



TOOLS FOR LEARNING **LACROSSE GAMES**

INTERMEDIATE (3-5)



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TOOLS FOR LEARNING **LACROSSE GAMES**

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MODULE OVERVIEW

ABOUT THIS MODULE

Lacrosse is one of the fastest-growing sports in the United States. Interestingly, it's also one of the oldest, with evidence of its origins dating back to 1100 AD. The current version of the game is a combination of the variations played by the people native to North America (Canada and the US) with European influences.

This module was created as an introduction to the sport with a focus on basic ball-control skills (cradling, scooping, catching, and throwing).

NATIONAL STANDARDS AND OUTCOMES FOCUS

- ✔ **Standard 1 [E6.3-4]** Performs a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation (3); Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice tasks (4).
- ✔ **Standard 1 [E16.3-4]** Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern (3); Catches a thrown ball above the head, at chest/waist level, and below the waist using a mature pattern in a non-dynamic environment (4).
- ✔ **Standard 1 [E26.4-5]** Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice task environments (4); Combines manipulative skills and traveling for execution to a target (5).
- ✔ **Standard 2 [E1.3,4a,5]** Recognizes the concept of open spaces in a movement context (3); Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling) (4a); Combines spatial concepts with locomotor and non-locomotor movements for small groups in game environments (5).
- ✔ **Standard 2 [E2.3-5]** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks/games environments, gymnastics, and dance with self-direction (5).
- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 3 [E6.3-5]** Identifies foods that are beneficial for pre- and post-physical activity (3); Discusses the importance of hydration and hydration choices relative to physical activities (4); Analyzes the impact of food choices relative to physical activity, youth sports & personal health (5).
- ✔ **Standard 4 [E6.3-5]** Works independently & safely in physical activity settings (3); Works safely with peers & equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).
- ✔ **Standard 5 [E2.3-5]** Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses the enjoyment and/or challenge of participating in a favorite physical activity (5).

MODULE OVERVIEW

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PLANNING COMPLETE LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30- to 45-minute lesson:

- Instant Activity (not on block plan) *5–10 minutes*
- + Skill Activity with Debrief *10–15 minutes*
- + Skill Activity with Debrief *10–15 minutes*
- + Check for Understanding *5 minutes*

Important: Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Two types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

MODULE OVERVIEW

SELF
ASSESSMENT
WORKSHEET

This simple self-assessment provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this form as a pre-assessment on the day skills are first introduced. For example, during the module's first lesson, students participate in the activities Yum Yum Yum and Clean Your Yard. At the end of this activity, students would complete the Pre and Goal columns for cradling (and possibly scooping). Throwing, catching, and dodging would not be completed until a future lesson introduces those skills. A post-assessment for all skills would then be completed during the module's station day lesson.

USING
THE SELF
ASSESSMENT
FOR
EVALUATION
(GRADING)

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for self-assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete Self-Assessment.
- Lacks Competence (2): Completed assessment with little effort. Student pre- and post-assessments do not match observed skill performance.
- Competent (3): Most skill assessments match student's skill level with a goal and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the self-assessment is consistent with the scale used for the holistic rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

HOLISTIC
RUBRIC
FOR
PERFORMANCE

The holistic rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria, including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics, providing two sets of criteria to be evaluated separately. Either rubric can be completed in full on the module's station day, providing a final holistic evaluation of each student's performance.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Yum Yum Yum, Clean Your Yard	Cradle, Jog, Lacrosse, Lacrosse Stick, Stick Head, Stick Shaft, Actively Engage, Control, Cradle, Cues, Ground Ball, Safety, Scoop
2	Clean Your Yard, Musical Lax	Control, Cradle, Ground Ball, Open Space, Scoop
3	Yum Yum Yum, Musical Lax, and Target Practice	Accuracy, Control, Cues, Safety, Stick Head, Stick Shaft, Target
4	Musical Lax, Lax Tag	Chase, Dodge, Flee, Independent, Safety, Strategy, Tactic
5	Lax Tag, Sharks in the Sea	Close Space, Face Dodge, Split Dodge
6	Sharks in the Sea, Partner Toss & Catch	Accurate, Dominant, Grit, Hand, Stick Head, Stick Shaft
7	Musical Lax, Lax Tag, and Partner Toss & Catch	Accurate, Dominant, Grit, Hand, Stick Head, Stick Shaft
8	Partner Toss & Catch, Lacrosse Basketball	Combine, Cradle, Close Space, Direction, Goal, Open Space, Pass, Skill, Speed
9	Station Day	Academic Language Review

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
24	Lacrosse Sticks	1388466	Link to e-Store
24	Soft Lacrosse-Sized Balls	1451697	Link to e-Store
24	Lacrosse-sized Foam Balls	1369508	Link to e-Store
24	Tennis Balls	1451698	Link to e-Store
24	Bean Bags	1064179	Link to e-Store
6	Cones	1245875	Link to e-Store
24	Low-Profile Cones	1255690	Link to e-Store
6	Task Tents	1389878	Link to e-Store
12	Hoops	02170	Link to e-Store
4	Small Foam Noodles	1100500	Link to e-Store
1	Music Player	1390187	Link to e-Store
4	Buckets or Baskets	1393491	Link to e-Store
			OPENPhysEd.org
	Hand Placement and Skill Cue Charts		OPENPhysEd.org
	Academic Language Posters		OPENPhysEd.org
	Station Cards		OPENPhysEd.org
	Module Assessments		OPENPhysEd.org



TEACHER NOTES

YUM YUM YUM

STUDENT TARGETS

- ✔ **Skill:** I will demonstrate the cues for cradling a lacrosse ball.
- ✔ **Cognitive:** I will discuss healthy foods that provide fuel for physical activity.
- ✔ **Fitness:** I will stay actively engaged in all activities.
- ✔ **Personal & Social Responsibility:** I will demonstrate safe activity behaviors.

TEACHING CUES

Cradle

- ✔ Top Grip with Fingers
- ✔ Bottom Hand Guides
- ✔ Roll Fingers, Wrist, and Elbow

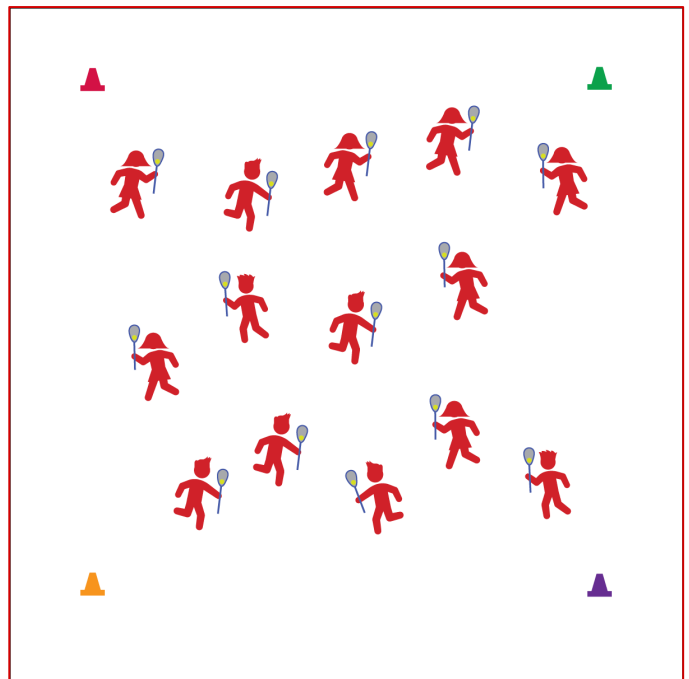
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 lacrosse stick per student
- ✔ 1 ball per student
- ✔ 4 cones
- ✔ Hand Placement Chart
- ✔ Lax Skill Cue Chart

Set-Up:

1. Create a large activity area using cones.
2. Students scattered in the activity area, each with a lacrosse stick and a ball.



Activity Procedures:

1. Today's activity is called Yum Yum Yum. We're going to practice our lacrosse cradling skills while we identify healthy foods.
2. The object of the activity is to jog in open space while cradling your lacrosse ball in order to keep the ball and your stick under control.
3. I'm going to call out different foods. When you hear a healthy (green light) food, holler, "Yum, Yum, Yum!" and jog around the activity area while cradling your ball. When you hear an unhealthy (red light) food, carefully set your stick and ball on the ground, get into plank position and holler, "Whoa, time to slow down!" Hold plank position until you hear a healthy food, and then get back up, jog, and cradle.
4. If your ball drops out of your stick, quickly pick it back up and continue jogging.

Grade Level Progression:

- 3rd: Start at a walking pace.
- 4th: Progress to a jog.
- 5th: Add changes in speed and direction on the teacher's signal.

YUM YUM YUM

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Use a variety of different lacrosse sticks to allow students to experience success and practice basic movements.
- ✔ Use visual posters or models of healthy foods.

ACADEMIC
LANGUAGE

Cradle, Jog, Lacrosse, Lacrosse Stick, Stick Head, Stick Shaft

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [E6.3-4]** Performs a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation (3); Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice tasks (4).
- ✔ **Standard 2 [E2.3-5]** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks/games environments, gymnastics, and dance with self-direction (5).
- ✔ **Standard 3 [E6.3-5]** Identifies foods that are beneficial for pre- and post-physical activity (3); Discusses the importance of hydration and hydration choices relative to physical activities (4); Analyzes the impact of food choices relative to physical activity, youth sports & personal health (5).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What would you include on a list of healthy foods?
- ✔ **DOK 2:** What do you know about how healthy foods fuel our bodies?
- ✔ **DOK 3:** What would happen to your body and performance if you ate foods filled with processed sugar right before playing a game of lacrosse?
- ✔ **DOK 3:** What would happen to your body and performance if you ate foods filled with fat right before playing a game of lacrosse?
- ✔ **DOK 3:** What would happen if you ate fresh fruit right before playing a game of lacrosse?

TEACHING
STRATEGY
FOCUS

Identify critical content. This basic activity provides an opportunity for teachers to introduce the parts of a lacrosse stick and the fundamentals for cradling. Take a few minutes throughout the activity to quiz students on terminology and cues.

CLEAN YOUR YARD

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate the cues for scooping ground balls.
- ✓ **Cognitive:** I will discuss the importance of working independently and safely with lacrosse equipment.
- ✓ **Fitness:** I will stay actively engaged in all activities.
- ✓ **Personal & Social Responsibility:** I will work safely with my peers and equipment.

TEACHING CUES

Scoop Ground Balls

- ✓ Top Hand Below Head
- ✓ Stick Low, Parallel to Ground
- ✓ Bend and Knees, Hips Low
- ✓ Scoop Low, Quick, and Through
- ✓ Bring Up to Cradle

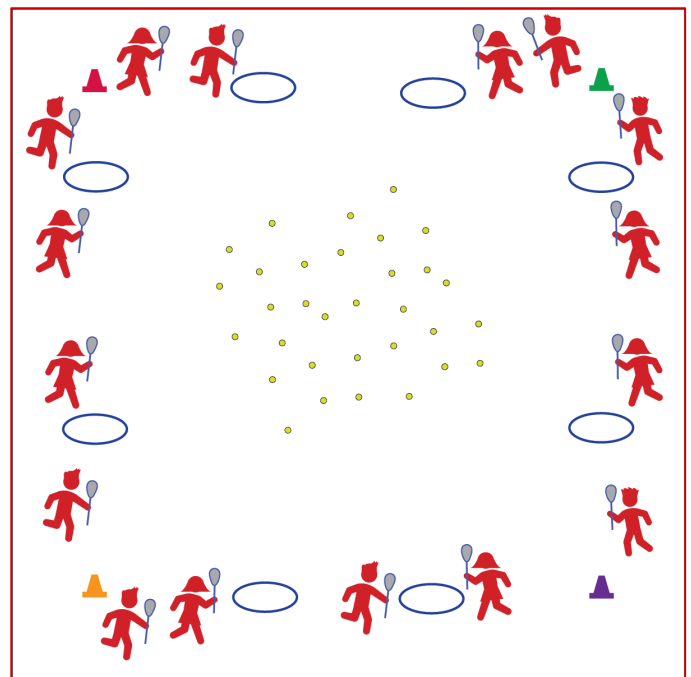
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 lacrosse stick per student
- ✓ 2-4 balls per student (or bean bags)
- ✓ 1 hula hoop per 2 students
- ✓ 4 cones
- ✓ Lax Skill Cue Chart

Set-Up:

1. Create a large activity area using cones to represent the boundaries of the "yard."
2. Scatter balls and bean bags around the yard.
3. Space hula hoops around the perimeter of the yard.
4. Pair students, each student with a lacrosse stick.
5. Assign each pair to a hoop.



Activity Procedures:

1. Today's activity is called Clean Up Your Yard.
2. The objective of this activity is to work with your partner to collect the most balls or bean bags.
3. On the start signal, the first person from each team will jog into the yard and use the lacrosse stick to scoop up one ball/bean bag and return it to their hoop using cradling skills.
4. Once the ball is inside the hoop, her/his partner will jog to scoop up another ball and return it to the hoop.
5. This will continue until all of the balls have been collected and the yard is clean.

Grade Level Progression:

3rd-4th: Play the activity as described above.

5th: Add a throw and catch from a cleaning partner to a hoop partner as students return with lacrosse balls.

CLEAN YOUR YARD

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Expand or reduce boundaries based on the needs of your students.
- ✔ Use brightly colored equipment and boundary markers.

ACADEMIC
LANGUAGE

Actively Engage, Control, Cradle, Cues, Ground Ball, Safety, Scoop

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [E26.4-5]** Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice task environments (4); Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball) (5).
- ✔ **Standard 2 [E2.3-5]** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks/games environments, gymnastics, and dance with self-direction (5).
- ✔ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What would you include on a list about lacrosse safety?
- ✔ **DOK 2:** How can we apply what we know about safety to our lacrosse games and activities in physical education?
- ✔ **DOK 3:** How is safety related to learning?
- ✔ **DOK 4:** Let's develop a class action plan for keeping everyone safe during lacrosse activities.

TEACHING
STRATEGY
FOCUS

Help students practice skills. This activity is designed to introduce ground balls in combination with cradling. These skills will be completely new for most students and will likely be very challenging. Stop the activity often to demonstrate good form, highlight student performances, and then restart to allow students to revise their practice with purpose.

MUSICAL LAX

STUDENT TARGETS

- ✓ **Skill:** I will combine the skills of fielding ground balls and cradling with moving in open space.
- ✓ **Cognitive:** I will discuss the enjoyment and importance of participating in challenging activities.
- ✓ **Fitness:** I will stay actively engaged in all activities.
- ✓ **Personal & Social Responsibility:** I will use positive self-talk while learning lacrosse skills.

TEACHING CUES

Scoop Ground Balls

- ✓ Top Hand Below Head
- ✓ Stick Low, Parallel to Ground
- ✓ Bend and Knees, Hips Low
- ✓ Scoop Low, Quick, and Through
- ✓ Bring Up to Cradle

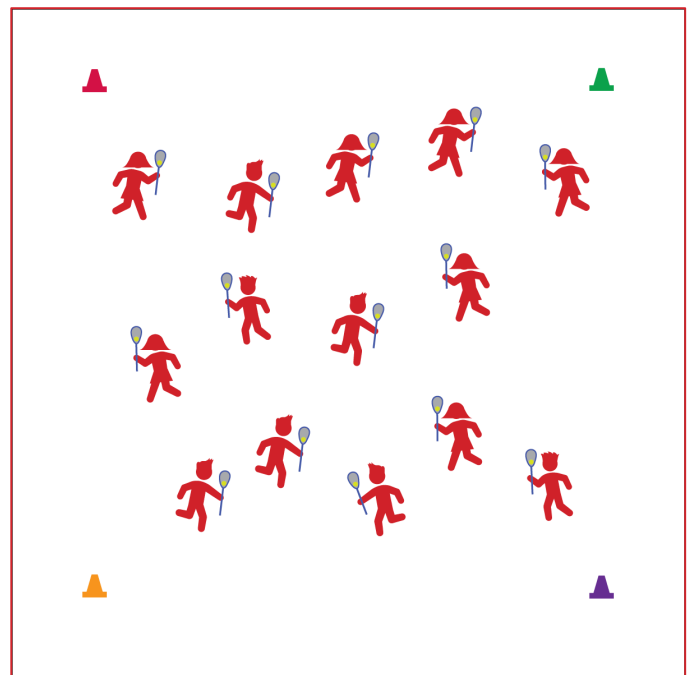
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 lacrosse stick per student
- ✓ 1 ball per student
- ✓ 4 large cones
- ✓ Music player and music
- ✓ Lax Skill Cue Chart

Set-Up:

1. Use cones to create a large activity area.
2. Scatter students throughout the space, each with a lacrosse stick and ball.



Activity Procedures:

1. Today's activity is called Musical Lacrosse.
2. This fun activity will help us practice scooping up ground balls and cradling.
3. When the music starts, begin cradling the ball and moving around the activity area. When you hear the music stop playing, stop moving, and drop your ball, and then quickly find another one and scoop it up.
4. When the music starts again, begin cradling the ball and moving around the activity area again.

Grade Level Progression:

- 3rd: Play the activity as described above.
4th–5th: Add cones throughout the activity area. When students approach a cone, they practice dodges.

MUSICAL LAX

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Use visual start and stop signals.
- ✔ Use different types and sizes of balls to make scooping ground balls less or more challenging.

ACADEMIC
LANGUAGE

Control, Cradle, Ground Ball, Open Space, Scoop

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [E26.4-5]** Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice task environments (4); Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball) (5).
- ✔ **Standard 2 [E2.3-5]** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks/games environments, gymnastics, and dance with self-direction (5).
- ✔ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).
- ✔ **Standard 5 [E2.3-5]** Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (5).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** How can you recognize a challenging activity?
- ✔ **DOK 2:** What are the similarities and differences between challenging activities and easy activities?
- ✔ **DOK 3:** What is one example from your own life that you can share that demonstrates the importance of trying and sticking with a challenge? Can you provide details on why you chose this example?

TEACHING
STRATEGY
FOCUS

Help students engage in cognitively complex tasks. 3rd through 5th grade students learning lacrosse will most likely find themselves in the cognitive stage of motor learning. They are working to understand the mechanics of the skill while trying to coordinate their movements to make it happen. Positive self-talk and consistent encouragement will be just as important as corrective feedback.

TARGET PRACTICE

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate the cues for throwing a lacrosse ball to a target.
- ✓ **Cognitive:** I will discuss the importance of safety and control during target practice.
- ✓ **Fitness:** I will stay actively engaged in all activities.
- ✓ **Personal & Social Responsibility:** I will demonstrate safe behaviors during all activities.

TEACHING CUES

Throw/Pass/Shoot

- ✓ Top Hand Slides Down ½ Way
- ✓ Stick Head to Your Ear
- ✓ Opposite Foot to Target
- ✓ Bottom Hand Points to Target
- ✓ Rotate and Snap Top to Target

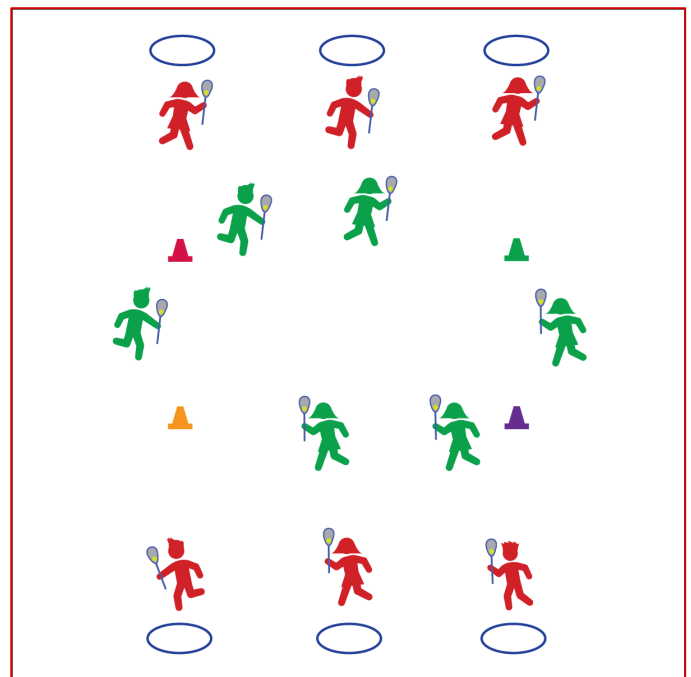
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 lacrosse stick per student
- ✓ 1 ball per student
- ✓ 1 hoop per student
- ✓ Duct tape
- ✓ 4 cones
- ✓ Lax Skill Cue Chart

Set-Up:

1. Tape hoops to the wall as targets. Arrange hoops with enough space in between them to create safe areas for throwing and catching off of the wall.
2. Pair students, each student with a stick and ball.
3. Assign each pair to a hoop.
4. Create a large jogging loop using the cones. Place it far enough away from the wall targets so that rebounding balls will not hit or be stepped on by joggers.



Activity Procedures:

1. Today's activity is called Target Practice.
2. The objective of today's activity is to score points for you and your partner by throwing lacrosse balls into the hoop target. Each time you throw a ball into the hoop you will get a point.
3. When you hear the start signal, the first person from each group will begin throwing the ball to the target. Score and count 1 point each time the ball hits inside the hoop. Your partner will jog the loop while cradling a ball.
4. As soon as the jogging partner returns to the hoop, switch roles so that 1 partner is throwing and the other is jogging.

Grade Level Progression:

3rd: Begin this activity without students jogging an inside loop to ensure safety.

4th–5th: Add the jogging loop.

TARGET PRACTICE

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Increase the size of the targets.
- ✔ Use targets with bright colors and/or auditory signals.
- ✔ Provide videos and or graphical demonstrations visible from each target.

ACADEMIC
LANGUAGE

Accuracy, Control, Cues, Safety, Stick Head, Stick Shaft, Target

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [E26.4-5]** Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice task environments (4); Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball) (5).
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- ✔ **Standard 5 [E2.3-5]** Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (5).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** How would you describe safe lacrosse target practice?
- ✔ **DOK 2:** How does accuracy affect safety?
- ✔ **DOK 3:** What facts would you select to support the importance of safety during target practice? Why did you chose those facts?

TEACHING
STRATEGY
FOCUS

Review content. Before, during, and after this activity, it will be important to review the safety expectations you have for your students. Take time to discuss the importance of safety and help students understand the big picture with respect to safe behaviors and positive participation.

LAX TAG

STUDENT TARGETS

- ✔ **Skill:** I will look for and move into open space while fleeing taggers.
- ✔ **Cognitive:** I will discuss strategies and tactics for fleeing.
- ✔ **Fitness:** I will stay actively engaged in all activities.
- ✔ **Personal & Social Responsibility:** I will work independently and safely with 0 safety reminders from the teacher.

TEACHING CUES

Cradle

- ✔ Top Hand Below Head
- ✔ Grip with Fingers
- ✔ Bottom Hand Guides
- ✔ Roll Fingers, Wrist, and Elbow
- ✔ Body Protects the Ball

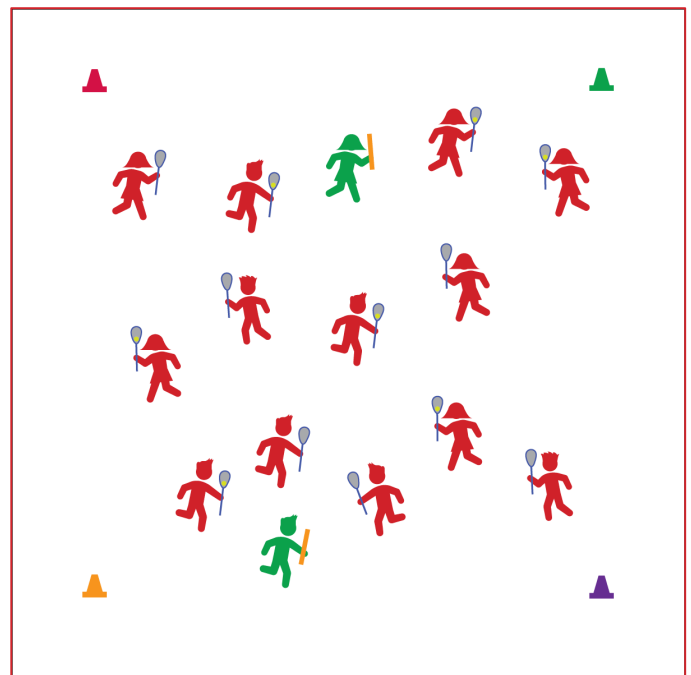
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 lacrosse stick per student
- ✔ Noodles to identify taggers
- ✔ 1 ball per 2 students
- ✔ 4 cones

Set-Up:

1. Create a large activity area using cones as a boundary.
2. Designate 1–3 students to be taggers, each with a noodle.
3. Scatter students, each with a lacrosse stick (except taggers).
4. Give ½ of the students a ball.



Activity Procedures:

1. Today's activity is called Lacrosse Tag.
2. The objective of this activity is to avoid taggers while cradling a lacrosse ball.
3. Your ball is your safety source. As long as you have a ball, you cannot be tagged. If you drop your ball, you cannot pick it back up. However, anyone without a ball can try to scoop it up for themselves.
4. When you hear the start signal, everyone will start jogging around the activity area. Those who have a ball will begin cradling it as they move. Taggers have noodles and will try to tag players without a ball. Be gentle and only tag the back and shoulders.
5. If you are tagged, move to the perimeter, set your lacrosse stick on the ground, and ski jump over it (side to side) 10 times before rejoining the game.

Grade Level Progression:

- 3rd: Play at a speed-walking pace.
4th–5th: Play the activity as described above.

LAX TAG

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Increase or decrease the number of taggers.
- ✔ Modify the reentry task to match the needs and abilities of the students.
- ✔ Change the locomotor requirements based on the needs and abilities of the students.

ACADEMIC
LANGUAGE

Chase, Dodge, Flee, Independent, Safety, Strategy, Tactic

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 2 [E1.3,4a,5]** Recognizes the concept of open spaces in a movement context (3); Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling) (4a); Combines spatial concepts with locomotor and non-locomotor movements for small groups in game environments (5).
- ✔ **Standard 2 [E5.3-5]** Applies simple strategies/tactics in chasing activities (3a); Applies simple strategies in fleeing activities (3b); Applies simple offensive strategies/tactics in chasing and fleeing activities (4a); Applies simple defensive strategies/tactics in chasing and fleeing activities (4b); Recognizes the type of kicks needed for different games/sports situations (4c); Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks (5a); Applies basic offensive and defensive strategies/tactics in net/wall small-sided practice tasks (5b).
- ✔ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What is a strategy?
- ✔ **DOK 1:** What is a tactic?
- ✔ **DOK 2:** Give an example of an offensive strategy or tactic used in Lax Tag.
- ✔ **DOK 3:** How is the use of that strategy or tactic related to success on offense?

TEACHING
STRATEGY
FOCUS

Help students process content. Understanding strategies and tactics is essential for successful participation in actual lacrosse gameplay. Tag can be a familiar setting for students to begin to understand some of the basic strategies and tactics of invasion sports. However, understanding can only come if students are given the opportunity to think critically about their experiences using the academic language of lacrosse with the expectation that they will summarize and elaborate on their performance.

SHARKS IN THE SEA

STUDENT TARGETS

- ✓ **Skill:** I will apply the concepts of opening and closing space.
- ✓ **Cognitive:** I will discuss the concepts of open and closed space as it relates to lacrosse.
- ✓ **Fitness:** I will stay actively engaged in all activities.
- ✓ **Personal & Social Responsibility:** I will maintain control of my body movements and behaviors to promote safety.

TEACHING CUES

Split Dodge

- ✓ Cross the Body
- ✓ Hands Swap
- ✓ Protect the Stick

Face Dodge

- ✓ Hands Stay
- ✓ Stick Straight Up
- ✓ Cross the Body
- ✓ Shoulder Protects the Stick

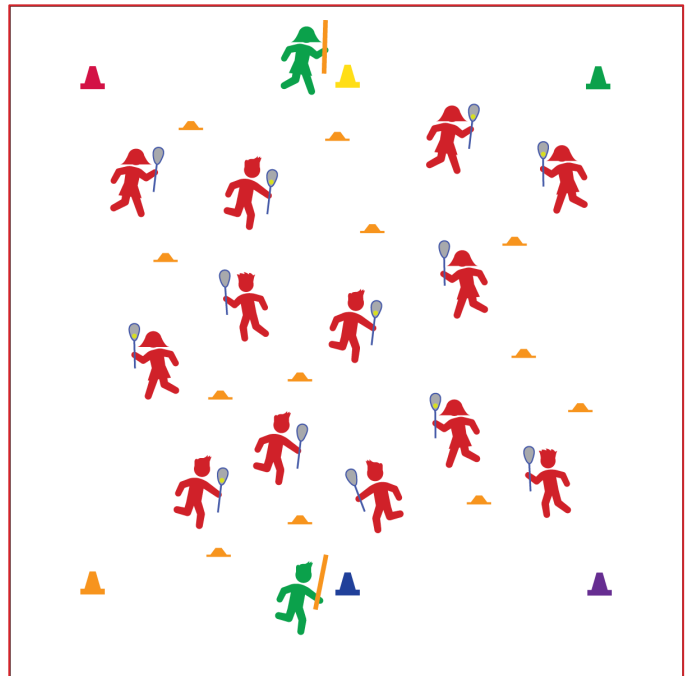
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 lacrosse stick and ball per student
- ✓ 2 noodles to designate taggers
- ✓ 6 cones
- ✓ 12 low-profile cones
- ✓ Lax Skill Cue Chart

Set-Up:

1. Create a large activity area using 6 cones; 4 cones in the corners and 2 cones to mark a centerline dividing the area in half.
2. Scatter low-profile cones throughout the activity area.
3. Scatter students throughout the activity area, each with a lacrosse stick and ball.
4. Designate 2 students as sharks. They hold foam noodles rather than lacrosse sticks.



Activity Procedures:

1. Today's game is called Sharks in the Sea, and we'll be working on protecting the ball from defenders using face dodges and split dodges.
2. The object for the offense (students with sticks) is to continue moving in the activity area without dropping their lacrosse balls. The object for the sharks is to make the offense drop their lacrosse balls by applying defensive pressure and trying to safely tag them. If tagged (or ball is dropped), offense must jog around 1 cone, and then return to the game.
3. On the start signal, all offensive students will begin moving. Sharks will stay at the cones. Offense, practice a split dodge each time you move to a low-profile cone, and use face dodges when pressured by a shark. (Teachers, demonstrate each dodge.)
4. When I yell, "SHARKS IN THE SEA!" the sharks will move into the activity area and begin to apply defensive pressure by closing space and tagging. (Teachers, demonstrate safe lift checks.)
5. On the freeze signal, stop, look, and listen.

Grade Level Progression:

- 3rd: Play the activity with the teacher acting as sharks.
- 4th: Play the activity with sharks anchored to a low-profile cone. They may pivot but not leave the cone.
- 5th: Play the activity as described above.

SHARKS IN THE SEA

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Increase or decrease the number of sharks.
- ✔ Use brightly colored boundary makers.
- ✔ Use different types of balls to decrease or increase the difficulty level.
- ✔ Do not allow lift checking.

ACADEMIC
LANGUAGE

Close Space, Face Dodge, Split Dodge

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [E26.4]** Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice task environments (4).
- ✔ **Standard 2 [E1.3-5]** Recognizes the concept of open spaces in a movement context (3); Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling) (4a); Applies the concept of closing spaces in small-sided practice tasks (4b); Dribbles in general space with changes in direction and speed (4c); Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and games environments (5).
- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** How would you describe open space? Closed space?
- ✔ **DOK 2:** What do you know about open space and offensive movement?
- ✔ **DOK 2:** What do you know about closing space and defensive movement?
- ✔ **DOK 3:** How can you change your position or movement during game play in order to create open space?
- ✔ **DOK 3:** How can you change your position or movement during game play in order to close space?

TEACHING
STRATEGY
FOCUS

Examine similarities and differences. Opening and closing space in all invasion sports are interrelated concepts that can be difficult for young players to both understand and then execute. By drawing out similarities and differences between these two concepts during discussion, you're allowing students to analyze what they've experienced beyond the performance cues they've heard while play is happening.

PARTNER TOSS & CATCH

STUDENT TARGETS

- ✔ **Skill:** I will demonstrate the cues for catching a lacrosse ball.
- ✔ **Cognitive:** I will discuss the challenges of catching with a lacrosse stick.
- ✔ **Fitness:** I will stay actively engaged in all activities.
- ✔ **Personal & Social Responsibility:** I will use positive self-talk while learning lacrosse skills.

TEACHING CUES

Catch

- ✔ Top Hand Just Below Head
- ✔ Bottom Hand in the Center
- ✔ Stick to the Ball
- ✔ Cushion and Cradle the Catch

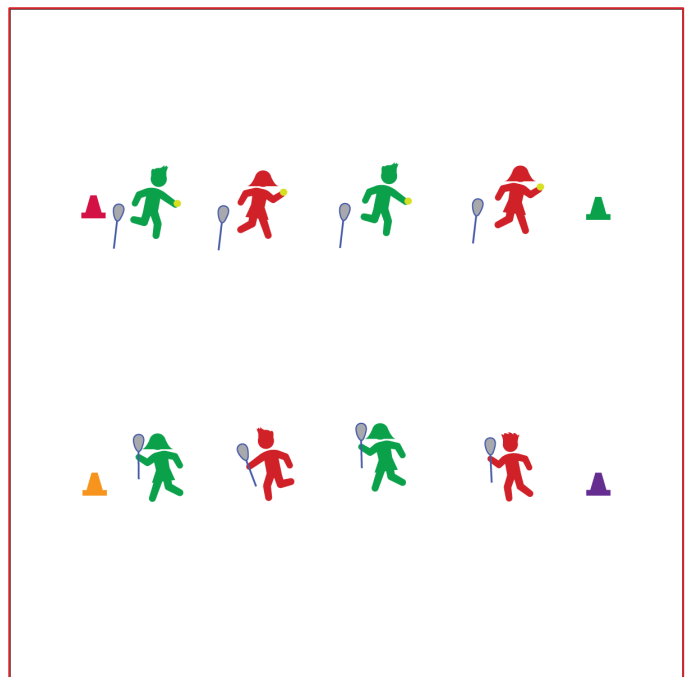
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 lacrosse stick per student
- ✔ 1 soft lacrosse or tennis ball per 2 students
- ✔ 4 cones
- ✔ Lax Skill Cue Chart

Set-Up:

1. Create 2 parallel lines with cones at each end.
2. Pair students, each student with a stick and each pair with a ball.
3. Partners standing across from each other, 1 on each line facing their partners.
4. Begin with all lacrosse balls in the same line.



Activity Procedures:

1. Today we're going to work on 3 levels of tossing and catching.
2. Level 1: The partner with the ball will put her/his stick on the ground and hold the ball in hand. We'll start with 1-handed catches. The catcher will hold the stick with 1 hand right next to the head of the stick. Tosser will toss the ball just above the catcher's shoulder; 5 tosses right, then 5 left, then switch roles.
3. Level 2: Students use a 2-handed catch and cradle. Continue with a tosser and catcher. Now, the catcher will hold the stick with 2 hands (1 at the head, and 1 in the middle of the stick's shaft). After each catch, cradle the ball for 5 seconds, then roll the ball back to the tosser (5 left, 5 right, switch roles).
4. Level 3: Students will pass using their sticks. This level is for advanced players. Stay at levels 1 and 2 until students are ready to move on.

Grade Level Progression:

- 3rd: Focus practice on Levels 1 and 2.
- 4th: Review at Level 1, but focus practice at Level 2. Some students may be ready for Level 3.
- 5th: Focus practice at Level 3.

PARTNER TOSS & CATCH

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Use balls of various sizes, shapes, colors, and textures.
- ✔ Use balls that provide auditory signals.
- ✔ Allow students to roll the ball back and forth, working with lacrosse sticks.

ACADEMIC
LANGUAGE

Accurate, Dominant, Grit, Hand, Stick Head, Stick Shaft

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [E16.3-4]** Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern (3); Catches a thrown ball above the head, at chest/waist level, and below the waist using a mature pattern in a non-dynamic environment (4).
- ✔ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).
- ✔ **Standard 5 [E2.3-5]** Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (5).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What are the cues for catching with a lacrosse stick?
- ✔ **DOK 2:** How is catching with a lacrosse stick the same as catching with your hands? How is it different?
- ✔ **DOK 3:** What facts would you select to prove that you've demonstrated grit during Partner Toss & Catch? Why did you choose those facts?

TEACHING
STRATEGY
FOCUS

Help students practice skills and processes. Catching in lacrosse can be a challenging barrier to continued participation and success. This activity is placed in the middle of this module purposefully. The authors wanted students to feel enjoyment and success within their lacrosse experience, leading up to the challenging task of catching a ball. However, once catching is introduced, be sure to allow students to develop slowly and purposefully at a pace appropriate to their skill and developmental level. Moving too quickly into dynamic throw-and-catch gameplay may turn students off to the sport.

LACROSSE BASKETBALL

STUDENT TARGETS

- ✓ **Skill:** I will combine lacrosse skills in order to help my team score goals in the basket.
- ✓ **Cognitive:** I will discuss the importance of changing speed and direction in game situations.
- ✓ **Fitness:** I will stay actively engaged in all activities.
- ✓ **Personal & Social Responsibility:** I will use positive language while communicating with my teammates.

TEACHING CUES

Pass & Receive

- ✓ Show a Stick Target to Receive
- ✓ Look for Stick Target Before Passing
- ✓ Maintain Control
- ✓ Positive Communication

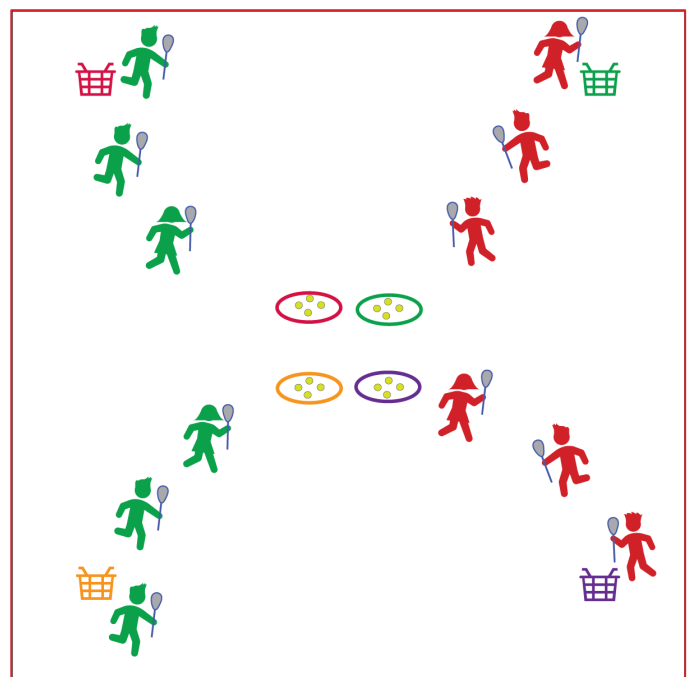
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 lacrosse stick and ball per student
- ✓ 4 baskets or buckets
- ✓ 4 hoops

Set-Up:

1. Create a large activity area with 1 basket or bucket in each corner.
2. Place 4 hoops in the center of the activity area with 4 balls in each hoop.
3. Create 4 equal teams. Assign each team a hoop and a basket.
4. Designate 1 player as the goal player. They stand next to the team's basket.



Activity Procedures:

1. Today we're going to play a game of Lacrosse Basketball. The object of the game is to score by passing the ball to your "goal player" in the corner of the activity area who will dunk it in the basket.
2. You'll do that by taking a ball from your hoop and passing it from teammate to teammate until the final pass goes to the goal player.
3. Students in possession of a ball may NOT move with it. Multiple balls can be in play at a time in order to keep all students active.
4. Goal players must catch the ball in the air in order to drop it in the basket for a point. A ball not caught by the goal player can be rolled back out into play.

Grade Level Progression:

- 3rd–4th:** Designate 1 player from each team to play defense. She/he may intercept passes from other teams and then cradle the ball back to the hoops.
- 5th:** Remove goal players and replace baskets/buckets with a pop-up goal in each corner.

LACROSSE BASKETBALL

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Provide auditory signals on goals.
- ✔ Use a variety of safe passable objects, allowing students to pass the ball with feet or along the ground.

ACADEMIC
LANGUAGE

Combine, Cradle, Close Space, Direction, Goal, Open Space, Pass, Skill, Speed

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [E6.3-4]** Performs a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation (3); Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice tasks (4).
- ✔ **Standard 1 [E16.3-5]** Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern (3); Catches a thrown ball above the head, at chest/waist level, and below the waist using a mature pattern in a non-dynamic environment. (4); Catches with accuracy, both partners moving (5b); Catches with reasonable accuracy in dynamic, small-sided practice tasks (5c).
- ✔ **Standard 1 [E26.4-5]** Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice task environments (4); Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball) (5).
- ✔ **Standard 2 [E1.3-5]** Recognizes the concept of open spaces in a movement context (3); Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling) (4a); Applies the concept of closing spaces in small-sided practice tasks (4b); Dribbles in general space with changes in direction and speed (4c); Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and games environments (5).
- ✔ **Standard 2 [E2.3-5]** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks (4); Combines movement concepts with skills in small-sided practice tasks/games environments with self-direction (5).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** When would you need to change speed or direction in Lacrosse Basketball?
- ✔ **DOK 2:** How might your change in speed or direction affect a defensive player?
- ✔ **DOK 3:** How would you adapt the game of Lacrosse Basketball in order to require more changes in speed and/or direction?

TEACHING
STRATEGY
FOCUS

Organize students to interact with content. Lacrosse is a dynamic team sport in which students combine their abilities and effort with their teammates to execute a game plan. Small-sided games like lacrosse basketball provide a developmentally appropriate environment for students to experiment and interact with skill theme and movement concepts while cooperating with teammates.

LACROSSE STATIONS

STUDENT TARGETS

- ✓ **Skill:** I will perform skill assessments to the best of my ability, following as many skills cues as I can.
- ✓ **Cognitive:** I will follow the instructions on each station card in order to stay actively engaged with my team.
- ✓ **Fitness:** I will find my heart rate after each station in order to see if it is beating faster than when I'm sitting or resting.
- ✓ **Personal & Social Responsibility:** I will follow the rules of the Station Day learning environment.

TEACHING CUES

- ✓ Start Activity with Music
- ✓ When Music Stops: Clean the Area and Rotate

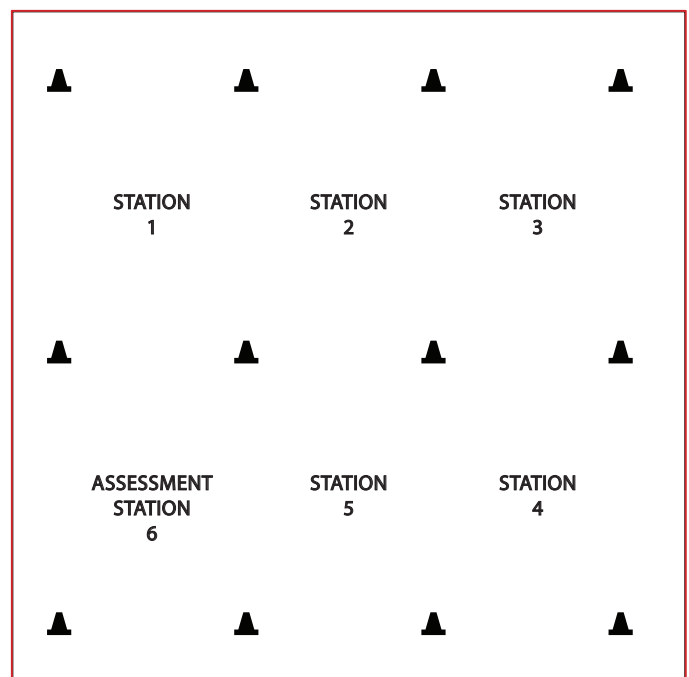
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 24 low-profile cones
- ✓ Station music and music player
- ✓ See station cards for equipment needs

Set-Up:

1. Using low-profile cones, create 6–10 grids (depending on size of class and activity area).
2. Set station cards up on tall cones in each grid.
3. Set up each station according to its station card.
4. Designate 1 station as an assessment station.
5. Create groups of 2–4 students, with each group at a different station.



Activity Procedures:

1. Today is a Station Day. We'll complete each station for 2 (or 3) minutes. One station is an assessment station where you'll be given feedback based on your skill performance.
2. *Teacher: Talk through and/or demonstrate each station. Emphasize expectations at the assessment station.*
3. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.
4. While we're learning this station format, I'll pause the music for a longer period of time so that every team is able to clean up their area and rotate.

Grade Level Progression:

3rd–5th: Play the activity as described.

LACROSSE STATIONS

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Some students may need step-by-step assistance during clean-up and rotation. Pause the music and don't restart until every group has safely transitioned.

ACADEMIC
LANGUAGE

Select words from previous activities.

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1, 2, 3, 5** [*Select outcomes from previous lessons taught earlier in this module.*]
- ✔ **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).

DEBRIEF
QUESTIONS

Select questions to review from the module that you're teaching or the assessment that you're using.

TEACHING
STRATEGY
FOCUS

Organize students to interact with content: The use of grids to organize students into learning stations is an effective way to manage activity, assessment, and cooperative learning opportunities. Practice using this format several times, especially with young children, before attempting to facilitate an assessment experience. Students need time to master the management aspects of station work. However, once this routine is learned, it often becomes an essential management tool in physical education.

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- ✓ **Standard 1 [E6.3-4]** Performs a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation (3); Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice tasks (4).
- ✓ **Standard 2 [E2.3-5]** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks/games environments, gymnastics, and dance with self-direction (5).
- ✓ **Standard 3 [E6.3-5]** Identifies foods that are beneficial for pre- and post-physical activity (3); Discusses the importance of hydration and hydration choices relative to physical activities (4); Analyzes the impact of food choices relative to physical activity, youth sports & personal health (5).

FOCUS TARGETS

- ✓ **Skill:** I will demonstrate the cues for cradling a lacrosse ball.
- ✓ **Cognitive:** I will discuss healthy foods that provide fuel for physical activity.
- ✓ **Fitness:** I will stay actively engaged in all activities.
- ✓ **Personal & Social Responsibility:** I will demonstrate safe activity behaviors.

ACADEMIC LANGUAGE

- ✓ Cradle
- ✓ Lacrosse
- ✓ Lacrosse Stick
- ✓ Stick Head
- ✓ Stick Shaft
- ✓ Cradle
- ✓ Ground Ball
- ✓ Safety
- ✓ Scoop

SELECTED ASSESSMENT

- ✓ Lacrosse Self-Assessment

SAMPLE LESSON PLAN

TRANSITION NOTES

ACTIVITY

DEBRIEF

1

INSTANT
ACTIVITY

Hoops and cones are set up in area for Yum, Yum, Yum and Clean Your Yard. Students complete their victory laps around the perimeter created by hoops and cones.



R, P, S
Victory Lap



DOK 1: What would you include on a list of healthy foods?
DOK 2: What do you know about how healthy foods fuel our bodies?
DOK 3: What would happen if you ate fresh fruit right before playing a game of lacrosse?

2

LEARNING
TASK

Lacrosse stick safety is covered in detail before starting this activity. Once safety is discussed, students move to equipment area and pick up a lacrosse stick. Play the game without a ball first. Once students demonstrate safe behaviors, add the ball.



Yum, Yum,
Yum



DOK 3: What would happen to your body and performance if you ate foods filled with processed sugar right before playing a game of lacrosse?
DOK 3: What would happen if you ate foods filled with fat right before playing a game of lacrosse?

3

LEARNING
TASK

Pair students, each pair to a hoop. When students are at hoops, scatter foam balls and bean bags.



Clean Your
Yard



DOK 1: What would you include on a list about lacrosse safety?
DOK 2: How can we apply what we know about safety to lacrosse activities?
DOK 3: How is safety related to learning?
DOK 4: Let's develop a class action plan for keeping everyone safe during lacrosse activities.

4

EXIT
ASSESSMENT

Students return equipment and pick up self-assessments and pencils. Self-Assessment Worksheet is their exit slip. Students return the sheets and then get in line, ready for their teacher.

ACCURATE

(adjective)

**Successful in reaching
an intended target.**

Kenny made an **accurate** toss into the Lax Box.

ACTIVELY ENGAGE

(verb)

To participate in an activity while showing genuine interest and a desire for excellence.

Elyse stays **actively engaged** in every lacrosse activity so she can improve her catching and cradling skills.

CHASE

(verb)

**To pursue in order to catch
or catch up with.**

Keep moving in order to stay away from
the taggers **chasing** you.



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CLOSE SPACE

(verb)

To perform a defensive play in which one or more defenders position their bodies to block movement or passing into open space.

Kendra moved diagonally across the activity area in order to **close space** and get closer to the offensive players.

COMBINE

(verb)

To unite; join together.

Patricia is able to **combine** jogging and cradling skills as she moves down the field.



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CONTROL

(verb)

To manage or regulate the movement or actions of something.

Caleb followed the cues for cradling in order to **control** the lacrosse ball.

CRADLE

(verb)

To hold in a way that protects an object from being lost or harmed.

It's important to keep the lacrosse stick under control while you **cradle** the lacrosse ball.

CUE

(noun)

A specific word or phrase that serves as a signal or reminder about how to perform or behave.

By listening and following each skill **cue**, Colin was able to catch all of the balls tossed to him.

DIRECTION

(noun)

The course along which something moves.

Mr. Kline told us to change **directions** each time we came to a cone.

DODGE

(verb)

To avoid something by using a sudden, quick movement.

As the defender closed space, Bryce was able to **dodge** to the left and avoid being tagged.

DOMINANT HAND

(noun)

The hand or foot that is preferred for manipulative/fine-motor skills.

I like to use my right hand to throw a ball.
It's my **dominant hand**.



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FACE DODGE

(noun)

A type of offensive tactical maneuver in which a player brings the lacrosse stick and ball across the face in order to avoid and move away from a defender.

A **face dodge** is a quick way to avoid a defender without changing hands with the stick.

FLEE

(verb)

To run or move away from a place, situation, person, or object.

When the tagger moves close, **flee** to the other side of the activity area.

GOAL

(noun)

A targeted space or object over which a ball must be sent in order to score.

Dylan loves to practice shooting at the lacrosse **goal**.

GRIT

(noun)

The combination of passion and perseverance, allowing an individual to continuously develop skill and work toward consistent achievement through a repetitive cycle of purposeful practice and peak performance.

Christi demonstrated **grit** when she stuck with her lacrosse catching practice even though it was very challenging.

GROUND BALL

(noun)

When a ball comes loose from a player's stick and is free for any player to scoop up. In game play, a ground ball is recorded when possession changes.

Getting your stick low to the ground is really important when scooping **ground balls**.

INDEPENDENT

(adjective)

Free from outside control or lead.

Ty was **independent** during target practice and was able to throw and catch without teacher reminders.



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JOG

(verb)

**A run performed at a steady,
gentle pace.**

Joel loves to **jog** for exercise.

LACROSSE

(noun)

A team invasion game, originally played by Native Americans, in which a ball is thrown, caught, and carried with a long-handled stick and net.

Ben loves to learn about the rich history of **lacrosse**.

LACROSSE STICK

(noun)

The implement used in the game of lacrosse for catching, carrying, throwing, and defensive play, consisting of a head and shaft.

The class learned how to safely use a **lacrosse stick** in today's physical education lesson.

OPEN SPACE

(noun)

An area of general space with no obstacles in which people or objects can move freely.

Move away from the defense and into **open space**.

PASS

(verb)

**To move an object from
one space to another.**

Pass the ball in your partner's Lax Box
so it's easier to catch and cradle.

SAFETY

(noun)

The condition of being protected against physical, social, and emotional harm.

Using lacrosse sticks appropriately is an important **safety** rule.

SCOOP

(verb)

To use a lacrosse stick to field a ball that is on the ground.

Calvin's favorite lacrosse skill is **scooping** ground balls.

SKILL

(noun)

The ability to do something well.

Cradling is an essential **skill** used in lacrosse.

SPEED

(noun)

The ability to propel the body or a part of the body rapidly from one point to another.

Caitlin displayed her **speed** as she ran down the field toward the goal.

SPLIT DODGE

(noun)

A type of offensive tactical maneuver in which a player jab steps in one direction and then cuts hard in the opposite direction while switching hands with the lacrosse stick.

Victor used a **split dodge** to fake the defender and change directions quickly.

STICK HEAD

(noun)

A triangular piece of plastic strung with netting that allows a ball to be caught, carried, and thrown.

When you're preparing to receive a pass, give your teammate a target by presenting your **stick head**.

STICK SHAFT

(noun)

The metallic shaft held by lacrosse players that connects into and controls the stick head.

When cradling a lacrosse ball, you want your top hand to be positioned at the top of the **stick shaft** and touching the plastic of the stick head.

STRATEGY

(noun)

**A plan of action for
achieving a goal.**

The defense stuck to their **strategy**, working to move the ball to the sidelines and away from the goal.

TACTIC

(noun)

An action or strategy that helps in achieving a specific goal.

The split dodge is an offensive lacrosse **tactic** used to protect the ball from a defender as you move down the field.

TARGET

(noun)

An object selected as the aim of attention or attack.

When passing to a teammate, you should make the Lax Box your **target**.

Hand Placement Chart

Cradling

- ✓ Dominant Hand at the Top of the Stick Shaft (Touching the Plastic)
- ✓ Non-Dominant on Lower Part of Stick Shaft (Progress to Non-Dominant Hand at the Bottom)

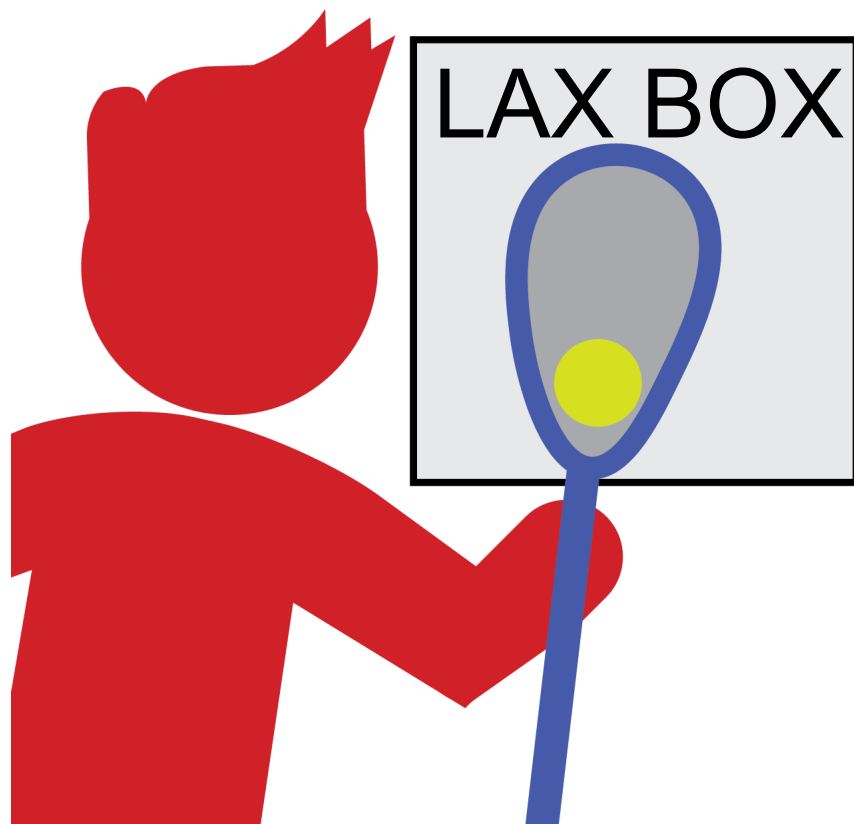
Scooping Ground Balls

- ✓ Dominant Hand at the Top of the Stick Shaft (Touching the Plastic)
- ✓ Non-Dominant in the Middle of the Stick Shaft

Throwing

- ✓ Dominant Hand Halfway Up the Stick Shaft
- ✓ Non-Dominant at the Bottom of the Stick Shaft

The Lax Box



- ✓ Square from Head to Shoulders.
- ✓ Most of the time the stick head and ball should stay in this box.

Cradle Cues

- ✓ Top Dominant Hand Just Below Head (Touching Plastic)
- ✓ Head and Ball in the Box
- ✓ Grip with Fingers
- ✓ Bottom Hand Guides on Lower Part of Stick
- ✓ Roll Fingers, Wrist, and Elbow (in Sync with Running Motion)
- ✓ Body Protects the Ball

Ground Ball Cues

- ✓ Top Hand Just Below Head (Touching Plastic)
- ✓ Bottom Hand in the Center of Stick Shaft
- ✓ Stick Low, Parallel to Ground
- ✓ Bend at Knees, Hips Get Low
- ✓ Scoop Low, Quick, and Through to Ear
- ✓ Bring Up to Cradle in the Box

PROGRESSION: Work to separate hands until the dominant hand is at the top and the non-dominant hand is at the bottom of the shaft.

Shooting/Passing Cues

- ✓ Top Hand Slides Down (Middle of the Shaft)
- ✓ Bottom Hand is on the Bottom of the Stick
- ✓ Stick Head to Your Ear (Back through the Box)
- ✓ Bottom Hand Points to Target
- ✓ Rotate and Snap Top to Target

Catching Cues

- ✓ Top Hand Just Below Head (Touching Plastic)
- ✓ Stick Head in the Box
- ✓ Bottom Hand in the Center of the Stick
- ✓ Move Stick Head to the Ball
- ✓ Move Your Feet to Position Stick Head
- ✓ Cushion and Cradle the Catch

PROGRESSION: *Work to separate hands until the dominant hand is at the top and the non-dominant hand is at the bottom of the shaft.*

Split Dodge Cues

- ✓ Bottom Hand Release
- ✓ Cross the Body
- ✓ Hands Swap
- ✓ Protect the Stick

Face Dodge Cues

- ✓ Hands Stay on Stick
- ✓ Stick Straight Up
- ✓ Cross the Body
- ✓ Shoulder Protects the Stick

CLEAN YOUR YARD

Set-Up

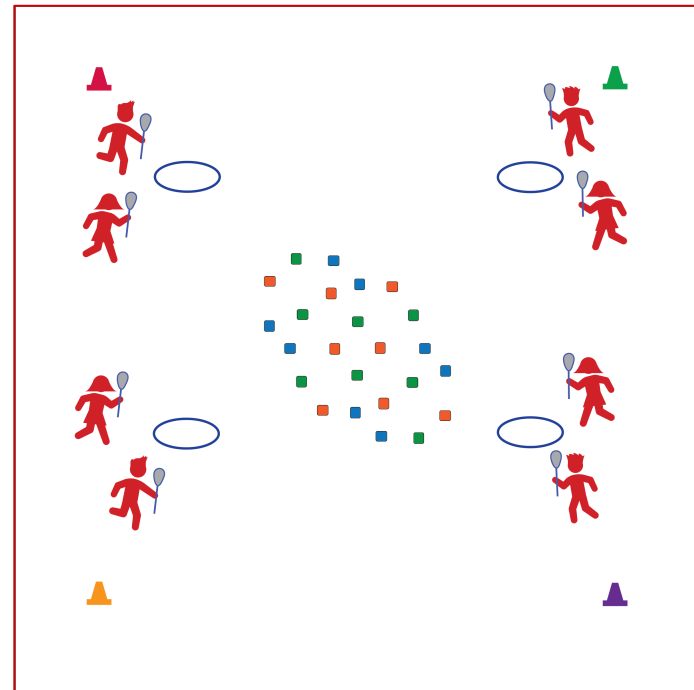
- ✓ Scatter bean bags in area.
- ✓ Everyone with a lacrosse stick.
- ✓ 2 players per team, 1 team per hoop.

How to play

1. The object of the game is for you and your partner to collect the most bean bags in your hoop.
2. Do that by moving in the activity area, scooping a bean bag with your stick, and then returning it to your hoop.
3. As soon as you drop the bean bag in your hoop, your partner can start.

Equipment

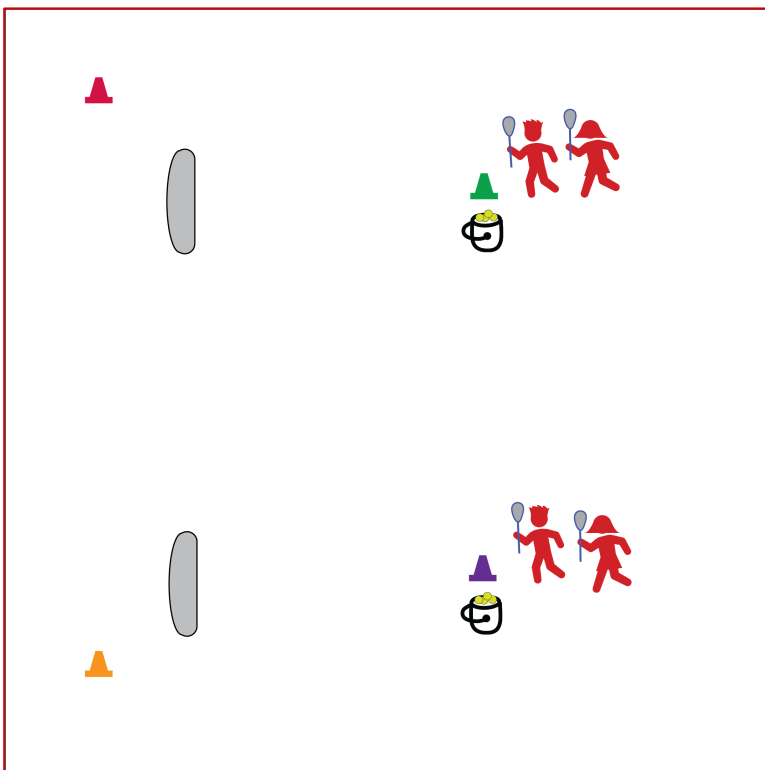
- ✓ A box of bean bags
- ✓ 1 lacrosse stick per player
- ✓ 1 hoop per pair of players



TARGET PRACTICE ON GOAL

Set-Up

- ✓ Create 2 lines, 1 behind each cone facing the goal.



Equipment

- ✓ 2 buckets of foam balls
- ✓ 1 lacrosse stick per player
- ✓ 2 pop-up goals
- ✓ 2 cones

How to play

1. Take turns shooting on goal.
2. Leave shots in goal after your turn and return to the opposite line (change lines after each shot).
3. When 1 bucket is empty, both lines will stop, retrieve all balls from the goal, and then start again.

LAX TAG

Set-Up

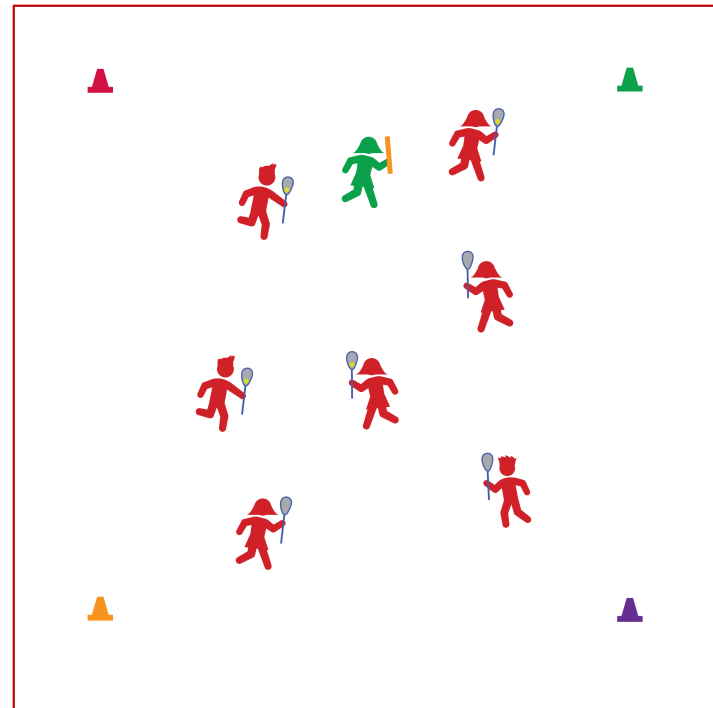
- ✓ All players with a stick and ball except for 1 player.
- ✓ 1 player with a noodle.
- ✓ Players scattered in activity area.

How to play

1. When the station music starts, begin at a speed-walking pace.
2. Players cradle in the activity area while avoiding the tagger.
3. If tagged, self-toss the ball 3 times and then return to the game.
4. Tagger, count 30-Mississippi and then yell, "new tagger!" The game stops until a new tagger volunteers.

Equipment

- ✓ 1 stick and ball per player
- ✓ 1 foam noodle



PARTNER TOSS & CATCH

Set-Up

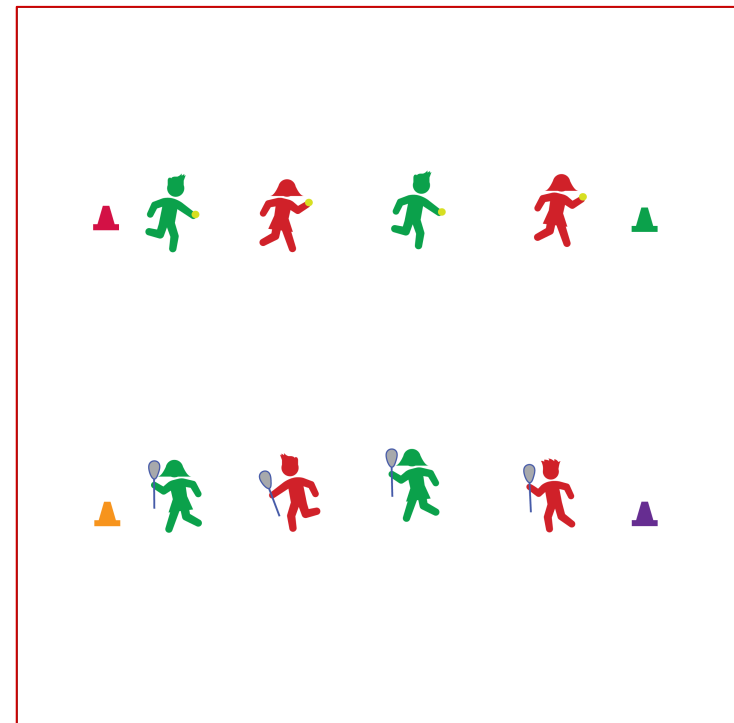
- ✓ Stand across from your partner, forming 2 parallel lines of players tossing and catching.
- ✓ 1 player has a stick, the other has a ball.

How to play

1. The player with the ball will toss it into the catcher's Lax Box.
2. The catcher will cushion and cradle the catch and then roll it back to the tosser.
3. Complete 5 tosses and then switch roles. The tosser becomes the catcher, and the catcher becomes the tosser.

Equipment

- ✓ 1 stick and ball per pair of players



WALL BALL

Set-Up

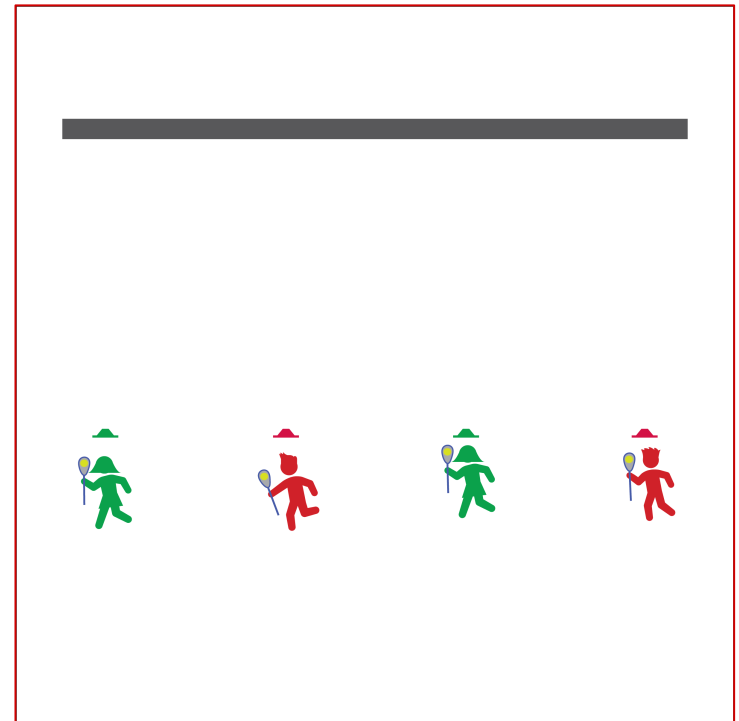
- ✓ Stand behind your low-profile cone with your lacrosse stick and ball.
- ✓ Face the wall.

How to play

1. When the music starts, begin throwing your ball against the wall so that it bounces straight back to you.
2. Scoop it up or catch it and then throw again.
3. If a ball rolls or bounces into another player's space or in front of cones, yell, "BALL!" and wait for other players to stop throwing.
4. Retrieve your ball, return to your cone, and then start again.

Equipment

- ✓ 1 stick and ball per player
- ✓ 1 low-profile cone per player



PARTNER ROLL AND SCOOP

Set-Up

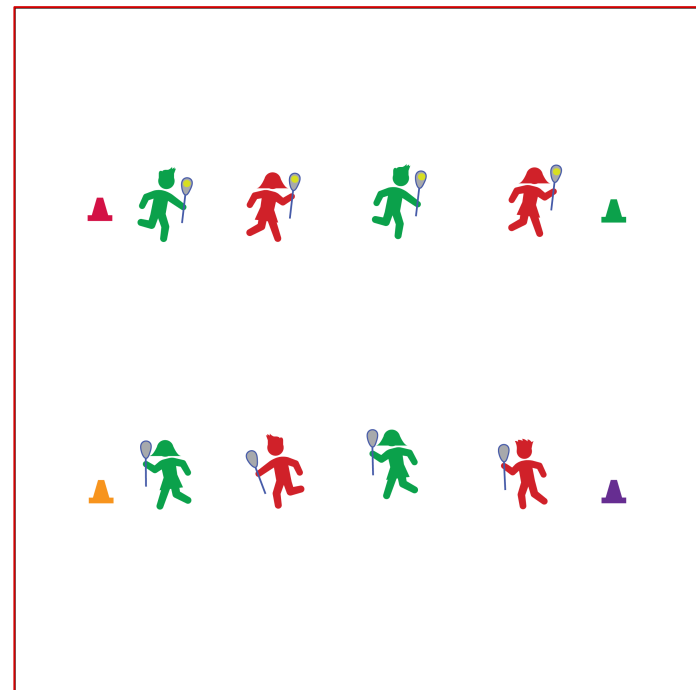
- ✓ Stand across from your partner, forming 2 parallel lines of players rolling and scooping.
- ✓ Both players have a stick, 1 player has a ball.

How to play

1. When the station music starts, the player with the ball will use the stick to roll the ball to her/his partner.
2. The partner will scoop it, bring it up into the Lax Box for 3 cradles, and then roll it back to her/his partner.
3. Keep rolling and scooping until the station music stops.

Equipment

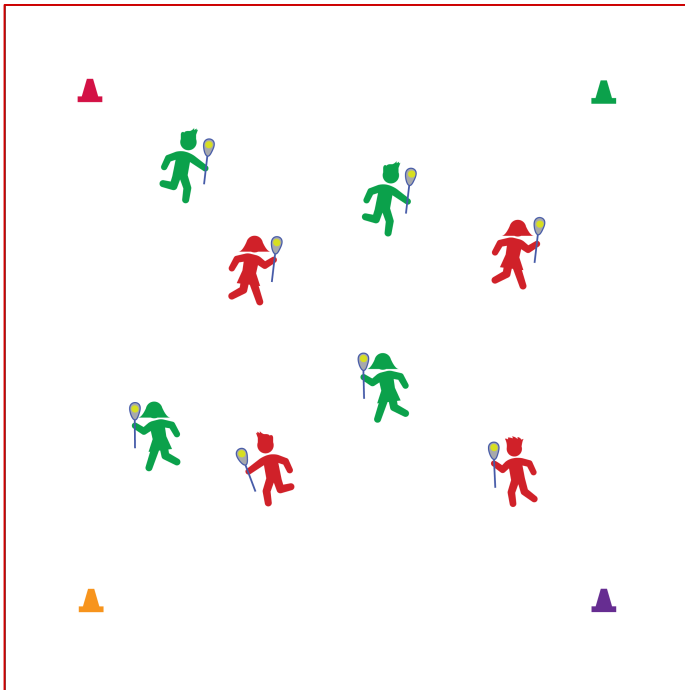
- ✓ 1 lacrosse stick per player
- ✓ 1 ball per pair of players



SELF TOSS & CATCH

Set-Up

- ✓ Stand in the activity area with your lacrosse stick and ball.



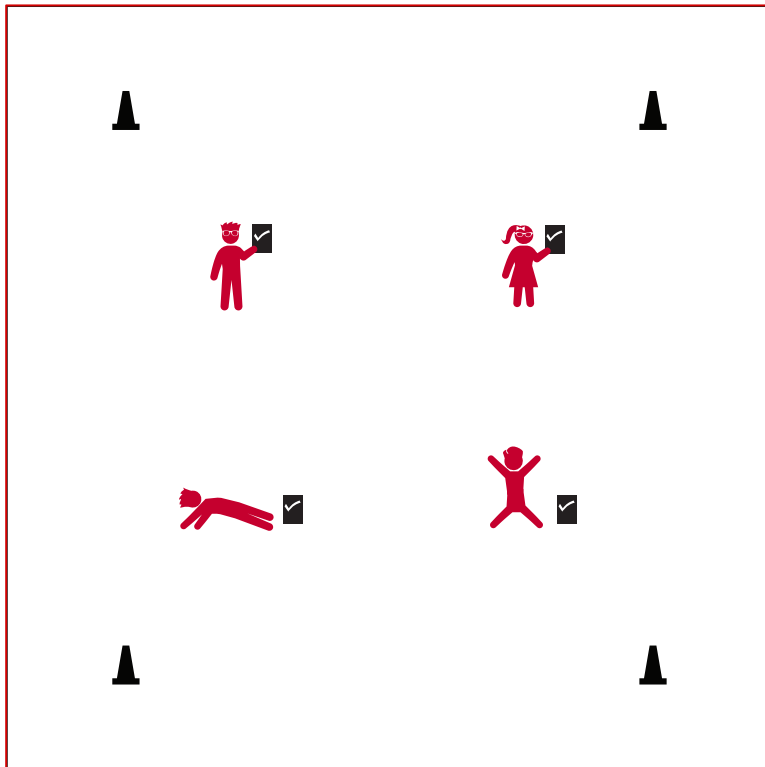
Equipment

- ✓ 1 stick and ball per player

How to play

1. When the station music starts, toss the ball straight up (just a few inches) and then catch it in your stick.
2. If you make 10 catches in a row, toss the ball just a little higher.
3. Repeat until the ball can be tossed just above your head.
4. If there's still time left, try to toss it up, let it bounce 1 time, and then catch it after the bounce.

SELF-ASSESSMENT



1. Complete the self-assessment for lacrosse.
2. When finished, perform the following exercise sequence until it's time to rotate to the next station:
 1. 3 push-ups
 2. 11 squats
 3. 33 jumping jacks

UNIVERSAL DESIGN ADAPTATIONS

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations that serve as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

Potential Universal Design Adaptations for Lacrosse

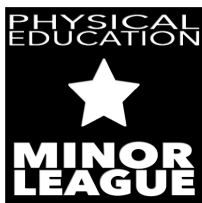
Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> ✔ Use a variety of different ball types, including auditory balls, different textures, sizes, and weights ✔ Place a buzzer on the goal or target ✔ Use a bigger goal ✔ Use a variety of different lacrosse sticks 	<ul style="list-style-type: none"> ✔ Increase/decrease the size of the activity area ✔ Vary the number of defenders or taggers playing ✔ Expand or remove boundaries 	<ul style="list-style-type: none"> ✔ Use mats to mark and protect boundaries ✔ Use brightly colored equipment and boundary markers ✔ Use raised/tactile lines ✔ Clap behind goals/targets ✔ Use visual start/stop signals 	<ul style="list-style-type: none"> ✔ Provide ongoing verbal cues ✔ Provide physical assistance ✔ Provide a peer tutor/mentor ✔ Use videos, graphics, and pictures as visual examples ✔ Provide individualized (one-to-one) instruction ✔ Use proximity strategies

Lieberman, L.J., & Houston-Wilson, C. (2009). *Strategies for inclusion: A handbook for physical educators (2nd ed.)*. Champaign, IL: Human Kinetics.

SELF-ASSESSMENT

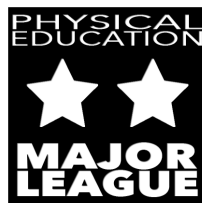
NAME: _____ GRADE: _____ CLASS: _____

Choose the level that describes your current skills and color that number of stars in the space provided for your assessment. If this is your pre-assessment, choose another level in the "Goal" column to show how much you'd like to improve your skills after some practice and hard work.



Level 1:

I'm in the **Minor Leagues**. I wish I could do this better, and so I will keep trying my best to improve.
















Level 2:

I'm in the **Major Leagues**. Practice is helping, and I will keep trying my best to improve.



Level 3:

I'm an **All Star**. I can do this well. Practice worked, and now I want to keep learning more!

SKILL	PRE	GOAL	POST
Cradle			
Scoop			
Throw			
Catch			
Safety			

HOLISTIC PERFORMANCE RUBRIC

GRADE: _____ CLASS: _____

Proficient 4	Consistently performs cradling, scooping, throwing, and catching skills with control and in combination with locomotor skills. Demonstrates an understanding of basic dodges and when to use them. Conducts herself/himself safely and with consideration for others.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to throw and catch in non-dynamic activities. Has demonstrated an understanding of basic dodges. Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Does not demonstrate an understanding of dodges. Cannot perform skill combinations. Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort toward skill development. Often breaks safety rules and disrupts the learning environment.

	Score	Comments
1.		
2.		
3.		
4.		
5.		
6.		
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22.		
23.		
24.		

GRADE: _____ CLASS: _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs cradling, scooping, throwing, and catching skills with control and in combination with locomotor skills. Demonstrates an understanding of basic dodges and when to use them.	Conducts herself/himself safely and with consideration for others.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to throw and catch in non-dynamic activities. Has demonstrated an understanding of basic dodges.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Does not demonstrate an understanding of dodges. Cannot perform skill combinations.	Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
1.			
2.			
3.			
4.			
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6.			
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8.			
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10.			
11.			
12.			
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22.			
23.			
24.			

ACADEMIC LANGUAGE QUIZ

1

What does it mean to hold the lacrosse ball in the lacrosse stick head in a way that protects it from being dropped?

- a. Control
- b. Keep
- c. Hold
- d. Cradle

2

What does it mean to avoid something by using a sudden, quick movement?

- a. Pass
- b. Run
- c. Dodge
- d. Halt

3

A targeted object in which the lacrosse ball must be sent in order to score is called _____.

- a. Goal
- b. Side Line
- c. End Line
- d. Bench

4

A loose ball that is free for any player to scoop up is called _____.

- a. Held Ball
- b. Loose Ball
- c. Ground Ball
- d. Crystal Ball

5

Which is team invasion game originally played by Native Americans?

- a. Basketball
- b. Soccer
- c. Field Hockey
- d. Lacrosse

6

An area of general space with no obstacles is called _____.

- a. Open Space
- b. The Lane
- c. Lax Box
- d. End Line

7

What does it mean to use a lacrosse stick to field a ball that is on the ground?

- a. Scoop
- b. Snatch
- c. Pick-up
- d. Power Play

8

A triangular piece of plastic strung with netting that allows a ball to be caught, carried, and thrown is called _____.

- a. Stick Shaft
- b. Stick Head
- c. Stick Bottom
- d. Net

Teaching Dates of Module:		School Year:	
General Comments / Notes for Planning Next Year's Module			
<input checked="" type="checkbox"/> Comment 1 <input checked="" type="checkbox"/> Comment 2 <input checked="" type="checkbox"/> Comment 3...			
Self-Reflection Across Danielson's Four Domains of Teaching			
Domain 1: Planning & Preparation			
1a: Demonstrating Knowledge of Content/ Pedagogy		1d: Demonstrating Knowledge of Resources	
1b: Demonstrating Knowledge of Students		1e: Designing Coherent Instruction	
1c: Selecting Instructional Outcomes		1f: Designing Student Assessments	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Domain 2: Classroom Environment			
2a: Evidence of Respect and Rapport		2d: Managing Student Behavior	
2b: Establishing a Culture for Learning		2e: Organizing Physical Space	
2c: Managing Classroom Procedures			
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Domain 3: Instruction			
3a: Communicating with Students		3d: Using Assessment in Instruction	
3b: Using Questioning and Discussion Techniques		3e: Demonstrating Flexibility and Responsiveness	
3c: Engaging Students in Learning			
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Domain 4: Professional Responsibilities			
4a: Reflecting on Teaching		4d: Participating in a Professional Community	
4b: Maintaining Accurate Records		4e: Growing and Developing Professionally	
4c: Communicating with Families		4f: Showing Professionalism	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Self-Rating with Rationale			
Choose One:			
Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)			
Provide rationale:			
<input checked="" type="checkbox"/> Evidence 1 <input checked="" type="checkbox"/> Evidence 2 <input checked="" type="checkbox"/> Evidence 3			