

USA<sup>TM</sup>  
LACROSSE



# LACROSSE IN SCHOOLS

LESSON PLANS FOR GRADES 9-12



# LESSON 1

## SKILL REVIEW AND FLEX6 INTRODUCTION

Lesson Name:	Unit Name & Lesson #:	Grade Level:	Lesson Length:
<p>Skill review and Flex6 introduction.</p> <p><b>National Standards:</b></p> <p>Priority Standards for this sequence:</p> <p>Solves problems and thinks critically in physical activity and/or settings, both as an individual and in groups. (S4.H4.L1)</p> <p>Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)</p> <p>Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)</p> <p>Identifies and discusses the historical and cultural roles of games, sports and dance in a society. (S2.H1.L2).</p> <p>Uses strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1)</p> <p>Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)</p> <p>Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)</p> <p>Other standards that can be addressed:</p> <p>Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)</p> <p>Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self-and/or others in a selected skill. (S2.H2.L1)</p> <p>Describes the speed vs. accuracy trade-off in throwing and striking skills. (S2.H2.L2)</p> <p>Applies strategies and tactics when analyzing errors in game play in net/wall and/or target games. (S2.H5.L2)</p>	<p><b>Lesson Objective(s):</b></p> <p>Students will be able to analyze the performance of their classmates and provide effective feedback in order to support performance.</p> <p>Students will learn about Welles Crowther, (the man with the red bandana).</p> <p>Students will be able to identify what legacy means to them and share their thoughts with their classmates.</p>		<p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● PE Soft sticks</li> <li>● PE Soft lacrosse ball</li> <li>● Cones</li> <li>● Chairs (goals)</li> <li>● Link for “The Man in the Red Bandana: SC Featured”               <ul style="list-style-type: none"> <li>○ <a href="#">Link Here</a></li> </ul> </li> </ul> <p><b>TEACHER RESOURCE:</b></p> <p>Flex6 Lacrosse is a modified, gender neutral version of lacrosse, sponsored by US Lacrosse. Flex6 will be referenced in the lessons as part of this band. <a href="#">Click here</a> for the full resource.</p>

<p>Applies best practices for participation in physical activity, exercise dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)</p> <p>Demonstrates competency in 2 or more specialized skills in health related-related fitness activities. (S1.H3.L2)</p>		
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Content	Time	Organization	Activity Progressions	Options
<b>Warm Up</b>	7	<p>Students will enter the playing area and meet the teacher by the equipment holding area.</p>	<p>When the students enter the playing area, allow them time to reacclimate with the lacrosse equipment. Provide students with soft lacrosse sticks and soft lacrosse balls, allowing them to find a partner and practice passing, catching, cradling and scooping in designated areas. Allowing high school students the opportunity to experiment or reacclimate with equipment that may be new or relatively uncommon to them is extremely beneficial at the beginning of a learning sequence.</p> <p>Skills to practice:</p> <ul style="list-style-type: none"> <li>● Passing</li> <li>● Catching</li> <li>● Cradling</li> <li>● Scooping</li> <li>● Shooting</li> </ul> <p>Student options:</p> <ul style="list-style-type: none"> <li>● Throw / shoot the ball off of the wall</li> </ul>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Accommodate or Modify rules to match students' abilities</li> </ul> </li> <li>● <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Use a variety of Equipment</li> <li>○ Lighter/larger/different equipment to increase success in learning</li> <li>○ Utilizing a bean bag instead of a ball to initially learn to carry and scoop the "balls"</li> <li>○ Different weights- softer, size of balls</li> <li>○ Deflated balls for easier manipulation based on skill being developed</li> <li>○ Yarn balls, "practice lacrosse ball"</li> <li>○ Use a variety of lacrosse sticks                             <ul style="list-style-type: none"> <li>▪ Plastic scoops</li> </ul> </li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>● Have a catch with a partner</li> <li>● Roll the ball back and forth with your partner</li> </ul>	<ul style="list-style-type: none"> <li>▪ Larger lacrosse stick head (Goalie head)</li> <li>▪ Deeper stick head pocket</li> <li>▪ Shorter lacrosse stick shaft</li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ shorten distance to execute skill</li> </ul> </li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Peer Buddy or Paraprofessional</li> <li>○ Communication style to meet student’s individual needs</li> <li>○ Directionality Prompts as needed               <ul style="list-style-type: none"> <li>▪ Visual</li> <li>▪ Physical</li> <li>▪ Gestural</li> </ul> </li> </ul> </li> </ul>
<b>Learning Activity 1</b>	5	Students will make groups, then split their groups into two lines facing each other.	<p>After the warm-up, bring the students into the middle of the playing area and explain the first activity to them.</p> <p>Example script: <i>“As we begin our lacrosse sequence, we are going to start by reviewing what you have learned in previous grades. To do that, our first activity is going to be called all in one. To play all in one, you are going to split yourselves up into groups of about 6-8. Once you are in your groups, you are going to split your group into two lines, with the lines facing each other, at the designated cones. Each group will have one ball which will start at the front of one of the lines. The person with the ball first, will put it on the ground in front of them, scoop it up and start moving toward their partner in the front of the opposite line. As they move, they will pass their partner the ball, and keep moving toward them. Their partner will pass the ball back to them and after they catch it, they will put it on the ground for their partner to start the next sequence with a scoop. As you are waiting your turn, you are going to take an active role in the activity by analyzing the performance</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>● Passing:           <ul style="list-style-type: none"> <li>○ Step in opposition</li> <li>○ Rotate your shoulders</li> <li>○ Hug the bucket</li> <li>○ Catching:               <ul style="list-style-type: none"> <li>○ Soft hands (catch the egg)</li> <li>○ Track the ball all the way to your stick</li> </ul> </li> </ul> </li> <li>● Scooping:           <ul style="list-style-type: none"> <li>○ Top hand high</li> <li>○ Step to the ball</li> <li>○ Hands down</li> </ul> </li> </ul> <p><b>Accommodations/Modifications/ Differentiation:</b></p>

			<p><i>of your classmates. The last person in each line is going to watch the person about to join their line go through the progression and provide them one point of feedback. Remember, we are looking for effective feedback that can help performance. Do not simply say, "good job" because that is not helpful. Try things like "You did a really nice job using soft hands on your catch. Or, next time when you scoop make sure you get your hips low to the ground." Feedback can be corrective, but it does not have to be. Just make sure that it is specific and based on your observations and knowledge of the skill."</i></p> <p>As students are going through the activity, listen to the feedback that is being given, and provide those students with feedback from you. Use this as an opportunity not only for the students to reinforce previous learning with one another, but for you to provide support.</p> <p>All in one progression:</p> <ul style="list-style-type: none"> <li>● Scoop</li> <li>● Throw on the run</li> <li>● Catch on the run</li> <li>● Roll the ball to the next student</li> </ul> <p>Before playing, ask the students to review the basic elements of passing, catching and scooping. Provide examples of each for the students and re-teach anything where needed.</p>	<ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Accommodate rules to match students' abilities</li> </ul> </li> <li>● <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Same as above</li> </ul> </li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ accommodate space, distance, and or use markings to assist with understanding</li> </ul> </li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ same as above</li> </ul> </li> <li>● <b>Checks for Understanding:</b> <ul style="list-style-type: none"> <li>○ What skills are you going to use most often when playing ultimate lacrosse?</li> <li>○ What</li> </ul> </li> </ul>
Learning Activity 2	7	Students will make groups and move to one of the designated fields to play ultimate lacrosse.	<p>Organize the students in groups of 8-10 and allow them to play ultimate lacrosse. Prior to playing, review some of the basic skills that are needed to play the game, as well as the rules of the game.</p> <p>Example script: <i>"During ultimate lacrosse we are going to be focusing on our opportunities to create, utilize and defend space, as well as incorporating the basic skills of passing, catching, cradling and scooping. As we play, focus on passing the ball to teammates when you have it, rather</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>● Give and go:           <ul style="list-style-type: none"> <li>○ Pass the ball to a teammate and move to open space, toward the goal, looking for a pass back.</li> </ul> </li> <li>● V-Cut:           <ul style="list-style-type: none"> <li>○ Move towards your defender, bringing them to the center of the playing area, then break away as fast as you can to the space you created behind you.</li> </ul> </li> <li>● Backdoor cut:</li> </ul>

			<p><i>than trying to dodge a defender. We will practice our dodges in the next activity."</i></p> <p>Ultimate Lacrosse Rules:</p> <ul style="list-style-type: none"> <li>You are only allowed ten steps with the ball in your stick</li> <li>If the ball hits the ground it is a turnover</li> <li>There is no contact on defense</li> <li>Carrying the ball over or completing a pass over the goal line is worth one point</li> </ul>	<ul style="list-style-type: none"> <li>When your defender is not looking, cut into the open space behind them looking for a pass.</li> </ul> <p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li><b>Rules</b> <ul style="list-style-type: none"> <li>Create Success/focus on student's developmental skill level/adapt to their level to create equity</li> <li>Increase or decrease the activity area size or the number of steps taken due to student's individual needs/abilities</li> <li>Distance of movement or target to create equity</li> <li>Modify boundaries as needed to create equity</li> <li>Give extra points for assists, passing, being kind to increase inclusion]</li> <li>Increase or decrease the number of players- goalies, defenders, offenders, on each team to increase equity</li> <li>Permit additional attempts to increase equity</li> </ul> </li> <li><b>Equipment</b> <ul style="list-style-type: none"> <li>Same as Learning Activity 1</li> </ul> </li> <li><b>Environment</b> <ul style="list-style-type: none"> <li>Same as Learning Activity 1</li> </ul> </li> <li><b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>Same as Learning Activity1</li> </ul> </li> </ul>
Learning Activity 3	7	Students will make groups of four, and within each group, form teams of two. Each group will move to a designated area to	Lastly, organize students in games of two on two lacrosse to allow them to practice dodging a defender and playing safe, on ball defense. Position two chairs at either end of each game area to be used as goals. Review the basic dodges that the students learned in previous bands and encourage them to use them in their modified game play. For safety, implement the following rules:	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>Face dodge           <ul style="list-style-type: none"> <li>Stick in the box</li> <li>Change speeds</li> <li>Jab step</li> </ul> </li> </ul>

		<p>play their game of two on two lacrosse.</p>	<ul style="list-style-type: none"> <li>● There is no ground ball play, each team is allowed two dropped passes with an uncontested scoop before the ball is turned over to the other team.</li> <li>● There is a change of possession after each shot.</li> <li>● Defense must be played with your feet, there is no body or stick contact.</li> <li>● Defenders can:           <ul style="list-style-type: none"> <li>○ Intercept passes</li> <li>○ Knock passes down (change of possession)</li> <li>○ Try to stay in front of a dodger</li> <li>○ Stay in between the player they are guarding and the goal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Cradle across your face</li> <li>○ Turn body</li> <li>● Roll dodge           <ul style="list-style-type: none"> <li>○ Approach the defender with your stick in the box.</li> <li>○ Plant your non-dominant foot in front of the defender.</li> <li>○ Swing your back leg around to the other side.</li> <li>○ Keep your stick in between your shoulders.</li> </ul> </li> <li>● Split dodge           <ul style="list-style-type: none"> <li>○ Bring stick to shoulder.</li> <li>○ Snap stick across to your opposite shoulder.</li> <li>○ Slide stick through bottom hand.</li> <li>○ Exchange hands.</li> </ul> </li> </ul> <p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules/Equipment/Environment-</b> same as above</li> <li>● <b>Learning/Instructional Strategies-</b> same as above but also:           <ul style="list-style-type: none"> <li>○ Visuals of Face Dodge. Roll Dodge, Split dodge</li> <li>○ Physical Hands on and Verbal directions-based body adjustment with stick in hand appropriate to skill body positioning</li> </ul> </li> </ul>
<p><b>Closure</b></p>	<p>14</p>	<p>Students will gather in the middle of the playing area.</p>	<p>As the students gather together for the closure, ask them to sit with the group they just played with. Have the students talk about what the word “legacy” means to them with their group. After the students have had time to talk, allow them to share out, providing a glimpse into the conversations they just had. After the students are done sharing, provide them with a simple definition of what a legacy is, and explain to them their assignment for the next class.</p> <p>Example script: <i>“For our purposes, we are going to define a legacy as the reputation you leave behind, based on the</i></p>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b></li> <li>● <b>Equipment</b></li> <li>● <b>Environment</b></li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Make video link and directions accessible to students based on their individual news, i.e. have a</li> </ul> </li> </ul>

		<p><i>impact you had on those around you. As a teacher I hope to leave a legacy based on inclusion, kindness and support. There is a man that I am going to ask you to learn a little bit about before next class. He was a lacrosse player, but to many people he was much more than that. His name is Welles Crowther, and he is oftentimes referred to as the Man in the Red Bandana."</i></p> <p>Ask the students to watch the video on Welles before next class and answer a few questions. Inform the students that Welles lost his life, trying to save the lives of others on September 11th, 2001. Allow space for conversations about September 11th, 2001 to happen and tell the students that if this is a sensitive topic for them, an alternate reflection can be provided.</p> <p>NOTE: If you want to expand your conversation on legacy or impact you can point out that at the 3:11 mark of the video, Welles is seen dodging a UMass defender. That defender is #43, Eric Sopracasa. Eric is still celebrated in various lacrosse communities, because of the legacy he left, based on the impact he had on those around him. Both Welles and Eric lost their lives within a year of that clip, and both left lasting legacies on those that knew them.</p>	<p>Paraprofessional watch the video with the student before the next class</p> <p><b>Questions from video:</b></p> <ul style="list-style-type: none"> <li>• What kind of legacy do you think Welles has left?</li> <li>• How do you define true leadership? Does it have to be vocal or appointed? Is it always positive?</li> <li>• Did Welles display leadership qualities over the course of his life? If so, how?</li> </ul>
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# LESSON 2

## TRAINING CAMP PART 1

Lesson Name:	Unit Name & Lesson #:	Grade Level:	Lesson Length:
Training camp lesson one.	Lacrosse Lesson #2	9-12	40
<p><b>National Standards:</b></p> <p>Priority Standards for this sequence:</p> <p>Solves problems and thinks critically in physical activity and/or stance settings, both as an individual and in groups. (S4.H4.L1)</p> <p>Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)</p> <p>Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)</p> <p>Identifies and discusses the historical and cultural roles of games, sports and dance in a society. (S2.H1.L2).</p> <p>Uses strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1)</p> <p>Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)</p> <p>Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)</p> <p>Other standards that can be addressed:</p> <p>Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)</p> <p>Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self-and/or others in a selected skill. (S2.H2.L1)</p> <p>Describes the speed vs. accuracy trade-off in throwing and striking skills. (S2.H2.L2)</p>	<p><b>Lesson Objective(s):</b></p> <p>Students will understand the benefits of warming up dynamically as opposed to static stretching.</p> <p>Students will learn about Welles Crowther, (the man with the red bandana).</p> <p>Students will be able to identify what legacy means to them and share their thoughts with their classmates.</p>	<p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● PE Soft sticks</li> <li>● PE Soft lacrosse ball</li> <li>● Cones</li> <li>● Hula-hoops</li> <li>● Baskets</li> <li>● Buckets</li> </ul>	

<p>Applies strategies and tactics when analyzing errors in game play in net/wall and/or target games. (S2.H5.L2)</p> <p>Applies best practices for participation in physical activity, exercise dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)</p> <p>Demonstrates competency in 2 or more specialized skills in health related-related fitness activities. (S1.H3.L2)</p>				
Content	Time	Organization	Activity Progressions	Options
Warm Up	10	Students will enter the playing area and meet the teacher in the center, before organizing in even lines.	<p>As the students enter the playing area ask them to organize themselves in lines of four or five. Once the students are in lines, allow them to move so they can see you. Teach the students the difference between static and dynamic stretching (static stretching is stationary stretching; dynamic stretching consists of a series of controlled movements). Once you are done differentiating between the two, teach the students why warming up dynamically could be more beneficial than a static warm-up. Lastly, lead the students in a dynamic warm-up, this will be important for specific students later in the sequence.</p> <p>Benefits of warming up dynamically:</p> <ul style="list-style-type: none"> <li>• The most important part of a warm-up is raising your body temperature. Dynamic stretching allows us to slowly raise and maintain a raised body temperature.</li> <li>• Thinking of your body as a house. As you move through a dark house (cold body) you turn on the lights in each room you enter. When you warm-up, you should turn one each part of the body that you are about to use. Warming up dynamically allows you to optimize this effect by utilizing slowly progressing movements.</li> <li>• Dynamic stretching not only helps to prevent injuries, but it also helps to improve performance because you warm up using your muscles in a similar way to how you would use them in activity.</li> </ul> <p>Example movements to help raise body temperature prior to stretching:</p>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Equipment</li> <li>• Environment</li> <li>• Learning/Instructional Strategies               <ul style="list-style-type: none"> <li>○ Provide a pre-lesson overview to any students who would benefit from an early review of materials to be presented in their next PE class.</li> <li>○ Peer Buddy or Paraprofessional</li> <li>○ Communication style to meet student’s individual needs</li> <li>○ Directionality Prompts as needed                   <ul style="list-style-type: none"> <li>▪ Visual</li> <li>▪ Physical</li> <li>▪ Gestural</li> </ul> </li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>• High Knees</li> <li>• Heel Kicks</li> <li>• Power Skips</li> <li>• Side Shuffles</li> <li>• Grapevines</li> <li>• Lunges</li> </ul>	
<b>Learning Activity 1</b>	20	Students will meet the teacher in the middle, before making groups and moving to their first station.	<p>After the warmup, bring the students into the middle of the playing area and explain the day's activity to them.</p> <p>Example script: <i>"Today is day one of our Training Camp. Training camps are used in a variety of professional sports to help athletes prepare for the season, and that is exactly why we are going through one as well. Over the next few weeks we are going to enter into a lacrosse season, complete with today's training camp, a pre-season, a regular season and playoffs. Over the course of time you are all going to have various roles on your teams such as coach, captain and fitness trainer. If you look around, you will see a variety of stations set up, and each station has a task card. On the card is an explanation of the activity for that station, as well as things to remember when executing that skill. Many if not all of you have been taught how to execute these skills before, but just like professional athletes, before we start our season, we need to practice the basics."</i></p> <p>Next, explain to the students what each station is going to focus on. Then, allow them to make groups, with one group going to each station to start. As the students go through the stations, they will keep feedback sheets. These sheets will be a place for students to make notes of their classmates' performance and review the notes after completing each station. These sheets will be handed in at the end of the class, and should reflect teaching cues and effective feedback. Names of specific students being provided feedback do not need to appear on the sheets, just the name of the person filling out the sheets.</p> <p><b>Stations:</b></p> <p>Station 1 - Passing and catching, stationary and on the move.</p> <ul style="list-style-type: none"> <li>• The students will make a circle or a square, with one student in the middle. Each student on the outside will have a ball, the</li> </ul>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>• Passing:</li> <li>• Step in opposition</li> <li>• Rotate your shoulders</li> <li>• Hug the bucket</li> <li>• Catching:</li> <li>• Soft hands (catch the egg)</li> <li>• Track the ball all the way to your stick</li> <li>• Scooping:</li> <li>• Top hand high</li> <li>• Step to the ball</li> <li>• Hands down</li> </ul> <p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <b>Rules</b> <ul style="list-style-type: none"> <li>○ Accommodate rules to match students' abilities</li> </ul> </li> <li>• <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Use a variety of Equipment</li> <li>○ Lighter/larger/different equipment to increase success in learning</li> </ul> </li> </ul>

			<p>student in the middle will not. When they begin, the student in the middle will run toward any student with a ball and call their name. The student on the outside will pass the ball to the student in the middle, and the student in the middle will pass it back and cut to another classmate. Once the student in the middle has received the ball from each of their classmates two times, someone else you go in the middle.</p> <p>Station 2 - Scooping.</p> <ul style="list-style-type: none"> <li>The students will scoop up a series of ten lacrosse balls scattered in the playing area one at a time and return them to a basket or bucket as quickly as they can.</li> </ul> <p>Station 3 - Dodging.</p> <ul style="list-style-type: none"> <li>The students will dodge a series of six cones alternating dodges at each cone. First, the students will face dodge cone number one. Then, they will split dodge cone number two. Lastly, they will roll dodge cone number three, before repeating the sequence again.</li> </ul> <p>Station 4 - Shooting.</p> <ul style="list-style-type: none"> <li>The students will try to hit four different targets while shooting. The targets can be as simple as two different sized hula-hoops and two different sized cones, but any items that can be propped up or hung and are different in size will work. Encourage the students to focus on the flight of the ball at this station. A shot should look like a pass with less arc.</li> </ul> <p>Station 5 – Cradling</p> <ul style="list-style-type: none"> <li>The students will cradle a lacrosse ball with the head of their stick in the box while running a five, ten, five. A five, ten five (5-10-5) is an agility test where three cones are placed five yards away from one another. The students will start at the middle cone and start by running to the cone to their right, which is five yards away. Next, the students will run to the cone to their far left, which is ten yards away, before running back to the middle cone, which is five yards away.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizing a bean bag instead of a ball to initially learn to carry and scoop the “balls”</li> <li>Different weights- softer, size of balls</li> <li>Deflated balls for easier manipulation based on skill being developed</li> <li>Yarn balls, “practice lacrosse ball”</li> <li>Use a variety of lacrosse sticks             <ul style="list-style-type: none"> <li>Plastic scoops</li> <li>Larger lacrosse stick head (Goalie head)</li> <li>Deeper stick head pocket</li> <li>Shorter lacrosse stick shaft</li> </ul> </li> <li><b>Environment</b> <ul style="list-style-type: none"> <li>accommodate space, distance, and or use markings to assist with understanding</li> </ul> </li> <li><b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>Peer Buddy or Paraprofessional</li> <li>Communication style to meet student’s individual needs                 <ul style="list-style-type: none"> <li>Visual pictures as reminders of each skill</li> </ul> </li> <li>Directionality Prompts as needed                 <ul style="list-style-type: none"> <li>Visual</li> <li>Physical</li> <li>Gestural</li> </ul> </li> </ul> </li> <li><b>Checks for Understanding:</b> <ul style="list-style-type: none"> <li>What skills are you going to use most often when playing ultimate lacrosse?</li> </ul> </li> </ul>
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				<ul style="list-style-type: none"> <li>○ What</li> </ul>
<b>Closure</b>	10	Students will gather in the middle of the playing area.	<p>As the students gather together for the closure, ask them to sit with the group they just played with. Ask the students then to share what they thought of the video, as well as their answers to the questions in the assignment. When the students are done sharing, ask them to share out with the class. Once they are done sharing, explain to them how we are going to use the legacy of Welles, to recognize leadership in one another.</p> <p>Example script: <i>“Everyone in here has the opportunity to be a leader in one way or another. Sometimes leadership is vocal, sometimes leaders lead by example. Leaders can lead by organizing groups or teams, leaders can lead by providing helpful feedback to a classmate, leaders can lead by being honest and accountable, leaders can lead by providing encouragement to a classmate or energy during class, sometimes leaders lead by following and allowing others to use their gifts in any given moment or scenario. However, leadership presents itself in our class, I want all of us to be on the lookout for it. You learned in the video that Welles was recognized by his red bandana, and that red bandana is used to symbolize his legacy. In men’s lacrosse or boy’s lacrosse yellow flags are thrown when someone commits a penalty. In here, in honor of the legacy Welles has left, and in an effort to recognize leadership in one another, we are going to flip the negative connotation of throwing a flag, and we are going to throw red bandanas as we play. Anytime you see someone acting as a leader, or bringing something positive to our time together, you are encouraged to walk over to my cart, grab a red bandana, and toss it on the side of our playing area. At the end of class I am going to ask whoever threw a bandana to pick it up and bring it to our closure.”</i></p> <p>Before the students leave, ask them to complete an ETQ, (exit ticket question).</p>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b></li> <li>● <b>Equipment</b></li> <li>● <b>Environment</b></li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Peer Buddy or Paraprofessional</li> <li>○ Communication style to meet student’s individual needs</li> <li>○ Visual pictures as reminders of each skill</li> <li>○ Visual of a red Bandana, picture of Welles Crowther, and a positive emoji- thumbs up, heart, etc.</li> </ul> </li> <li>● <b>Quick Assessment (Exit Ticket):</b> <ul style="list-style-type: none"> <li>○ Explain the benefits of a dynamic warm-up as compared to a static warm-up?</li> </ul> </li> </ul>



# LESSON 3

## TRAINING CAMP PART 2

Lesson Name:	Unit Name & Lesson #:	Grade Level:	Lesson Length:
<p>Training camp lesson two, the combine.</p> <p><b>National Standards:</b></p> <p>Priority Standards for this sequence:</p> <p>Solves problems and thinks critically in physical activity and/or settings, both as an individual and in groups. (S4.H4.L1)</p> <p>Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)</p> <p>Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)</p> <p>Identifies and discusses the historical and cultural roles of games, sports and dance in a society. (S2.H1.L2).</p> <p>Uses strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1)</p> <p>Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)</p> <p>Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)</p> <p>Other standards that can be addressed:</p> <p>Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)</p> <p>Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self-and/or others in a selected skill. (S2.H2.L1)</p> <p>Describes the speed vs. accuracy trade-off in throwing and striking skills. (S2.H2.L2)</p> <p>Applies strategies and tactics when analyzing errors in game play in net/wall and/or target games. (S2.H5.L2)</p> <p>Applies best practices for participation in physical activity, exercise dance (e.g., injury prevention,</p>	<p>Lacrosse Lesson #3</p> <p><b>Lesson Objective(s):</b></p> <p>Students will understand how to create a plan for individual or group performance.</p> <p>Students will be able to recognize the leadership characteristics of their classmates, while exhibiting proper etiquette and respect for others.</p> <p>Students will be able to explain the acronym K.I.S. and how it applies to performance planning.</p>	<p>9-12</p>	<p>40</p> <p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● PE Soft sticks</li> <li>● PE Soft lacrosse ball</li> <li>● Cones</li> <li>● Hula-hoops</li> <li>● Baskets</li> <li>● Buckets</li> <li>● Stopwatches</li> </ul>

proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)			
Demonstrates competency in 2 or more specialized skills in health related-related fitness activities. (S1.H3.L2)			
Content	Time	Organization	Activity Progressions
Warm Up	8	Students will enter the playing area and meet the teacher in the center, before organizing in even lines.	THE WARMUP FOR THIS LESSON IS THE SAME AS THE PREVIOUS LESSON.
Learning Activity 1	20	Students will meet the teacher in the middle, before making groups and moving to their first station.	<p>Example script: <i>“If you look around you will see that the set up for today is very similar to the set-up, we had last class. WELCOME TO OUR COMBINE! A combine is a skills competition of sorts used prior to the draft in many professional leagues. The NFL’s combine has gotten so popular that it is televised and receives a good number of viewers. With our draft coming up, which I will explain later, I wanted to give you an opportunity to practice your skills for another day but add a little bit of excitement to the process. Today, in addition to your task cards reminding you what is expected of you at each station, there will also be a way for you to score your performance. Everyone will keep track of their own scores and will have the opportunity to turn their scores in at the end of class to see who earned the best overall scores for our Lacrosse Combine. The top scorer in each event will receive five points, with the runner up receiving four points, third place receiving three points, fourth place receiving two points and the fifth best scorer will receive 1 point. Ties are allowed in each event. In the NFL combine, players run timed sprints, and lift weights, in addition to performing skills specific to their position. Everything we do in our combine is designed to allow you to practice your basic lacrosse skills and receive more feedback and instruction from your peers and me. As you play, please remember that today is our first day bringing red bandanas into our lessons. If you see someone demonstrating positive leadership traits, simply take a bandana, and toss it off to the side of the playing area. Who can refresh our understanding of what it might mean to display positive leadership traits?”</i></p> <p>Students will remain at each station until instructed to rotate as a group. Students have an unlimited number of attempts at each station prior to being asked to rotate.</p> <p><b>Stations:</b> Station 1 - Passing and catching, stationary and on the move.</p>
			<p><b>Options</b></p> <p><b>Accommodations/Modifications/Differentiation:</b></p> <ul style="list-style-type: none"> <li>○ REFER TO LESSON 2 WARM UP OPTIONS</li> </ul> <p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>● Positive leadership traits:</li> <li>● Selflessness</li> <li>● Effective communication</li> <li>● Contagious positive energy</li> <li>● Helping a classmate</li> <li>● Allowing others to use their gifts</li> <li>● Cleaning up</li> <li>● Being honest</li> </ul> <p><b>Accommodations/Modifications/Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Accommodate rules to match students’ abilities: i.e. allow students with special accommodation needs extra points more points</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>● The students will make a circle or a square, with one student in the middle. Each student on the outside will have a ball, the student in the middle will not. When they begin, the student in the middle will run toward any student with a ball and call their name. The student on the outside will pass the ball to the student in the middle, and the student in the middle will pass it back and cut to another classmate.             <ul style="list-style-type: none"> <li>○ SCORING: Students will get one point for every pass that they catch in thirty seconds.</li> <li>○ OPPORTUNITY FOR RESPECT: Students on the outside do their best to give the student in the middle catchable passes, and do not try to negatively impact their score.</li> </ul> </li> </ul> <p>Station 2 - Scooping</p> <ul style="list-style-type: none"> <li>● The students will scoop up a series of ten lacrosse balls scattered in the playing area one at a time and return them to a basket or bucket as quickly as they can.             <ul style="list-style-type: none"> <li>○ SCORING: Students will be timed to see how quickly they can complete this task.</li> </ul> </li> </ul> <p>Station 3 - Dodging.</p> <ul style="list-style-type: none"> <li>● The students will dodge a series of six cones alternating dodges at each cone. First, the students will face dodge cone number one. Then, they will split dodge cone number two. Lastly, they will roll dodge cone number three, before repeating the sequence again.             <ul style="list-style-type: none"> <li>○ SCORING: Students will be timed to see how long it takes them to execute all six dodges. If a student drops the ball, touches a cone or is deemed to execute the dodge incorrectly by their classmates, a half second will be added on to their time (.5 seconds for each infraction).</li> <li>○ OPPORTUNITY FOR ETIQUETTE: Students are honest and communicate their feelings on proper execution of dodges effectively. Students can support the execution of the dodge by referencing cues from previous learning.</li> </ul> </li> </ul> <p>Station 4 - Shooting.</p> <ul style="list-style-type: none"> <li>● The students will try to hit four different targets while shooting. The targets can be as simple as two different sized hula-hoops and two different sized cones, but any items that can be propped up or hung and</li> </ul>	<ul style="list-style-type: none"> <li>○ Give extra points, to students who show positive support for all of their peers, i.e. that is pointed out with being a great reason to throw in a red bandana</li> </ul> <p>● <b>Equipment</b></p> <ul style="list-style-type: none"> <li>○ Use a variety of Equipment</li> <li>○ Lighter/larger/different equipment to increase success in learning</li> <li>○ Utilizing a bean bag instead of a ball to initially learn to carry and scoop the “balls”</li> <li>○ Different weights- softer, size of balls</li> <li>○ Deflated balls for easier manipulation based on skill being developed</li> <li>○ Yarn balls, “practice lacrosse ball”</li> <li>○ Use a variety of lacrosse sticks             <ul style="list-style-type: none"> <li>▪ Plastic scoops</li> <li>▪ Larger lacrosse stick head (Goalie head)</li> <li>▪ Deeper stick head pocket</li> </ul> </li> </ul>
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			<p>are different in size will work. Encourage the students to focus on the flight of the ball again at this station.</p> <ul style="list-style-type: none"> <li>○ SCORING: Students will receive one point for each time they hit the largest target, three points for each time they hit the smallest target, and two points for hitting the middle target. Students have one minute to hit as many targets as possible.</li> </ul> <p>Station 5 - Cradling.</p> <ul style="list-style-type: none"> <li>● The students will cradle a lacrosse ball with the head of their stick in the box while running a five, ten, five. A five, ten five (5-10-5) is an agility test where three cones are placed five yards away from one another. The students will start at the middle cone and start by running to the cone to their right, which is five yards away. Next, the students will run to the cone to their far left, which is ten yards away, before running back to the middle cone, which is five yards away.</li> <li>○ SCORING: Students will be timed at this station. If a student drops the ball or does not go all the way to a cone, they will have one half second added on to their time.</li> <li>○ OPPORTUNITY FOR ETIQUETTE: Students are honest and communicate their feelings effectively.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shorter lacrosse stick shaft</li> </ul> <ul style="list-style-type: none"> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ accommodate space, distance, and or use markings to assist with understanding</li> </ul> </li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Peer Buddy or Paraprofessional</li> <li>○ Communication style to meet student's individual needs               <ul style="list-style-type: none"> <li>▪ Visual pictures as reminders of each skill</li> </ul> </li> <li>○ Directionality Prompts as needed               <ul style="list-style-type: none"> <li>▪ Visual</li> <li>▪ Physical</li> <li>▪ Gestural</li> </ul> </li> </ul> </li> </ul> <p><b>Checks for Understanding:</b></p> <ul style="list-style-type: none"> <li>● What skills are you going to use most often when playing ultimate lacrosse?</li> <li>● What</li> </ul>
<b>Closure</b>	12	Students will gather in the middle of the playing area.	As the students gather for the closure, they should pick up the bandana they threw if they threw one sit with the group they just played with. Next, ask the students if they want to turn in their score sheet and collect the sheets from whoever wants to turn it in. Tell the students that the results will be announced at the start of the	<p><b>Accommodations/Modifications/Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b></li> </ul>

		<p>next class unless there are only a few submissions and the calculations can happen quickly.</p> <p>Explain to the students what they can expect in the next lesson and teach them the basic structure and importance of planning for improvement or practice.</p> <p><i>Example script: "As a group you have been doing a lot of analysis of performance over the last few classes, and there are a few main reasons for that. First, analyzing performance for improvement is a great skill to have if you plan on leading an active lifestyle. But more specifically for our purposes, there are two roles that some of you will be taking on during our lacrosse season where analysis of performance will be paramount. Last class I provided you some examples of roles that will exist on your teams, and two of those roles, the scout and the coach will have to analyze performance in order to fulfill their roles effectively. Coaches are going to have to take note of the strengths and weaknesses of their team and create a practice plan that is designed to help their team improve on a skill or strategy. When creating a practice plan for our class remember the acronym K.I.S. First, you do not have a lot of time to practice so Keep It Simple. Create activities that do not take a lot of time to explain and are not too complex. Next, Keep It Specific. Create activities that focus solely on the skill or strategy that you are intending to improve upon. Last, Keep It Small. Try to break the skill or strategy down to where students can work in pairs or small groups rather than an entire team. This will help maximize the amount of practice time each student will get."</i></p> <p>After having a conversation with the students about the importance of planning, allow whoever threw a bandana to stand up and say who they threw the bandana for and what they did. After each student shares, the entire class should clap twice, in unison.</p> <p>Before the students leave, ask them to complete an ETQ, (exit ticket question).</p>	<ul style="list-style-type: none"> <li>● <b>Equipment</b></li> <li>● <b>Environment</b></li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Peer Buddy or Paraprofessional</li> <li>○ Communication style to meet student's individual needs</li> <li>○ Visual pictures as reminders of each skill</li> <li>○ Visual of a red Bandana, picture of Welles Crowther, and a positive emoji- thumbs up, heart, etc.</li> </ul> </li> </ul> <p><b>Checks for Understanding:</b></p> <ul style="list-style-type: none"> <li>● <b>Quick Assessment (Exit Ticket):</b> <ul style="list-style-type: none"> <li>○ Explain the three different ways you can unpack the acronym K.I.S. and why each part is important?</li> </ul> </li> </ul>
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# LESSON 4

## THE DRAW

<p><b>Lesson Name:</b> The draw and the draft.</p>	<p><b>Unit Name &amp; Lesson #:</b> Lacrosse Lesson #4</p>	<p><b>Grade Level:</b> 9-12</p>	<p><b>Lesson Length:</b> 40</p>
<p><b>National Standards:</b></p> <p>Priority Standards for this sequence:</p> <p>Solves problems and thinks critically in physical activity and/or settings, both as an individual and in groups. (S4.H4.L1)</p> <p>Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)</p> <p>Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)</p> <p>Identifies and discusses the historical and cultural roles of games, sports and dance in a society. (S2.H1.L2).</p> <p>Uses strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1)</p> <p>Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)</p> <p>Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)</p> <p>Other standards that can be addressed:</p> <p>Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)</p>	<p><b>Lesson Objective(s):</b></p> <p>Students will understand how to execute the draw to start play and be able to explain some differences between a draw and a faceoff.</p> <p>Students will be able to recognize the leadership characteristics of their classmates, while exhibiting proper etiquette and respect for others.</p> <p>Students will be able to recognize the strengths of their classmates in relation to the game of lacrosse as well as personal relationships in an effort to create equitable teams for their season.</p> <p>Students will be able to work together to create a team name and decide on team colors.</p> <ul style="list-style-type: none"> <li>● <b>Rules</b></li> </ul> <p>Accommodate</p>	<p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● PE Soft sticks</li> <li>● PE Soft lacrosse balls</li> <li>● Index cards</li> <li>● Poster board</li> <li>● Tape</li> </ul>	

<p>Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self-and/or others in a selected skill. (S2.H2.L1)</p> <p>Describes the speed vs. accuracy trade-off in throwing and striking skills. (S2.H2.L2)</p> <p>Applies strategies and tactics when analyzing errors in game play in net/wall and/or target games. (S2.H5.L2)</p> <p>Applies best practices for participation in physical activity, exercise dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)</p> <p>Demonstrates competency in 2 or more specialized skills in health related-related fitness activities. (S1.H3.L2)</p>				
Content	Time	Organization	Activity Progressions	Options
Warm Up	10	Students will enter the playing area and make small groups in open space.	As the students enter the playing area, instruct them to make small groups of four or five students and collaborate on an effective dynamic warm-up routine utilizing their knowledge of effective warm-up practices and the demands lacrosse movements may place on specific parts of the body.	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Accommodate rules to match students' abilities:</li> <li>○ Give extra points, to students who show positive support for all of their peers, i.e. that is pointed out with being a great reason to throw in a red bandana</li> </ul> </li> <li>● <b>Equipment</b></li> <li>● <b>Environment</b></li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Peer Buddy or Paraprofessional</li> <li>○ Communication style to meet student's individual needs                             <ul style="list-style-type: none"> <li>▪ Visual pictures as reminders of each skill</li> </ul> </li> <li>○ Directionality Prompts as needed                             <ul style="list-style-type: none"> <li>▪ Visual</li> <li>▪ Physical</li> <li>▪ Gestural</li> </ul> </li> </ul> </li> </ul>

<p>Learning Activity 1</p>	<p>17</p>	<p>Students will meet the teacher in the middle, before moving to their practice locations.</p>	<p>After the warmup, bring the students into the middle of the playing area and explain the day's activity to them.</p> <p>Example script: <i>"Today we are going to learn our last skill for our lacrosse sequence, and that is the draw. Can anyone explain what the draw might look like and what it's purpose might be? The raw is used most famously in girls or women's lacrosse to start play, and we are going to use the same technique in class to start our games. When executing the draw, there are some very basic things that I want you to remember."</i></p> <p>Create an opportunity for demonstration as the draw is being explained. Focus on the below main points:</p> <ul style="list-style-type: none"> <li>● Ball Placement: If you are using sticks with strings, the ball should be placed in the top quarter of each head, with the back of the sticks facing each other. If you are using Soft PE Sticks, the ball can be placed in the middle opening with the sticks back to back, or if the sticks are set up face to face, the ball can be placed in the small space between each stick. This may be the best way to set the draw with PE sticks, just make sure the ball is not in one player's stick more than the other player's stick.</li> <li>● Hand placement: One hand on the top quarter of the shaft and one hand on the end cap.</li> <li>● Foot placement: Power foot set back.</li> <li>● Legs: Knees bent at a forty-five-degree angle.</li> </ul>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>● Top hand up on the shaft and bottom hand down by the end cap.</li> <li>● Power foot back.</li> <li>● Knees slightly bent.</li> <li>● Push up and out.</li> </ul> <p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Accommodate rules to match students' abilities</li> <li>○ Give extra points, to students who show positive support for all of their peers, i.e. that is pointed out with being a great reason to throw in a red bandana</li> </ul> </li> <li>● <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Accommodate to students' abilities and needs</li> </ul> </li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Accommodate to students' abilities and needs</li> </ul> </li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Peer Buddy or Paraprofessional <ul style="list-style-type: none"> <li>▪ Assistance</li> </ul> </li> <li>○ Teacher should appropriately place a student who has exhibited positive attitude towards students of different abilities to increase the equitable outcome of the draw activity</li> <li>○ Communication style to meet student's individual needs <ul style="list-style-type: none"> <li>▪ Visual pictures as reminders of each skill</li> </ul> </li> <li>○ Directionality Prompts as needed <ul style="list-style-type: none"> <li>▪ Visual</li> <li>▪ Physical</li> <li>▪ Gestural</li> </ul> </li> </ul> </li> </ul>
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			<p>Teach the students how to push regardless of the type of stick being used. If students are using sticks with stringing, you can also teach them how to pull if there is time.</p> <ul style="list-style-type: none"> <li>• Pushing on the draw: On the “go” try to react fast than your opponent by pushing your top hand up and out, trying to push the ball up in the air, out in front of you, toward the goal you are shooting on.</li> <li>• Draw violation: Your top hand must go above the height of your shoulders. If it does not, the official can call a redraw.</li> </ul> <p>The below example script outlining the draft process uses six teams as an example.</p> <p>Example script: <i>“As we practice our new skill, we are also going to get into our teams for the rest of our lacrosse sequence. When I ask you to, you are going to get into groups of three to five, find open space, and practice the draw. While that is going on, I am going to call you over one at a time to help us make teams. Right now, our draft board is blank, but soon it will display our six teams. When I call you over you will have the opportunity to grab a card with the name of any one of your classmates written on it and place it on one of the teams. At the top of the board you will see headings for Team One, Team Two and so on all the way to Team Six. You are going to place the names of the students you choose under those headings. The only rule is, you are not allowed to place yourself on a team, and you will not know what team you are on. Before I call you over, I am going to check to see if your name is on the board already, and if it is, I am going to remove it. The goal is to create evenly matched teams. There should be no attempts to stack teams because you do not know what team you</i></p>	<p><b>Checks for Understanding:</b></p> <ul style="list-style-type: none"> <li>• What might make a draw illegal?</li> <li>• What is the difference between the draw and a faceoff?</li> <li>• Why do you want your power foot slightly back when pushing?</li> </ul>
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			<p><i>are on. I am going to be monitoring the sharing of information as you leave the board and rejoin your activities, but integrity can also be characterized as a leadership trait and fall under respect and etiquette. With that said, I do not expect anyone to share what team anyone may be on with them. This is your season, let's do everything we can to make it enjoyable for everyone. At the end of class I will give you time with your teams."</i></p> <ul style="list-style-type: none"> <li>○ OPPORTUNITY FOR ETIQUETTE: Students are honest and do not share information from the board with other students after they have seen it.</li> </ul> <p>Remind students that we are still looking to recognize leadership traits and positive character traits in one another, and when we notice them, we are still tossing bandanas. Allow the students to go to open space to practice the draw in their groups. Two people will take the draw at a time, getting three reps each, while one other student says go and monitors the legality of the draw.</p>	
<b>Learning Activity 2</b>	3	Students will spread out in the playing area with a partner.	Have the students get with partners and spread out in the playing area for the Quick Draw Tournament. The quick draw tournament will operate as follows: <ul style="list-style-type: none"> <li>● Students set up to take the draw against their partner.</li> <li>● When the teacher says go, both students try to push the ball to open space behind their opponent.</li> <li>● The student who pushes the ball up in the air behind their opponent wins the draw.</li> </ul>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● SAME AS ABOVE</li> </ul> <p><b>Checks for Understanding:</b></p> <ul style="list-style-type: none"> <li>● What do you do after each round?</li> </ul>

			<ul style="list-style-type: none"> <li>● Students will monitor their own competition and determine who wins. They will also determine if the draw was not legal and needs to happen again.</li> <li>● Students who win will match up with students who win, and students who do not win will match up with students who do not win after each round. When there are only two students still in the “winners’ bracket” the other students can watch the final draw to see who the class champion may be.           <ul style="list-style-type: none"> <li>○ OPPORTUNITY FOR ETIQUETTE: Students are honest judging their own draw.</li> </ul> </li> </ul>	
<b>Closure</b>	10	Students will gather in the middle of the playing area.	<p>As the students gather for the closure, they should pick up any bandanas that they threw during the lesson. Show them the draft board complete with their teams. Ask the students to look at all of the teams, not just their team, and provide them an opportunity to raise any concerns that they have regarding equity. After the students have agreed on the teams, ask them to sit with their teams to create a team name, and decide on team colors.</p> <p>When the teams are done, ask them to share what they came up with, with you so it can be recorded.</p> <p>Ask any students who threw bandanas to please share the who and what with the class. Look for opportunities to expand on their experiences and continue to teach about leadership, legacy, character and impact. After each student shares, the entire class should clap twice, in unison.</p>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b></li> <li>● <b>Equipment</b></li> <li>● <b>Environment</b></li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Peer Buddy or Paraprofessional               <ul style="list-style-type: none"> <li>▪ Assistance</li> </ul> </li> <li>○ Teacher should appropriately place a student who has exhibited positive attitude towards students of different abilities to increase the equitable outcome of the draw activity</li> <li>○ Communication style to meet student’s individual needs               <ul style="list-style-type: none"> <li>▪ Visual pictures as reminders</li> </ul> </li> <li>○ Directionality Prompts as needed               <ul style="list-style-type: none"> <li>▪ Visual</li> </ul> </li> </ul> </li> </ul>



		<p>Before the students leave, ask them to complete an ETQ, (exit ticket question). If needed, you can also share out the results of the combine from last class during the closure.</p>	<ul style="list-style-type: none"> <li>▪ Physical</li> <li>▪ Gestural</li> </ul> <p><b>Quick Assessment (Exit Ticket):</b></p> <ul style="list-style-type: none"> <li>• How might having a strong draw player positively impact your team? What physical characteristics may help someone to be really good at the draw?</li> </ul>
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# LESSON 5

## TEAM CREATION

Lesson Name:	Unit Name & Lesson #:	Grade Level:	Lesson Length:
<p>Role creation and the start of the preseason.</p> <p><b>National Standards:</b></p> <p>Priority Standards for this sequence:</p> <p>Solves problems and thinks critically in physical activity and/or settings, both as an individual and in groups. (S4.H4.L1)</p> <p>Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)</p> <p>Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)</p> <p>Identifies and discusses the historical and cultural roles of games, sports and dance in a society. (S2.H1.L2).</p> <p>Uses strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1)</p> <p>Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)</p> <p>Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)</p> <p>Other standards that can be addressed:</p> <p>Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)</p> <p>Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self-and/or others in a selected skill. (S2.H2.L1)</p> <p>Describes the speed vs. accuracy trade-off in throwing and striking skills. (S2.H2.L2)</p> <p>Applies strategies and tactics when analyzing errors in game play in net/wall and/or target games. (S2.H5.L2)</p>	<p><b>Lesson Objective(s):</b></p> <p>Students will be able to work together to decide which students will take on specific roles to benefit the individual and the team.</p> <p>Students will be able to recognize the leadership characteristics of their classmates, while exhibiting proper etiquette and respect for others.</p>	<p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● PE Soft sticks</li> <li>● PE Soft lacrosse ball</li> <li>● Cones</li> <li>● Pop goals</li> </ul> <p><b>TEACHER RESOURCE:</b></p> <p>Flex6 Lacrosse is a modified, gender neutral version of lacrosse, sponsored by US Lacrosse. Flex6 will be referenced in the lessons as part of this band. <a href="#">Click here</a> for the full resource.</p>	

Applies best practices for participation in physical activity, exercise dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)			
Demonstrates competency in 2 or more specialized skills in health related-related fitness activities. (S1.H3.L2)			
Content	Time	Organization	Activity Progressions
Warm Up	8	Students will enter the playing area and get together with their teams in open space.	As the students enter the playing area, instruct them to come together with their teams and collaborate on an effective dynamic warm-up routine utilizing their knowledge of effective warm-up practices and the demands lacrosse movements may place on specific parts of the body. Explain to the students that after today's class, one person on each team is going to have the specific responsibility of leading the warm-up for the class.
Learning Activity 1	7	Students will meet the teacher in the middle, before moving to their location.	<p>After the warmup, bring the students into the middle of the playing area and explain the day's activity to them.</p> <p>Example script: <i>"Welcome to the pre-season!" Today you are going to have an opportunity to get together as a team and spend 5 minutes organizing, planning or practicing. When your time is up, I am going to call you over, show you today's pre-season game schedule, and explain the parameters that we are going to play by for today. At the end of today's class, you are going to be asked to decide what role each member of your team is going to play going forward."</i></p> <p>Explain the roles to the students; (Roles specifically utilized in this document)  <b>Fitness trainer:</b> Will lead the warmup for each class based on what was taught in previous lessons and any additional research they may bring to their team.  <b>Coach:</b> Will create practice plans to be utilized in specific lessons based on what was taught in previous lessons in regard to planning for improvement, and any additional research they may bring to their team. Will check the schedule and report results. Will create line ups if needed.  <b>Captain:</b> Will work with the captain from the other team prior to each game to decide on the parameters for each game (i.e. goal, specific rules, boundaries, subs or no subs etc.) using the options presented in the Flex6 lacrosse document. The captains will also serve as player - officials for each game</p>
			Options
			<b>Accommodations/Modifications/ Differentiation:</b> <ul style="list-style-type: none"> <li>● SAME AS LESSON 4</li> </ul>
			<b>Accommodations/Modifications/ Differentiation:</b> <ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Accommodate and modify roles to match students' individual abilities</li> <li>○ Promote throw of red bandana to students who show positive support for all of their peers</li> </ul> </li> <li>● <b>Equipment</b></li> <li>● <b>Environment</b></li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Peer Buddy or Paraprofessional <ul style="list-style-type: none"> <li>▪ Assistance</li> </ul> </li> <li>○ Teacher should appropriately place a student who has exhibited positive attitude towards students of different abilities to increase the equitable outcome of the draw activity</li> </ul> </li> </ul>

			<p><b>Scout:</b> Will create scouting reports to be utilized in specific lessons based on what was taught in previous lessons in regard to analyzing performance, and any additional research they may bring to their team.</p> <p><b>Historian:</b> Will have specific research to complete in regard to the evolution of the game of lacrosse. Each team's historian will share their findings with the whole class during the closure.</p> <p>(Other possible roles not specifically utilized in this document that can be incorporated based on the interests of your students)</p> <ul style="list-style-type: none"> <li>● Publicist: Create a team website or brochure.</li> <li>● Marketing Director: Creating an ad campaign for your team to sell tickets or merchandise.</li> <li>● Mascot: Create a team cheer or organize team outfits for the playoffs.</li> <li>● GM: Oversees the operations of all of the other roles and lends assistance when needed.</li> <li>● Official: A student who cannot participate can serve as the official or scorekeeper rather than having a player - official.</li> <li>● Analyst: Uses video analysis tools to do play by play or color commentary over clips of their team playing. The commentary should reflect learning.</li> </ul> <p>Allow the students time to be with their teams as they prepare for their first game and remind them that we are still throwing bandanas today.</p>	<ul style="list-style-type: none"> <li>○ Communication style to meet student's individual needs           <ul style="list-style-type: none"> <li>▪ Visual pictures as reminders of each skill</li> </ul> </li> <li>○ Directionality Prompts as needed           <ul style="list-style-type: none"> <li>▪ Visual</li> <li>▪ Physical</li> <li>▪ Gestural</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● <b>Checks for Understanding:</b> <ul style="list-style-type: none"> <li>● Can someone please remind me by providing specific examples, why a bandana might be thrown during a lesson?</li> </ul> </li> </ul>
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Learning Activity 2	5	Students will check the schedule and move to their first field.	Have the students check the schedule and move to their first field. However, explain the rules of today's play to them before they begin. <ul style="list-style-type: none"> <li>● Play will be five on five resembling box lacrosse, basketball or hockey.</li> <li>● A draw will start play but will not be required after each goal.</li> <li>● Goals will be pop up goals.</li> <li>● No stick checking or body contact on defense at any time.</li> <li>● No goalies.</li> <li>● Students will monitor their games as a group.             <ul style="list-style-type: none"> <li>○ OPPORTUNITY FOR ETIQUETTE: Students monitor and run their games fairly, taking the enjoyment of all students into account.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Accommodations/Modifications/Differentiation:</b></li> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Accommodate rules to match students' abilities</li> <li>○ All students must handle the ball before a goal can be made</li> </ul> </li> <li>● <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Accommodate to students' abilities and needs</li> </ul> </li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Accommodate to students' abilities and needs</li> </ul> </li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Peer Buddy or Paraprofessional               <ul style="list-style-type: none"> <li>▪ Assistance</li> </ul> </li> <li>○ Teacher should appropriately place a student who has exhibited positive attitude towards students of different abilities to increase the equitable outcome of the draw activity</li> <li>○ Communication style to meet student's individual needs               <ul style="list-style-type: none"> <li>▪ Visual pictures as reminders of each skill</li> </ul> </li> <li>○ Directionality Prompts as needed               <ul style="list-style-type: none"> <li>▪ Visual</li> <li>▪ Physical</li> </ul> </li> </ul> </li> </ul>
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				<ul style="list-style-type: none"> <li>▪ Gestural</li> </ul> <p><b>Checks for Understanding:</b></p> <ul style="list-style-type: none"> <li>• Simply ask the students what questions they have before moving on. Language is important. Saying, “do you have any questions?” is passive and sends a dismissive message. Instead say, “what questions do you have?” inviting students to ask questions and letting them know questions are not only ok but expected.</li> </ul>
Learning Activity 3	5	Students will check the schedule and move to their next field.	Have the students check the schedule and move to their next field.	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>• SAME AS ABOVE LEARNING ACTIVITY</li> </ul>
Closure	15	Students will gather in the middle of the playing area.	<p>As the students gather for the closure, they should pick up any bandanas that they threw during the lesson. Provide students time to gather together in their teams and decide on who is going to take on which of the following roles. The roles should be posted or handed out for reference.</p> <p><b>Fitness trainer:</b> Will lead the warmup for each class based on what was taught in previous lessons and any additional research they may bring to their team.</p> <p><b>Coach:</b> Will create practice plans to be utilized in specific lessons based on what was taught in previous lessons in regard to planning for improvement, and any additional research they may bring to their team. Will check the schedule and report results. Will create line ups if needed.</p>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Peer Buddy or Paraprofessional           <ul style="list-style-type: none"> <li>▪ Assistance</li> </ul> </li> <li>○ Teacher should appropriately place a student who has exhibited positive attitude towards students of different abilities to increase the equitable outcome of the draw activity</li> </ul> </li> </ul>

		<p><b>Captain:</b> Will work with the captain from the other team prior to each game to decide on the parameters for each game (i.e. goal, specific rules, boundaries, subs or no subs etc.) using the options presented in the Flex6 lacrosse document. The captains will also serve as player - officials for each game</p> <p><b>Scout:</b> Will create scouting reports to be utilized in specific lessons based on what was taught in previous lessons in regard to analyzing performance, and any additional research they may bring to their team.</p> <p><b>Historian:</b> Will have specific research to complete in regard to the evolution of the game of lacrosse. Each team's historian will share their findings with the whole class during the closure. When the teams are done, ask them to share what they came up with, with you so it can be recorded. After the students have chosen their roles, ask them to share them with you to be recorded. Then, provide an outline for the rest of the sequence along with any documents students may need.</p> <p><b>Two classes from now:</b>        The fitness trainer will officially lead the warmup and submit the routine they created for their team. The document should not only outline what they did, but the rationale behind their choices. The captains will start to collaborate on the parameters of the game based on the Flex6 document and the comfort levels of each team. They will also begin officiating. (Provide captains access to Flex6)</p> <p><b>Three classes from now:</b>        The scout will watch their next opponents play, analyze their style of play and provide the coach with that information. The historians will start to share what they researched. Each team's historian will have a specific "growth of the game" research area. One of the following should be assigned to each team's historian either by student choice or teacher direction.</p> <ul style="list-style-type: none"> <li>● How has lacrosse grown throughout communities representing different ends of the socio-economic spectrum?</li> <li>● How has box lacrosse grown throughout various parts of the globe?</li> <li>● What path has lacrosse taken to becoming an Olympic sport?</li> <li>● How did lacrosse evolve from stickball, into the game we enjoy today?</li> <li>● How has the girls or women's game grown, and what differentiates it from the boys or men's game?</li> <li>● What is being done to continue to grow the game of lacrosse globally?</li> </ul>	<ul style="list-style-type: none"> <li>○ Communication style to meet student's individual needs           <ul style="list-style-type: none"> <li>▪ Visual pictures as reminders of each skill</li> </ul> </li> <li>○ Directionality Prompts as needed           <ul style="list-style-type: none"> <li>▪ Visual</li> <li>▪ Physical</li> <li>▪ Gestural</li> </ul> </li> </ul> <p><b>Quick Assessment (Exit Ticket):</b></p> <ul style="list-style-type: none"> <li>● How might recognizing leadership, and positive character traits aid in creating a positive, inclusive class culture?</li> </ul>
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			<p><b>Four classes from now:</b> The coaches will have time to implement their practice plan based on their analysis of their own team and the information on upcoming opponents provided by the scout.</p> <p>THE COMPLETION OF ROLE RESPONSIBILITIES CAN BE INCORPORATED INTO THE OVERALL STANDINGS IN THE REGULAR SEASON TO HELP CREATE EQUITY. This allows students who may not be the best lacrosse players to feel like they still have a significant impact on the overall success of their team. Ask any students who threw bandanas to please share the who and what with the class. Look for opportunities to expand on their experiences and continue to teach about leadership, legacy, character and impact. After each student shares, the entire class should clap twice, in unison. Before the students leave, ask them to complete an ETQ, (exit ticket question).</p> <p>TEACHER NOTE: Before moving on to the next lesson in this curriculum, allow the students one more day of pre-season games, where they can practice their roles before being asked to perform them and submit accompanying documents. In an effort to eliminate repetition, that lesson is not outlined in this sequence.</p>	
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# LESSON 6

## SEASON START

<p><b>Lesson Name:</b> The start of the regular season (Fitness Trainers and Captains).</p>	<p><b>Unit Name &amp; Lesson #:</b> Lacrosse Lesson #6</p>	<p><b>Grade Level:</b> 9-12</p>	<p><b>Lesson Length:</b> 40</p>
<p><b>National Standards:</b></p> <p>Priority Standards for this sequence:</p> <p>Solves problems and thinks critically in physical activity and/or settings, both as an individual and in groups. (S4.H4.L1)</p> <p>Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)</p> <p>Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)</p> <p>Identifies and discusses the historical and cultural roles of games, sports and dance in a society. (S2.H1.L2).</p> <p>Uses strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1)</p> <p>Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)</p> <p>Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)</p> <p>Other standards that can be addressed:</p> <p>Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)</p> <p>Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self-and/or others in a selected skill. (S2.H2.L1)</p> <p>Describes the speed vs. accuracy trade-off in throwing and striking skills. (S2.H2.L2)</p> <p>Applies strategies and tactics when analyzing errors in game play in net/wall and/or target games. (S2.H5.L2)</p>	<p><b>Lesson Objective(s):</b></p> <p>Students will be able to work together to organize and operate a lacrosse game.</p> <p>Students will be able to recognize the leadership characteristics of their classmates, while exhibiting proper etiquette and respect for others.</p> <p>Students will be able to complete specific tasks in relation to their role on their team. Fitness trainers will be able to conduct an effective, rationalized warm up and captains will be able to organize and help manage game play.</p>	<p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● PE Soft sticks</li> <li>● PE Soft lacrosse ball</li> </ul> <p>Possible equipment based on the captain’s decisions:</p> <ul style="list-style-type: none"> <li>● Cones</li> <li>● Pop goals</li> <li>● Chairs</li> <li>● Cans</li> <li>● Buckets</li> </ul> <p><b>TEACHER RESOURCE:</b></p> <p>Flex6 Lacrosse is a modified, gender neutral version of lacrosse, sponsored by US Lacrosse. Flex6 will be referenced in the lessons as part of this band. <a href="#">Click here</a> for the full resource.</p>	

Applies best practices for participation in physical activity, exercise dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)  Demonstrates competency in 2 or more specialized skills in health related-related fitness activities. (S1.H3.L2)					
Content	Time	Organization	Activity Progressions	Options	
Warm Up	10	Students will enter the playing area and get together with their teams in open space.	As the students enter the playing area, they will meet with their fitness trainer who will take them through the warm-up for the day. This warmup will be handed in.	<b>Accommodations/Modifications/ Differentiation:</b> <ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Fitness Trainer could research ways to accommodate and modify the activity to meet ALL students’ needs and report on that as well</li> </ul> </li> <li>● <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Accommodate and Modify for ALL students’ abilities</li> </ul> </li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Accommodate and modify for ALL students’ needs</li> </ul> </li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Peer Buddy or Paraprofessional               <ul style="list-style-type: none"> <li>● Assistance</li> </ul> </li> <li>○ Communication style to meet student’s individual needs               <ul style="list-style-type: none"> <li>▪ Visual pictures as reminders of each skill</li> </ul> </li> <li>○ Directionality Prompts as needed               <ul style="list-style-type: none"> <li>▪ Visual</li> </ul> </li> </ul> </li> </ul>	

				<ul style="list-style-type: none"> <li>▪ Physical</li> <li>▪ Gestural</li> </ul>
<b>Learning Activity 1</b>	10	Students will meet the teacher in the middle, before moving to their first field.	<p>After the warmup, bring the students into the middle of the playing area and explain the day's activity to them.</p> <p>Example script: <i>"Welcome to the regular-season!" Today is the first day that you should be in complete control over most if not all of what happens. Your fitness trainers have warmed you up, your coaches are going to check the schedules and tell you where to go. Then, the captains of the two teams will meet, decide on the parameters of play and you can begin your games. If there is ever a reason where you need me to help you solve a problem, please call me over, but one of our goals is for you to solve those occurrences on your own."</i></p> <p>Allow the students to move into their first game. Remind the students that we are still throwing bandanas today.</p>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Captains could research ways to accommodate and modify the activity to meet ALL students' needs and share this information on how they can create community equity and safety for ALL players</li> </ul> </li> <li>● <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Accommodate and Modify for ALL students' abilities</li> </ul> </li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Accommodate and Modify for ALL students' abilities</li> </ul> </li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Peer Buddy or Paraprofessional               <ul style="list-style-type: none"> <li>▪ Assistance</li> </ul> </li> <li>○ Communication style to meet student's individual needs               <ul style="list-style-type: none"> <li>▪ Visual pictures as reminders of each skill</li> </ul> </li> <li>○ Directionality Prompts as needed               <ul style="list-style-type: none"> <li>▪ Visual</li> <li>▪ Physical</li> <li>▪ Gestural</li> </ul> </li> </ul> </li> </ul> <p><b>Checks for Understanding:</b></p> <ul style="list-style-type: none"> <li>● What could be a situation you may need help solving?</li> </ul>

<b>Learning Activity 2</b>	10	Captains should check the schedule and move their teams to the next field.	The captains should meet the teacher at the board, report the scores from the last game, and check the schedule to move their team to the next location.	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b></li> <li>● <b>Equipment</b></li> <li>● <b>Environment</b></li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Peer Buddy or Paraprofessional               <ul style="list-style-type: none"> <li>▪ Assistance</li> </ul> </li> <li>○ Communication style to meet student’s individual needs               <ul style="list-style-type: none"> <li>▪ Visual pictures as reminders of each skill</li> </ul> </li> <li>○ Directionality Prompts as needed               <ul style="list-style-type: none"> <li>▪ Visual</li> <li>▪ Physical</li> <li>▪ Gestural</li> </ul> </li> </ul> </li> </ul> <p><b>Checks In:</b></p> <ul style="list-style-type: none"> <li>● Communicate with the captains to see if there is anything that may need to be addressed before the next games begin.</li> </ul>
<b>Closure</b>	10	Students will gather in the middle of the playing area.	<p>As the students gather for the closure, they should pick up any bandanas that they threw during the lesson. Provide students time to gather together in their teams and discuss what they felt went well and not so well, what worked and what didn’t work in terms of their games and the class overall. Allow the students to share what they discussed.</p> <p>Remind the students that the next lesson will be the scout’s opportunity to analyze performance and the historians first opportunity to share with the class.</p>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b></li> <li>● <b>Equipment</b></li> <li>● <b>Environment</b></li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Peer Buddy or Paraprofessional               <ul style="list-style-type: none"> <li>▪ Assistance</li> </ul> </li> <li>○ Communication style to meet student’s individual needs               <ul style="list-style-type: none"> <li>▪ Visual pictures as reminders of each skill</li> </ul> </li> <li>○ Directionality Prompts as needed</li> </ul> </li> </ul>

		<p>Ask any students who threw bandanas to please share the who and what with the class. Look for opportunities to expand on their experiences and continue to teach about leadership, legacy, character and impact. After each student shares, the entire class should clap twice, in unison. Before the students leave, ask them to complete an ETQ, (exit ticket question).</p>	<ul style="list-style-type: none"> <li>▪ Visual</li> <li>▪ Physical</li> <li>▪ Gestural</li> </ul> <p><b>Quick Assessment (Exit Ticket):</b></p> <ul style="list-style-type: none"> <li>• How might a dynamic warm-up reduce injury risk? Do you think that our focus on leadership, etiquette and positive interactions had helped you manage your game play? Why or why not?</li> </ul>
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# LESSON 7

## SEASON PLAY

Lesson Name:	Unit Name & Lesson #:	Grade Level:	Lesson Length:
<p>Continuation of the regular season (Scout and Historians).</p> <p><b>National Standards:</b></p> <p>Priority Standards for this sequence:</p> <p>Solves problems and thinks critically in physical activity and/or settings, both as an individual and in groups. (S4.H4.L1)</p> <p>Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)</p> <p>Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)</p> <p>Identifies and discusses the historical and cultural roles of games, sports and dance in a society. (S2.H1.L2).</p> <p>Uses strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1)</p> <p>Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)</p> <p>Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)</p> <p>Other standards that can be addressed:</p> <p>Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)</p> <p>Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self-and/or others in a selected skill. (S2.H2.L1)</p> <p>Describes the speed vs. accuracy trade-off in throwing and striking skills. (S2.H2.L2)</p>	<p><b>Lesson Objective(s):</b></p> <p>Students will be able to work together to organize and operate a lacrosse game.</p> <p>Students will be able to recognize the leadership characteristics of their classmates, while exhibiting proper etiquette and respect for others.</p> <p>Students will be able to complete specific tasks in relation to their role on their team. Scouts will be able to analyze the performance of opponents and communicate their findings to the coach. Historians will present their reports to the class, and hand in what they reported.</p>		<p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● PE Soft sticks</li> <li>● PE Soft lacrosse ball</li> </ul> <p>Possible equipment based on the captain's decisions:</p> <ul style="list-style-type: none"> <li>● Cones</li> <li>● Pop goals</li> <li>● Chairs</li> <li>● Cans</li> <li>● Buckets</li> </ul> <p><b>TEACHER RESOURCE:</b></p> <p>Flex6 Lacrosse is a modified, gender neutral version of lacrosse, sponsored by US Lacrosse. Flex6 will be referenced in the lessons as part of this band. <a href="#">Click here</a> for the full resource.</p>

<p>Applies strategies and tactics when analyzing errors in game play in net/wall and/or target games. (S2.H5.L2)</p> <p>Applies best practices for participation in physical activity, exercise dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)</p> <p>Demonstrates competency in 2 or more specialized skills in health related-related fitness activities. (S1.H3.L2)</p>				
Content	Time	Organization	Activity Progressions	Options
Warm Up	10	Students will enter the playing area and get together with their teams in open space.	As the students enter the playing area, they will meet with their fitness trainer who will take them through the warm-up for the day. This warmup is not required to be handed in, but it can be if the fitness trainer feels like they have learned more and would like to replace their assignment from last class.	<b>Accommodations/Modifications/ Differentiation:</b> <ul style="list-style-type: none"> <li>• SAME AS LESSON 6</li> </ul>
Learning Activity 1	10	Students will meet the teacher in the middle, before moving to their first field.	<p>After the warmup, bring the students into the middle of the playing area and explain the day's activity to them.</p> <p>Example script: <i>“Welcome to day two of the regular season. Today is a big day for scouting and historical reporting. Before moving to your first games please check the standings so you know where your teams are at the early stages of the season. In addition, scouts should check the schedule for who they will be playing NEXT class, as</i></p>	<b>Accommodations/Modifications/ Differentiation:</b> <ul style="list-style-type: none"> <li>• <b>Rules</b> <ul style="list-style-type: none"> <li>○ Scouts could focus on writing a positive review of every player so they can create community, equity, and social emotional wellness for ALL players</li> </ul> </li> <li>• <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Accommodate and Modify for ALL students’ abilities</li> </ul> </li> </ul>

			<p><i>well as where those teams will be playing today so you can see them play and complete your role for your team. Coaches please check the schedule and bring your teams to the first field."</i></p> <p>Allow the students to move into their first game. Remind the students that we are still throwing bandanas today.</p>	<ul style="list-style-type: none"> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Accommodate and modify for ALL students' needs</li> </ul> </li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Peer Buddy or Paraprofessional               <ul style="list-style-type: none"> <li>▪ Assistance</li> </ul> </li> <li>○ Communication style to meet student's individual needs               <ul style="list-style-type: none"> <li>▪ Visual pictures as reminders of each skill</li> </ul> </li> <li>○ Directionality Prompts as needed               <ul style="list-style-type: none"> <li>▪ Visual</li> <li>▪ Physical</li> <li>▪ Gestural</li> </ul> </li> </ul> </li> </ul> <p><b>Checks for Understanding:</b></p> <ul style="list-style-type: none"> <li>● What are some things the scout can look for today that might be beneficial to their team?</li> </ul>
<p>Learning Activity 2</p>	<p>10</p>	<p>Captains should check the schedule and move their teams to the next field.</p>	<p>The captains should meet the teacher at the board, report the scores from the last game, and check the schedule to move their team to the next location.</p>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b></li> <li>● <b>Equipment</b></li> <li>● <b>Environment</b></li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Peer Buddy or Paraprofessional               <ul style="list-style-type: none"> <li>▪ Assistance</li> </ul> </li> <li>○ Communication style to meet student's individual needs               <ul style="list-style-type: none"> <li>▪ Visual pictures as reminders of each skill</li> </ul> </li> <li>○ Directionality Prompts as needed               <ul style="list-style-type: none"> <li>▪ Visual</li> <li>▪ Physical</li> </ul> </li> </ul> </li> </ul>



				<ul style="list-style-type: none"> <li>▪ Gestural</li> </ul> <p><b>Checks In:</b></p> <ul style="list-style-type: none"> <li>● Communicate with the captains to see if there is anything that may need to be addressed before the next games begin.</li> </ul>
<b>Closure</b>	10	Students will gather in the middle of the playing area.	<p>As the students gather for the closure, they should pick up any bandanas that they threw during the lesson. Provide students time to gather together in their teams. Scouts should report what they saw to the coaches as the rest of the team discusses what they felt went well and not so well, what worked and what didn't work in terms of their games and the class overall. Allow the students to share what they discussed.</p> <p>Warm call historians to go first and allow them to share some of the historical growth and cultural impact of lacrosse. Remind the students that the next lesson will be the coach's opportunity to implement their practice plan.</p> <p>Ask any students who threw bandanas to please share the who and what with the class. Look for opportunities to expand on their experiences and continue to teach about leadership, legacy, character and impact. After each student shares, the entire class should clap twice, in unison. Before the students leave, ask them to complete an ETQ, (exit ticket question).</p>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b></li> <li>● <b>Equipment</b></li> <li>● <b>Environment</b></li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Peer Buddy or Paraprofessional           <ul style="list-style-type: none"> <li>▪ Assistance</li> </ul> </li> <li>○ Communication style to meet student's individual needs           <ul style="list-style-type: none"> <li>▪ Visual pictures as reminders of each skill</li> </ul> </li> <li>○ Directionality Prompts as needed           <ul style="list-style-type: none"> <li>▪ Visual</li> <li>▪ Physical</li> <li>▪ Gestural</li> </ul> </li> </ul> </li> </ul> <p><b>Quick Assessment (Exit Ticket):</b></p> <ul style="list-style-type: none"> <li>● Do you feel like our work together is transferable? Could our conversations on leadership and etiquette have a lasting impact outside of PE class? Why or why not?</li> <li>● Scouts should prepare their scouting report to give to the teacher in the next class.</li> <li>● Captains should prepare a reflection detailing their experiences in their role, highlighting how these experiences either did, or could lend to individual growth. This should be handed in next class.</li> </ul>



# LESSON 8

## SEASON FINISH

Lesson Name:	Unit Name & Lesson #:	Grade Level:	Lesson Length:
Continuation of the regular season (Scout and Historians).	Lacrosse Lesson #8	9-12	40
<p><b>National Standards:</b></p> <p>Priority Standards for this sequence</p> <p>Solves problems and thinks critically in physical activity and/or settings, both as an individual and in groups. (S4.H4.L1)</p> <p>Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)</p> <p>Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)</p> <p>Identifies and discusses the historical and cultural roles of games, sports and dance in a society. (S2.H1.L2).</p> <p>Uses strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1)</p> <p>Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)</p> <p>Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)</p> <p>Other standards that can be addressed:</p> <p>Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)</p> <p>Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self-and/or others in a selected skill. (S2.H2.L1)</p> <p>Describes the speed vs. accuracy trade-off in throwing and striking skills. (S2.H2.L2)</p>	<p><b>Lesson Objective(s):</b></p> <p>Students will be able to work together to organize and operate a lacrosse game.</p> <p>Students will be able to recognize the leadership characteristics of their classmates, while exhibiting proper etiquette and respect for others.</p> <p>Students will be able to complete specific tasks in relation to their role on their team. Coaches will be able to analyze the performance of their own team and take the feedback from the scout to lead their team in an effective practice. Coaches will hand their practice plan in. Historians will present their reports to the class, and hand in what they reported.</p>	<p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● PE Soft sticks</li> <li>● PE Soft lacrosse ball</li> </ul> <p>Possible equipment based on the captain's decisions:</p> <ul style="list-style-type: none"> <li>● Cones</li> <li>● Pop goals</li> <li>● Chairs</li> <li>● Cans</li> <li>● Buckets</li> </ul> <p><b>TEACHER RESOURCE:</b></p> <p>Flex6 Lacrosse is a modified, gender neutral version of lacrosse, sponsored by US Lacrosse. Flex6 will be referenced in the lessons as part of this band. <a href="#">Click here</a> for the full resource.</p>	

<p>Applies strategies and tactics when analyzing errors in game play in net/wall and/or target games. (S2.H5.L2)</p> <p>Applies best practices for participation in physical activity, exercise dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)</p> <p>Demonstrates competency in 2 or more specialized skills in health related-related fitness activities. (S1.H3.L2)</p>					
Content	Time	Organization	Activity Progressions	Options	
Warm Up	10	Students will enter the playing area and get together with their teams in open space.	As the students enter the playing area, they will meet with their fitness trainer who will take them through the warm-up for the day. This warmup is not required to be handed in, but it can be if the fitness trainer feels like they have learned more and would like to replace their assignment from the first class.	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Fitness Trainer could research ways to accommodate and modify the activity to meet ALL students’ needs and report on that as well</li> </ul> </li> <li>● <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Accommodate and Modify for ALL students’ abilities</li> </ul> </li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Accommodate and modify for ALL students’ needs</li> </ul> </li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Peer Buddy or Paraprofessional                             <ul style="list-style-type: none"> <li>▪ Assistance</li> </ul> </li> <li>○ Communication style to meet student’s individual needs                             <ul style="list-style-type: none"> <li>▪ Visual pictures as reminders of each skill</li> </ul> </li> <li>○ Directionality Prompts as needed</li> </ul> </li> </ul>	

				<ul style="list-style-type: none"> <li>▪ Visual</li> <li>▪ Physical</li> <li>▪ Gestural</li> </ul>
Learning Activity 1	10	Students will meet the teacher in the middle, before moving to their practice locations.	<p>After the warmup, bring the students into the middle of the playing area and explain the day's activity to them.</p> <p>Example script: <i>"Today is the final day of the regular season and the coaches have the opportunity to lead a practice with their teams. Each team has a designated location in the schedule to use for their practice time. When the practices are done, you will play your final game of the regular season."</i></p> <p>Allow the coaches to take their teams to the designated location where they can hold their practice.</p>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Accommodate rules to match students' abilities</li> <li>○ Give extra points, to students who show positive support for all of their peers, i.e. that is pointed out with being a great reason to throw in a red bandana</li> </ul> </li> <li>● <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Accommodate to students' abilities and needs</li> </ul> </li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Accommodate to students' abilities and needs</li> </ul> </li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Peer Buddy or Paraprofessional <ul style="list-style-type: none"> <li>▪ Assistance</li> </ul> </li> <li>○ Teacher should appropriately place a student who has exhibited positive attitude towards students of different abilities to increase the equitable outcome of the draw activity</li> <li>○ Communication style to meet student's individual needs <ul style="list-style-type: none"> <li>▪ Visual pictures as reminders of each skill</li> </ul> </li> <li>○ Directionality Prompts as needed <ul style="list-style-type: none"> <li>▪ Visual</li> <li>▪ Physical</li> <li>▪ Gestural</li> </ul> </li> </ul> </li> </ul>
Learning	10	Captains should check	The captains should meet the teacher at the	<b>Accommodations/Modifications/ Differentiation:</b>

<b>Activity 2</b>		the schedule and move their teams to their first game.	board and check the schedule to move their team to the next location.	<ul style="list-style-type: none"> <li>● <b>Rules</b></li> <li>● <b>Equipment</b></li> <li>● <b>Environment</b></li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Peer Buddy or Paraprofessional               <ul style="list-style-type: none"> <li>▪ Assistance</li> </ul> </li> <li>○ Teacher should appropriately place a student who has exhibited positive attitude towards students of different abilities to increase the equitable outcome of the draw activity</li> <li>○ Communication style to meet student’s individual needs               <ul style="list-style-type: none"> <li>▪ Visual pictures as reminders of each skill</li> </ul> </li> <li>○ Directionality Prompts as needed               <ul style="list-style-type: none"> <li>▪ Visual</li> <li>▪ Physical</li> <li>▪ Gestural</li> </ul> </li> </ul> </li> </ul> <p><b>Checks In:</b></p> <ul style="list-style-type: none"> <li>● Communicate with the captains to see if there is anything that may need to be addressed before the next games begin.</li> </ul>
<b>Closure</b>	10	Students will gather in the middle of the playing area.	As the students gather for the closure, they should pick up any bandanas that they threw during the lesson. Provide students time to gather together in their teams. Warm call historians to go first and allow them to share some of the historical growth and cultural impact of lacrosse. Ask any students who threw bandanas to please share the who and what with the class. Look for opportunities to expand on their experiences and continue to teach about leadership, legacy, character and impact.	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ If the team has a videographer, have them promote the celebration of ALL abilities and video team bonding as well as game play to increase social emotional and a feeling of belonging for ALL students</li> </ul> </li> <li>● <b>Equipment</b></li> <li>● <b>Environment</b></li> <li>● <b>Learning/Instructional Strategies</b></li> </ul>

		<p>After each student shares, the entire class should clap twice, in unison. Before the students leave, ask them to complete an ETQ, (exit ticket question). TEACHER NOTE: As the regular season ends, you can continue the sequence with a single elimination, double elimination or round robin tournament. Some notes for the tournament:</p> <ul style="list-style-type: none"> <li>● Allow more opportunities for students to use their roles.</li> <li>● Allow students the opportunity to trade roles with teammates.</li> <li>● Allow students the opportunity to redo an assignment.</li> <li>● Create a culminating event for the championship day where students dress up in team uniforms or wear team colors, create team cheers and take part in an award ceremony.</li> <li>● Treat the award ceremony more like superlatives where every student gets recognized for specific things that they brought to the group over the course of the lacrosse learning sequence.</li> </ul>	<ul style="list-style-type: none"> <li>○ Peer Buddy or Paraprofessional <ul style="list-style-type: none"> <li>▪ Assistance</li> </ul> </li> <li>○ Teacher should appropriately place a student who has exhibited positive attitude towards students of different abilities to increase the equitable outcome of the draw activity</li> <li>○ Communication style to meet student’s individual needs <ul style="list-style-type: none"> <li>▪ Visual pictures as reminders of each skill</li> </ul> </li> <li>○ Directionality Prompts as needed <ul style="list-style-type: none"> <li>▪ Visual</li> <li>▪ Physical</li> <li>▪ Gestural</li> </ul> </li> </ul> <p><b>Quick Assessment (Exit Ticket):</b></p> <ul style="list-style-type: none"> <li>● What does the acronym K.I.S. mean in terms of preparing plans for improved performance?</li> <li>● The scout and captain should hand in their reports.</li> </ul>
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