive or defensive player is defined as "one pass away" when they are on either side of the player with the ball and may be the next player to receive a pass or defend a pass from the ball carrier.

Open space - Space created when an offensive player moves out of an area on the field to create an offensive opportunity.

Out of bounds - Ball goes beyond the outer boundaries designated for that game.

Passing lane - The space between the person with the ball and the defender's mark (the potential receiver). The open undefended space between two offensive players through which a pass can be safely made.

Pick - A player stands and blocks the defense from getting to the player with the ball - similar to basketball.

Pocket - The area inside the head of the stick made of mesh or woven material. The ball is cradled, thrown, caught or scooped into this area. Legal depth of the pocket differs in the men's and women's game. In soft lacrosse sticks, the pocket is plastic.

Quickstick - Catching the ball and releasing it quickly, with no cradling motion prior.

Rake - Action of covering the ball with the stick then rolling the stick backward over the ball to create rotation which allows the ball to roll into the stick (illegal in the women's game).

Restraining line - In women's lacrosse, a painted line across the field 30 yards from each goal line marking the limit of the offensive area in which only 7 offensive players and 8 defensive players (including the goalie) may be located during an attack on goal.

Soft lacrosse - A non-contact, co-ed, physical education class version of the game of lacrosse which draws rules from men's lacrosse, women's lacrosse, and intercrosse; utilizes soft lacrosse sticks and balls.

Scoop - The act of pushing the head of the stick underneath a ball on the ground in order to bring the ball into the stick.

Shaft - The part of a lacrosse stick gripped by the player and attached to the head.

Shadowing - The process of a defender moving his or her stick to mirror the stick of the attacker being guarded.

Slide - A move by a defender to leave one player to mark a more dangerous opponent whose defender has been beaten. Opponents might be more dangerous because they have the ball, or because they are in a better position to receive the ball, or are in a better position relative to the goal. Usually several defenders slide so that the whole defensive team repositions according to the most dangerous players.

Stick - Also known as a crosse, comprised of three parts: head, throat, and shaft.

Throat - The area of a lacrosse stick where the head and shaft meet.

Throwing - The act of propelling the ball with control from a stick. During a proper throw, the ball moves along the pocket strings and leaves the stick off of the throw strings at the top of the head.

Toss - Act of throwing the ball in the air to one's self.

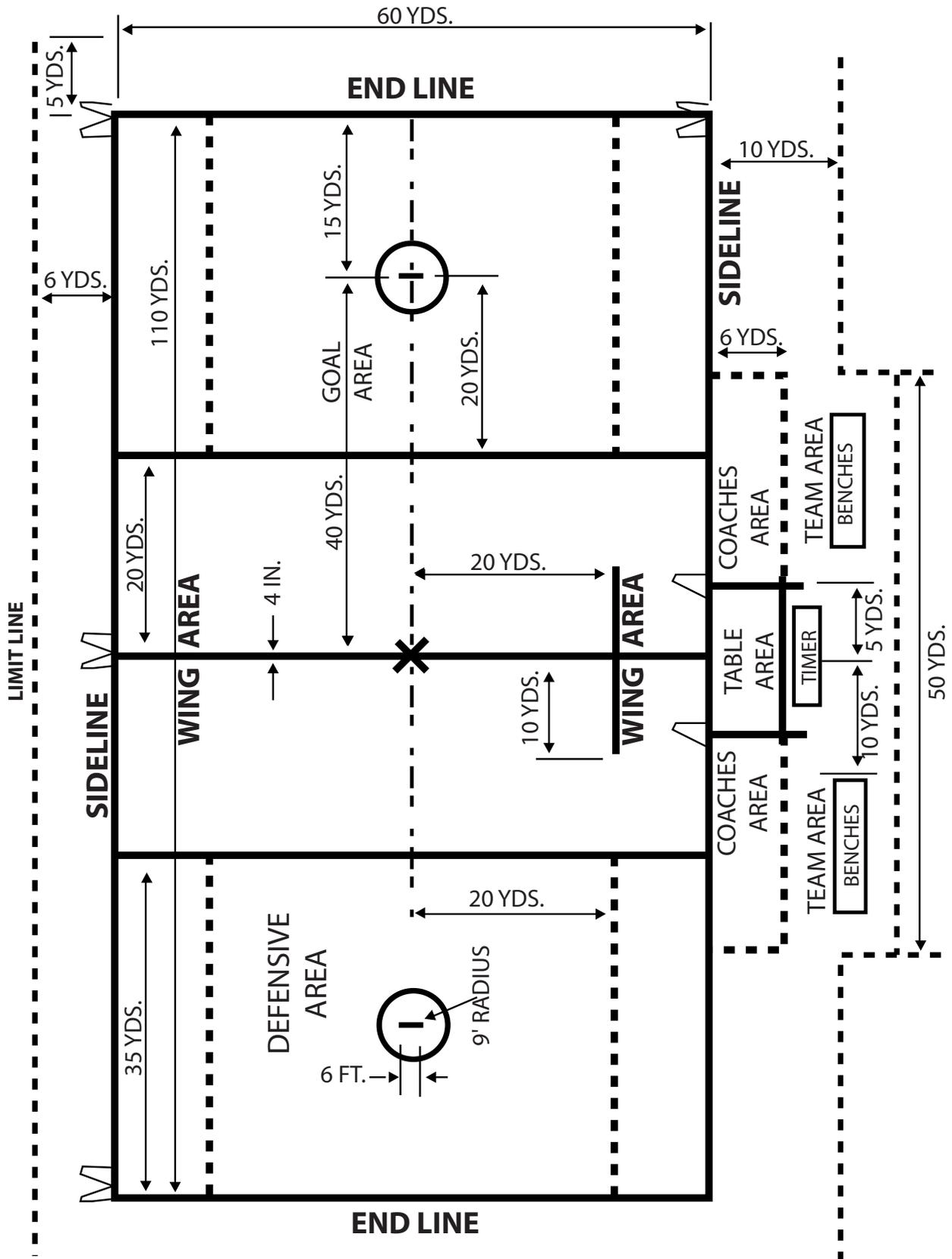
Throw - Pass the ball to a team member.

Transition - Move the ball from defense to offense.

Warding off - An offensive player illegally moves the defenders stick with his/her hand.

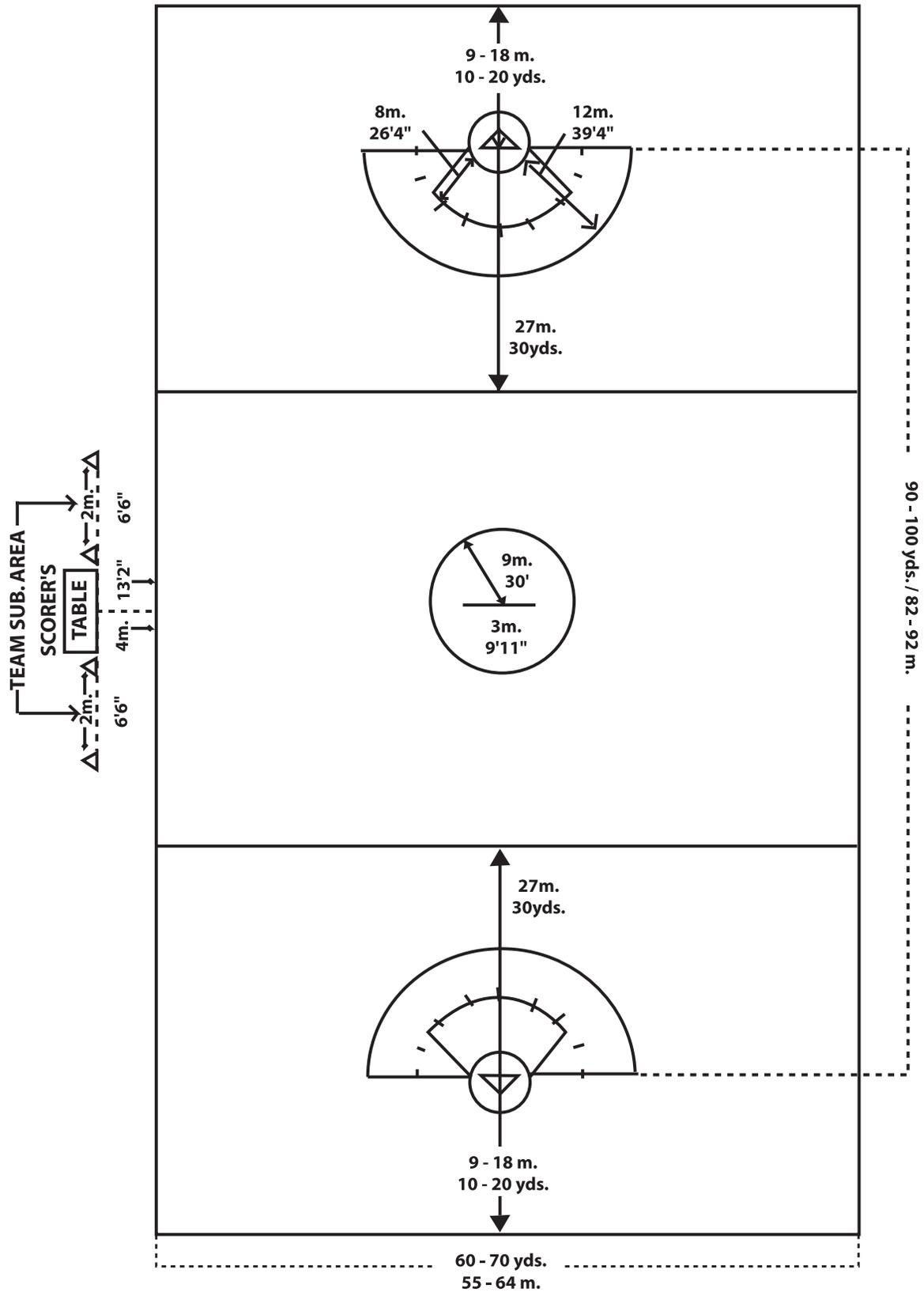
Appendix D

MEN'S LACROSSE FIELD



Appendix E

WOMEN'S LACROSSE FIELD



Appendix F

SELECTED RESOURCES FOR PHYSICAL EDUCATORS

*Denotes Highly Recommended resource for this curriculum

Texts

The following texts are available at the US Lacrosse online store at www.uslacrosse.org/store (US Lacrosse members receive 10% discount)

- American Sport Education Program. (2003). *Coaching Youth Lacrosse (2nd ed.)*. Champaign, IL: Human Kinetics.
- * Bruchac, Joseph. *The Great Ball Game*, New York, NY: Dial Books.
- * Duffy, Neil. (2004). *The Spirit in the Stick*. Virginia Beach, VA: Duffy Publishing.
- * Fisher, D. M. (2002). *Lacrosse: A History of the Game*. Baltimore, MD: The Johns Hopkins University.
- Murrell, Greg & Garland, Jim. (2002). *The Baffled Parent's Guide to Coaching Boys' Lacrosse*. Camden, ME: Ragged Mountain Press, a division of the McGraw-Hill Companies.
- Sardella, J. *L is for Lacrosse: An ABC Book*. Baltimore, MD: US Lacrosse.
- Scott, B. (1978). *Lacrosse: Technique and Tradition*. Baltimore, MD: The Johns Hopkins University.
- Tucker, Janine with Yakutchik. (2003). *The Baffled Parent's Guide to Coaching Girls' Lacrosse*. Camden, ME: Ragged Mountain Press, a division of the McGraw-Hill Companies.
- US Lacrosse. *A Manual of Men's Lacrosse Drills*. Baltimore, MD: Compiled by US Lacrosse
- US Lacrosse. *A Manual of Women's Lacrosse Drills*. Baltimore, MD: Compiled by US Lacrosse
- US Lacrosse. *Parents' Guide to the Sport of Lacrosse*. (11th ed.). Baltimore, MD: US Lacrosse
- Vennum, T, Jr. (1994). *American Indian Lacrosse: Little Brother of War*. Washington, DC: Smithsonian.
- * Yeager, John M., US Lacrosse. (2006). *Our Game: The Character & Culture of Lacrosse*. Port Chester, NY: Dude Publishing, a division of National Professional Resources, Inc.

The following texts are available through Human Kinetics at www.hkusa.com

- Griffin, L. (1997). *Teaching sport concepts and skill: A tactical games approach*. Champaign, IL: Human Kinetics.
- Launder, A. (2001). *Play practice: The games approach to teaching and coaching sports*. Champaign, IL: Human Kinetics.
- Mitchell, S., Olsin, J., & Griffin, L. (2003). *Sport foundations for elementary physical education: A tactical games approach*. Champaign, Ill: Human Kinetics.
- Siedentop, D. (2004). *Complete guide to sport education*. Champaign, IL: Human Kinetics.
- Swissler, B. (2004). *Winning lacrosse for girls*. New York: Chelsea House.

The following texts are available through NASPE at <http://www.aahperd.org/naspe/>

- Dougherty, N. J. (Ed.). (2002). *Physical activity and sport for the secondary school student (5th ed.)*. Reston, VA: National Association for Sport and Physical Education.
- Dougherty, N. J. (Ed.). (2002). *Principles of safety in physical education and sport (2nd ed.)*. Reston, VA: National Association for Sport and Physical Education.

Online Courses

- * US Lacrosse Coaches' Education Program Level 1 (boys' and girls'). www.lacrosse.org/cep/online

Videos and DVD's

The following videos are available at the US Lacrosse online store at www.uslacrosse.org/store

- * 2003 Under 19 Men's Championship Game. (2003). US Lacrosse.
- * 2003 Under 19 Women's Championship Game. (2003). US Lacrosse.
- * *This is Lacrosse! Promotional Video*. (2005). US Lacrosse.
- * *More Than a Game: A History of Lacrosse*. (1998). US Lacrosse.

This is a small selection of the videos and DVD's available from US Lacrosse. Please visit the online store for additional releases that may specifically benefit your program.

Websites

- * US Lacrosse - www.uslacrosse.org

Sample of Soft Lacrosse Equipment Retailers+

Flaghouse - 800.793.7900 – www.flaghouse.com

Sport Supply Group – www.sportsupplygroup.com

Greg Larson Sports – 800-950-3320 – www.glsports.com

Bill Fritz Sports – 800-234-1004 – www.billfritzsports.com

Toledo Physical Education Supply – 800-225-7749 - www.tpesonline.com

Palos Sports, Inc – 800-233-5484 – www.palossports.com

+ Ordered STXBall equipment from manufacturer in 2005

Soft Lacrosse Equipment Manufacturers

STX - www.stxlacrosse.com - Soft lacrosse product name: STXBall

Brine - www.brine.com - Soft lacrosse product name: McWhiplt

Keyword Internet Searches (for other retailers or price comparisons)

STXBall

McWhiplt